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В настоящем электронном сборнике «Европейский и национальный контексты в научных исследованиях. Гуманитарные науки» представлены работы молодых ученых по гуманитарным, социальным и юридическим наукам, спорту и туризму.

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In this Electronic collected materials “National and European dimension in research. Humanities” works in the fields of humanities, social sciences, law, sport and tourism are presented.

It is intended for trainers, researchers and professionals. It can be useful for university graduate and post-graduate students.

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**LINGUISTICS, LITERATURE, PHILOLOGY**

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**DEVELOPING MULTICULTURAL COMMUNICATIVE COMPETENCE  
IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM****IRINA KORENETSKAYA**  
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*Due to the recent increase of academic mobility at higher institution level in Russian Federation there appear more and more multicultural academic groups. English as a Foreign Language (EFL) teacher faces new challenges, connected not only with different language levels but with behavioral patterns, rooted in different cultural background. This paper will present design and implementation of an educational programme that aims at developing both students' language skills in English as a foreign language and social skills of interaction in multicultural environment. These ideas help to create classrooms that are more equitable and provide effective engaging of students from diverse backgrounds in the academic process by taking into account their cultures, values and language skills.*

**Introduction.** During the years of its existence the term multiculturalism has experienced different interpretations among politicians, researchers and educators: from being wildly accepted practically worldwide, then the complete rejection in some countries, and finally, we face nowadays rather modest interpretation of this term as a certain balance between an integrated identity as a representative of a particular country and maintenance of linguistic and cultural diversity.

English as a Foreign Language (EFL) learners in multicultural framework tend to interact in the environment of mutual understanding and acceptance of different points of view and other cultures and values. Students need certain communicative life skills that are promoted with multicultural education.

Actually, multicultural education should be based on educational equality, mutual acceptance, respect and social justice, prejudice rejection, which will enable the learners to resolve the personal conflicts effectively in today's world. The question: "What knowledge and skills students acquire in their EFL classroom framework when it is about interactions with those who come from different multicultural environment?" turns into "How successful they will be in the global marketplace?"

The tendency to multicultural education changes the main objective of EFL education, which is to prepare citizens to interact in diverse cultural and linguistic contexts. Gogolin (2002) states that the goal of language learning is to develop intercultural competence and promote language diversity.

According to the National Association for Multicultural Education, multicultural education promotes development of positive self-image for students; provides students with equitable educational opportunities; offers multiple perspectives and ways of thinking; combats stereotypes and prejudicial behavior; teaches students to analyze the community in the interest of social equality and justice.

The development of these skills enables students to respond to their role as active citizens in a modern multicultural context. In order to do it, acquisition of linguistic communicative competence alone is not enough. As far as we remember, the term "communicative competence" has been in use for more than forty years. Starting with Hymes (1967, 1973), who added to linguistic competence a sociolinguistic one; later, the term in Canale and Swain's research (1980) acquired strategic competence as well, and finally Celce-Murcia (1995) added actional and discourse competence.

Moreover, nowadays we face the shift in understanding the image of a Native Speaker as an ideal model of language mastery. It will be more correct to replace the pattern of a Native Speaker with an Intercultural speaker. The learner will never manage to attain the level of a Native Speaker, when the latter encompasses both the high level of linguistic and cultural competence. The learner of EFL will always stay as an imperfect Native Speaker, because even if he can acquire perfect linguistic and cultural skills, he will never be able to get rid of his own cultural background in order to become a true Native Speaker. That's why an Intercultural Speaker

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can be less skilled than a Native Speaker, regarding his mastery of language, but he can interpret correctly other people's behavior, be tolerant, show respect and interest towards other people in multicultural context, while a Native Speaker is driven by ethnocentrism, taking as "normal" what he knows, and feeling at a loss when he faces a new situation. Students need to function in a situation where at least two languages and two cultures interplay (Kramsch 1993: 233–259), and they must become intercultural speakers, equipped with certain complex and interrelated skills (Yassine, 2006), such as: a) comparing and contrasting cultures, b) dealing with or tolerating ambiguity, c) accepting difference, d) defending one's own point of view while acknowledging the legitimacy of others and e) willingness to engage with the foreign culture.

These skills can be organized into three groups: cognitive (awareness of cultural diversity and different cultural background), emotional (positive acceptance of a different point of view), behavioral (effective relationships with the representatives of other cultures).

To evaluate the effectiveness of implementation of a multicultural educational programme we can resort to the criteria of a result, where we outline the level of development of multicultural communicational skills. Here we differentiate among the highest level, when the students accept the issue of positive multicultural interaction, when they are ready and well-prepared to such an interaction, being able to understand, interpret, respect, be patient to the representative of a different culture. Then there go the intermediate and the lowest levels of multicultural skills, where less personal qualities are necessary for interaction in multicultural context.

Below we would like to present theoretical and practical provision for multicultural educational programme within EFL classroom.

**Framework of EFL classroom within multicultural context.** The question is: what should really happen in the EFL classroom, when learners of diverse cultural background interact on a daily basis? Undoubtedly, there is a common goal for all learners – that is to develop communicative competence in EFL. But one more question is: who are these students? How well are we, as educators, aware of their linguistic and cultural background?

Addressing diversity is a complex concept, and there is not one single set of right answers. Only by understanding each other we can agree on how to resolve our different points of view. The outcome depends on a dialogue – a discussion with the goal of understanding each other's perspectives.

So, let's get down to the crux of the issue: How does one go about teaching in a classroom where there are, let's say, 6 Russian students, 5 Turkmenian students, one Estonian student, one Uzbek student, one Ukrainian student? Besides this linguistic diversity, what should be done with the cultural diversity that we encounter in such a multicultural framework? How is it possible to take into account all this diversity of learners' backgrounds?

Can English language become the assistant in bridging the language or cultural gap that exists within each student?

In EFL classrooms there should always be time for mother tongue, that provides the opportunity to study and work out the similarities and differences. In this case, the Russian language would be the language selected for comparative analysis for Russian students, whereas the Turkmen language would be chosen by Turkmenian students.

Multicultural encounters within EFL classroom may be provided through a specific activity. These tasks could be thematically related to a certain topic, e.g. relationships, free time and so on.

The simplest example is when the teacher designs the work with idioms, when students try to find equivalents in their mother tongues. For example, students find similar sayings for English "A friend in need is a friend indeed", where in Russian it is «Друг познается в беде», in the Turkmen language it will sound as "Dostuň üçin zäher yut" (Be ready to drink poison for your friend). In the Turkmen language there are some more proverbs with a different implication as well: "Hasaply dost aýrylmaz" (Friendship is one thing, but business is another one); "Täze dost tapdym diýip, könesini unutma" (Old friends and new clothes are best); "Syryňy dostuňa berme, onuňam dosty bardyr" (I said the word to a friend and the enemy got to know my secret).

If we take into account all types of learning styles, i.e. visual, kinesthetic, auditory, analytic learners and so on, (Weaver & Cohen, 1997), then within the language framework the students can compare: vocabulary loans in their languages (e.g. jeans, jam, brand, fitness etc.), jokes, idioms /sayings/proverbs/similes. Analyzing a piece of music, students can present songs from their countries or find common points of reference among languages (New Year's or Christmas songs), present traditional musical instruments from their country. Reading an abstract from drama narration, students can write and perform plays based on cultural elements derived from their country, read poems, written by the authors from their country, watch the films based on a particular book narration but made in their country. When studying the history of English speaking countries, students prepare

the presentations about the greatest sights of their country, traditional myths or legends, national symbols and traditional symbols, customs, celebrations, habits and traditional cuisine of their country. Dealing with the topic "Art", students present some information about outstanding artists of their country, about masterpieces in painting and sculpture.

Designing the lesson plans in such a way, the teacher creates as many opportunities as possible for the students to understand and experience other cultures by means of the textbooks, videos, films, press articles. So we see a shift from teaching of the language itself to the teaching of cultural aspects of the native countries of our students, but not only that of English-speaking countries. Dealing with issues like traditions and customs, history, geography or politics within the EFL classroom we develop intercultural communicative competence, promoting attitudes of openness and tolerance towards the representatives of other cultures, the ability to handle intercultural contact situations with reflection on cultural similarities and differences.

To understand the points mentioned above one needs to have cultural sensitivity. The last one can be added into the structure of intercultural communicative competence. Intercultural sensitivity can be defined as an integrative character trait, combining curiosity, openness, and empathy. It is based on understanding the diversity among the representatives of different cultures and readiness to consider these differences in multicultural encounters, showing flexibility in the choice of communicative strategies and ways of verbal and non-verbal communication.

In every of the point of multicultural encounters the crucial issue is about culture. Louise Damen defined culture as the "learned and shared human patterns or models for living; day-to-day living patterns that pervade all aspects of human social interaction. Undoubtedly, culture is mankind's primary adaptive mechanism." Representatives from different nationalities, ethnicities, and races bring cultural patterns to their interactions, and it's up to teachers to recognize, celebrate and share different cultural patterns. Culture affects learning, both inside and outside the classroom.

Inside the classroom culture influences *academic performance*, when students are taught to process and understand the ideas and information in different ways based on their cultural upbringings, and teachers may need to adapt the lesson plans for multicultural classrooms.

*Classroom engagement* itself can be highly influenced with students' cultural roots. Students from impoverished backgrounds may struggle to focus and participate, and English-language learners may be less likely to speak up in class.

Different cultural background is important in *student-teacher relationship*. How students treat authority figures, and what they expect from them, differs across cultures. While American children tend to be more informal, other cultures may have very formal structures for student-teacher relationships.

Students' cultural background influence the way students *solve the problems* inside the EFL classroom. Given the same set of information about a problem, students from different cultural origin are likely to suggest a wide array of solutions. A teacher should validate a range of approaches and help students understand there are multiple ways to solve a problem.

Personal culture within EFL classroom may influence the way students *handle the conflicts*. Cultural responses to conflict vary significantly, and it's vital for teachers to be aware of these differences so they can manage them effectively. Some students are taught to avoid conflict at all costs, while other cultures see conflict as a positive and constructive exercise.

Outside the classroom *socioeconomic status* can affect academic performance in some ways. For example, some students may not be able to afford proper academic supplies, causing them to struggle with homework assignments because they don't have the right tools.

There is a challenge in EFL learning *outside* the classroom, when a student is the only English speaker in their family and help from their parents or siblings on academic assignments may not be possible.

*Family structure* determines how students see themselves and interact with their peers.

*Religion* can make it difficult for a student to balance different priorities, when, for example, students may stay away from classes due to particular religious rituals.

*Ethnicity* can affect patterns of classroom behavior.

Even *proper nutrition* may affect the interaction within multicultural environment. Malnourished students may fall behind when they struggle to remain focused and retain information.

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**Linguistics, literature, philology**

To draw a conclusion, it may be said that multicultural encounters within EFL classroom should be designed to help students to not only value multicultural diversity but also to overcome prejudice and discrimination and become true Intercultural Speakers, well-equipped with multicultural communicative skills.

**Conclusion.** As it can be seen from the points mentioned above multicultural education is most successful when implemented as a systematic approach with the reconstruction of not only the curriculum, but also organizational patterns.

Firstly, multicultural education requires a staff that is not only diverse, but also culturally competent. Educators must be aware, responsive and embracing of the diverse beliefs, perspectives and experiences.

Secondly, textbooks and other resources about multiculturalism can come in handy when designing lesson plans and educational materials for multicultural framework. One of the most important reasons for truly learning about the cognitive backgrounds of cultural groups is so that the interpersonal attitudes and behaviors of diverse students can be effectively interpreted in terms of the culture that they're entrenched in. It means that students shouldn't be forced to modify their way of thought and behavior, but the teacher should adapt cultural difficulties to the level of students' understanding.

Finally, the teacher while designing the lesson plans for multicultural groups should take into account different inside and outside classroom factors affected by a certain culture, such as family structure, religion, ethnicity and so on which may help or create obstacles on the way to multiculturalism.

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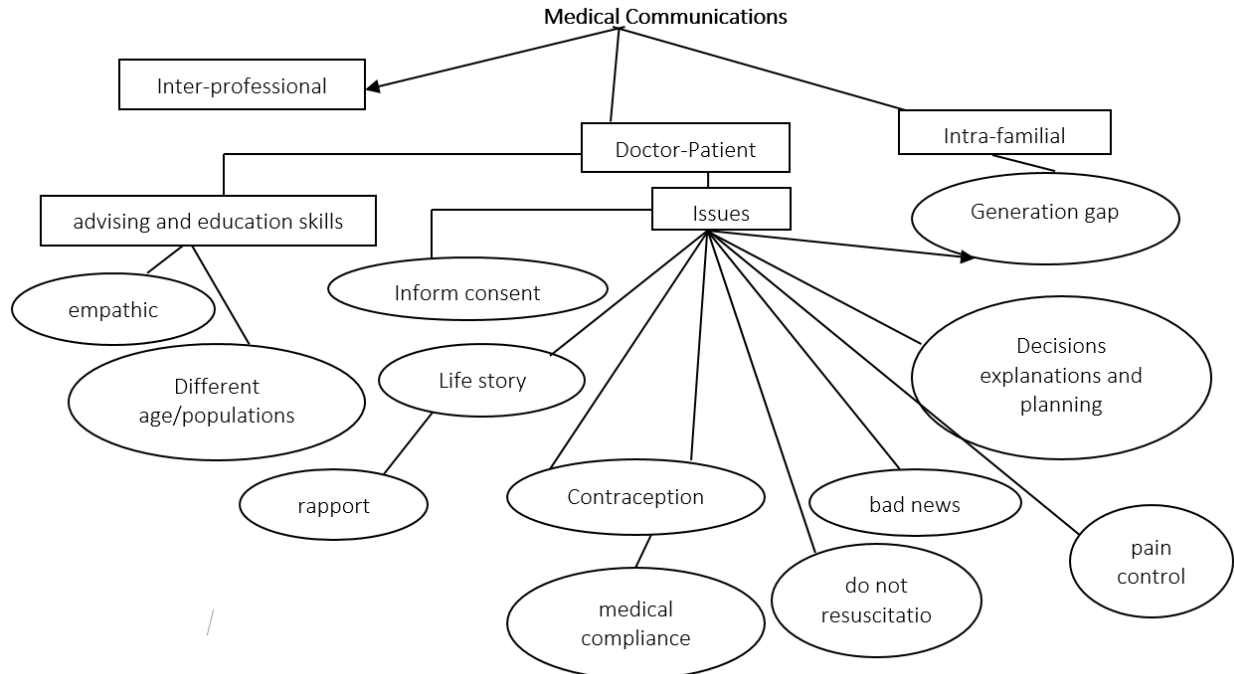
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THE WAYS OF TEACHING LANGUAGES AT MEDICAL INSTITUTIONS

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At present, it is important to mention that there are a lot of teaching processes and forms of training on learning languages. Methods of learning languages have been developing on the measure of upcoming community. A considerable amount of research has been carried on analysis of the linguistic changes that the medical field undergone throughout the centuries. In this article particular attention is paid to comprehensive understanding of the interaction between speech of doctor and patient. Furthermore, health communication research in linguistics, medical sociology, the effects of dialectal variation have previously been overlooked. However, the research has found that the inadequate or unsatisfactory physician-patient communication is the most common reason for low patient satisfaction and regularly leads to decreased patient compliance. For this reason, physicians may use better communication style of speech in order to diminish patients' diseases through the linguistic accommodations. For example, physicians are able to use more politeness of speech to cure severe or mental depression illnesses instead of biomedical jargons. Moreover, incorrect using of medical terminology can lead to the physician to perceive the patient as uneducated in their communication. There are some idioms that are able to improve the meaning of situation among part of medical speech. For example:

*Be on mend – Поправляться*; According to this idiom here identified that the patient is under good condition of being healthy. Sick person is recovering from disease with the help of medications procedures. Equivalent of this idiom is «be back on your feet», «convalesce» in English, in Russian «поправлять, чинить самого себя», both have the same meanings. *A new lease of life – второе дыхание, начало новой жизни, восстановление сил*. In this example is determined that the patient is given health for the second chance of life. It means organ transplantation is having done that he was saved of death and he enable to breath to restore his strength.



Example: Operation on kidneys has given him a new lease of life. There are four types of teaching methods.

- Individual teaching
- Individual-group teaching
- Group teaching
- Collective teaching

## Linguistics, literature, philology

First way of teaching is individual teaching. The aim of it was learners were able to communicate to each other one by one and they performed all the tasks individual. Nowadays individual method of teaching is used for pulling-up lagging learners at the Institute or University or going to tutor. Following individual study appeared individual-group method of teaching. Teacher trained with the group of students, but teaching program carried on previous individual character. The teacher trained teaching program with every separately asking in turn student giving material, explaining new one, giving individual tasks. On that time other students were busy with their own work. By the way of teaching they purchased ordinary skills of reading and writing. Nevertheless, decreasing students mass remained not trained. Fast progress producing and increasing role of spiritual life in society entailed significant creations way of teaching, which would permitted main mass of learners.

At present forms of group training frequently are called system of teaching. It is important to mention that such name is not so clear. The reason of it understanding of systems training are much wider and involves all the elements of teaching process, on the relationship to each other. Thus, if it is suited strictly, the reference of system should be included, the level of preparation teachers and learners, method of teaching, material of providing and other elements of teaching. But in the forced of term "system" is broadly used in the pedagogical literatures. In order to achieve good result of foreign languages the best way is using different methods.

Nowadays, using of innovation games in the pedagogical process is performed, developing problem. Participations get in the concrete playing situations, everyone with its point of view. They may come from variety specialized subject area, may have different conceptual and world outlook representation. For the purpose of cooperative their action in the single collective activity, necessary determination methods action of participations, refer them reflex and analysis on cooperative organization and productive interaction. The function of all participations carries out organizer and specially divided group of organizations.

Aim of professional and social teaching enable to obtain if the learners take possession in the diverse ways decision problem such as professional sphere so in the area of social interaction. There are a number of following methods using in the pedagogical diagnostics:

Conversation – receiving information by pedagogics about peculiarity developments of students in the result discussing them with parents. Frequently, conversations initiators in the frame of research outstanding parents themselves or educators, appealing to teacher for consultative help.

Quiz in the form of interview – is one of the ancient diagnostic method. It progressed before science, primitive conversation and differ from previous interview of phase planning, need as for explanation diagnostic target in leading conversation. In the process of observation fixed behavior on the base of interest and evaluation.

Interview – systemic action with definite scientific aim, in the course of probationary have to push in message to verbal information with the help of raw objective questions or verbal stimuli.

Writing quiz – way of receiving reduction about objective dates or subjective position with the help of application. Application may be used in the group of teacher, if he wants to know about students in definite educational measure.

Experimental method of student study – much more "young" on the comparative to method observation. On duty usage probably multiple repetition procedures of investigation; carrying out statistic cultivation given data; it requires less spending time on training.

Experimental method – collection factors in special creating conditions providing active manifestation of learning phenomena. Experiment fulfill with the help of special selected experimental methods. Their choice and quality identify task, which necessary to solve researcher with mandatory account of demanding on organization and conduction of experimental study progress and also level its teaching and upbringing.

On the basis of receiving data diagnostic process learning becomes possible entering in teaching process significant correction, altering strategy, using other way, methods or technology which refers to the opinion on teacher that seems much more effective.

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## TEACHING LEXICALLY «ENGLISH FOR IT SPECIALISTS»

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*The article gives the theoretical background of the course book "English for IT specialists" that is built on competency-based and communication-centered approaches. The main attention is paid to lexical approach as the modern key way of teaching English. The tasks from the 1<sup>st</sup> unit "The world of the Internet" are taken as examples.*

"English for IT specialists" is a course book targeted on students of the department "Computer Science and Electric Power Engineering", Pskov State University, Russia. It is going to be used for teaching such subjects as "Technical English" and "English in the sphere of professional communication". The book is aimed at the development of language and speech skills in ICT context. It contains lexical and grammatical course content united with the topic of the unit. Technical concepts are clearly presented using authentic texts. Topics reflect the latest developments in technology and are relevant to student's needs. The course uses the core language common to a range of specializations. "English for IT specialists" is being created within competence-based, communication-centered and lexical approaches. Therefore, the objective of the article is to give the theoretical background the course book is based on, special attention is paid to teaching lexically.

**Task formulation.** This paper is devoted to English teacher's work being studied at the moment. The tasks under consideration are: 1. to review the literature that is relevant to the topic under study; 2. to explain the methodological concept of the course book presented; 3. to demonstrate tasks from the book as examples of lexical approach at work.

**Methods of research.** Literature review and analysis are core research methods used. The scope of this applied research supposed review of literature within several basic scientific fields.

Firstly, competence-based approach was contemplated as it is the methodological basis of higher education in The Russian Federation according to Federal State Educational Standards of Higher Education (generation 3+) introduced in 2013. The approach is studied by V.M. Avdeev, L.S. Grebnev, D.A. Ivanov, S.I. Grigor'ev, E. Zeer, D. Zavodchikov, V.S. Senashenko, U.G. Tatur, S.A. Sharonova, J. C. Richards, T. S. Rogers, R. Harris, J. A. Bowden. According to J. C. Richards and T. S. Rodgers, Competency-Based Language Teaching (CBLT) is an application of the principles of competency-based education to language teaching. In competency-based education the focus is on the "outcomes or outputs of learning". By the end of the 1970s CBLT was mostly used in "work-related and survival-oriented language teaching programs for adults" (Richards, Rodgers, 2001). The competency-based education is a functional approach to education that emphasizes life skills and evaluates mastery of those skills according to actual learner performance. "It was defined by the U.S. Office of Education as a performance-based process leading to demonstrated mastery of basic life skills necessary for the individual to function proficiently in society" (Saliha, 2011).

Secondly, communication-centered approach was explored as it is the methodological standard on the modern stage of foreign languages teaching. The following scientists can be mentioned in this regard: E.G. Azimov, A.N. Schukin, E.I. Passov, N. Chomsky, D. Hymes, M. Canale, M. Swain, J. C. Richards, D. Nunan. The idea of communicative competence is originally derived from Chomsky's distinction between competence and performance. By competence Chomsky means the shared knowledge of the ideal speaker-listener set in a completely homogeneous community. Such underlying knowledge enables a user of language to produce and understand an infinite set of sentences out of a finite set of rules. Performance, on the other hand, is concerned with the process of applying the underlying knowledge to the actual language use. However, performance cannot reflect competence except under the ideal circumstances because it can be affected by such variables as memory limitations, distractions, shift of attention and interest, errors and some other variables (Chomsky, 1975). As the scope of Communicative Language Teaching (CLT) has expanded, it was considered as an approach rather than a method. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richards, 2006). Other authors in the field defined and characterized CLT in various ways, for example, Littlewood explains that "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view" (Littlewood, 1981).

Linguistics, literature, philology

The last but not least, the lexical approach, which is the main and basic one in the concept of the course book considered, is based on Lewis' (Lewis, 1997) statement that "Language is grammaticalised lexis, not lexicalised grammar". It focuses on teaching lexico-grammatical units, considering words to be the most important element in the communicative process. Due to the study of language corpuses, e.g. National Corpus of Russian language and British National Corpus, which contain over 100 million words of texts from a wide range of genres (e.g. spoken, fiction, magazines, newspapers, and academic), it was stated that every language has a set of "lexical chunks" (Richards, Rogers, 1986; Harmer, Thornbury, 2014). Other scientists investigating the approach are: M. Canale, G. Cook, J. O'Malley and A. Chamot, N. Shmitt and M. McCarthy. The basic concept on which this approach rests is the idea that an important part of learning a language consists of being able to understand and produce lexical phrases as chunks. Students are thought to be able to perceive patterns of language (grammar) as well as have meaningful set uses of words at their disposal when they are taught in this way. The most important highlight is the importance of vocabulary as being basic to communication (Sethi, 2013). Consequently, lexical approach is supposed to be based on lexis. Michael Lewis (Lewis, 1993), one of the founders of the approach, offered the classification of vocabulary tasks, many of which are used in the course book by the author of this paper.

**Results, their discussion and perspectives.** Coursebooks "English for IT Specialists" is divided into units. This paper considers Unit 1 "The world of the Internet" from the point of lexical approach. The unit has several basic parts: *LEAD IN, VOCABULARY, READING, VOCABULARY PRACTICE, TALKING POINTS, LANGUAGE DEVELOPMENT, GRAMMAR, SPEAKING AND WRITING*. As it was mentioned earlier the author uses lexical tasks including those offered by Michael Lewis. Let's consider the types of tasks used in parts *VOCABULARY* (before reading vocabulary practice) and *VOCABULARY PRACTICE* (after reading vocabulary practice).

**Part: VOCABULARY**

**Exercise type: categorizing**

**Group the following verbs according to whether they form strong word partnerships with the verbs. Some of them belong to more than one group.**

*a photo // a movie // twice // through the website // down the page // software // a file // a battery // an e-mail // the Net // up the page // a song // a phone // a message // on a word // the text // a film // a dictionary // the right mouse button // an application // a document // a device // a game // to wireless Internet // on "NEXT" // an image // Driver Software // a picture // and paste // to account // a tablet // an account // to the Internet // an object // a menu // information // photos*

1. download \_\_\_\_\_
2. upload \_\_\_\_\_
3. click \_\_\_\_\_
4. recharge \_\_\_\_\_
5. send \_\_\_\_\_
6. browse \_\_\_\_\_
7. surf \_\_\_\_\_
8. connect \_\_\_\_\_
9. register \_\_\_\_\_
10. navigate \_\_\_\_\_
11. scroll \_\_\_\_\_
12. log in \_\_\_\_\_
13. copy \_\_\_\_\_
14. paste \_\_\_\_\_
15. install \_\_\_\_\_
16. stream \_\_\_\_\_
17. insert \_\_\_\_\_
18. update \_\_\_\_\_

This exercise offers practice of building up collocations. Students can know some of them, but the teacher should encourage them to use collocation dictionaries in case they doubt. "A particular word may interest or be important to a student, who will naturally want to explore its collocational field further" (Lewis, 2000). The lexical focus is put on matching parts of collocations. By finding the correct word partnerships learners show they have mastered collocational fields of the given words.

**Exercise type: completing**

Fill in the gaps in the sentences with the correct form of the verb from ex.1.

1. If you want to open up a document in Windows, you need to double \_\_\_\_\_ it.
2. As soon as we get home, we're going \_\_\_\_\_ this short film to YouTube.
3. I don't have American sports stations on my TV, so I usually just \_\_\_\_\_ games on my laptop.
4. The website is easy \_\_\_\_\_ and provides practical step-by-step information on all aspects of the formal system.
5. This program allows \_\_\_\_\_ several dictionaries.
6. Holding down the left mouse button on an image allows you \_\_\_\_\_ the image.
7. You have \_\_\_\_\_ to wireless Internet if necessary.
8. It was time-consuming to enter data because it was not possible to \_\_\_\_\_ from other cells.
9. This action will open a dialog which lets you \_\_\_\_\_ to the log system.
10. To install Skype, you need to \_\_\_\_\_ the latest version from the Skype website.

This exercise provides practice of collocations and word grammar. It is supposed that learners recorded the lexical items from the previous task and now they are able to use them more easily.

**Exercise type: synonyms**

Rewrite these sentences using one of the word combinations from ex.1 instead of the underlined words.

1. Each display advert is 240x100, it has a place for you to put an image or logo and another section for a brief text message about your event.
2. Using this device you can energize your telephone from car charger outlet.
3. To move around the site, please use the menus at the top and left of the page.
4. To insert the copy currently in the clipboard, use the Edit Paste menu item.
5. Public authorities should regularly collect and renovate adequate environmental data.
6. Here you can transmit your pictures from your PC, add or change communities, as well as personal and business information.

This sort of exercise gives learners alternative ways of saying the same thing. It also serves as a revision of lexical items that learners have acquired in exercise 1.

**Part: VOCABULARY PRACTICE**

**Exercise type: completing**

Fill in the correct word(s) from the list below. Use the words only once.

- |                 |                 |                |
|-----------------|-----------------|----------------|
| <i>initial</i>  | <i>develop</i>  | <i>give</i>    |
| <u>software</u> | <i>solve</i>    | <i>make</i>    |
| <i>get (x2)</i> | <i>send</i>     | <i>release</i> |
| <i>put out</i>  | <u>Internet</u> | <i>network</i> |
| <i>insert</i>   | <i>hold</i>     | <i>create</i>  |
| <i>log into</i> | <i>support</i>  |                |

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. to _____ the Internet      | 10. to _____ the computer.     |
| 2. the _____ idea             | 11. to _____ messages          |
| 3. to _____ smb's vision      | 12. to _____ online.           |
| 4. to _____ the meeting       | 13. to _____ real-time traffic |
| 5. to _____ issues            | 14. to _____ a contribution    |
| 6. to _____ a report          | 15. to _____ inspiration       |
| 7. to _____ specifications    | 16. _____ programs             |
| 8. to _____ press release     | 17. _____ applications         |
| 9. to install _____ equipment | 18. to _____ code              |

In this exercise learners are presupposed to have gone through the text "Who invented the Internet?" given in the unit as it would provide them with the necessary context. The second part of the word combination is given in order to limit the number of possible variants. This exercise type helps learners to take notice of different lexical chunks in authentic texts and process them.

**Exercise type: completing**

Fill in the correct preposition, then choose any five items and make sentences with them.

1. contribute \_\_ smth.;
2. credited \_\_ smth.;
3. to be chaired \_\_ smb.;
4. to be related \_\_ smth.;
5. to introduce \_\_ smb.;
6. to be able \_\_ do smth.;
7. to be installed \_\_ smth.;
8. to connect \_\_ smth.;
9. to be \_\_ the

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Internet; 10. to be \_\_ March,15; 11. to make a contribution \_\_ smth.; 12. to get inspiration \_\_ smth; 13. to be known \_\_ smb./smth.; 14. to insert \_\_ smth.

This exercise is also based on the text. After reading the text, learners are given a set of incomplete phrases and are asked to complete them. The emphasis is put on prepositions. Learners need to be stimulated to take note of prepositional expressions while reading texts. It is advisable that learners follow the recorded material in their notebooks.

**Conclusion.** The book is for learners of technical English at intermediate level and above. It helps them increase their knowledge of technical vocabulary and grammar. The material of each unit is given logically and outlined successively to practice the vocabulary of the unit. Grammar is also given in technical context.

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UDC 003

## ON THE QUESTION OF DISTINCTION BETWEEN «EVALUATION» AND «EVALUATIVITY» IN AXIOLOGY

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*The paper deals with the problem of distinguishing key terms of linguistic axiology – «evaluation» and «evaluativity». The article gives definitions of the terms and specifies particular differences that characterize them.*

The problem of the relationship of a man and the world is largely due to the subjective perception of reality, which is determined by a system of human, cultural-specific and individual features. This perception of value-based world view comes through the prism of cultural-ethnic stereotypes belonging to one or another social stratum, personal experience and many other factors. The system of value coordinates that defines the relationship of a person with the world around is the basis of axiology. Axiology is a philosophical discipline that studies the characteristics, structures and hierarchies of the values, ways of their cognition, as well as the nature and specificity of value judgments. [7]. Terms related to axiology are increasingly found in linguistic research. In this regard, many scientists (A. A. Ivin, N. D. Arutyunova, E. M. Wolf, V. N. Telia et al.) distinguish linguistic axiology in their works.

Linguoaxiology considers the system of humanitarian values in the context of linguistic expression. "The nature of evaluation corresponds to human nature" [2]. So, on the basis of the axiosphere, a person evaluates a "subjective" reality as positive, negative or neutral. These axiological judgments are reflected in the language, in explicit or implicit forms of expression.

The key concept of linguistic axiology is "evaluation". Evaluation is a universal category: "there is hardly any language in which there is no idea of "good / bad" [4]. In the dictionary of linguistic terms, the concept of "evaluation" is defined as the speaker's judgment, "expressing his attitude to the subject of speech." [3]

Traditionally, the category of evaluation is considered in the logical and philosophical (N. D. Arutyunova, A. A. Ivin, M. M. Bakhtin), cultural (A. Wezhbitskaya, U. D. Apresyan) and linguistic plans (E. M. Wolf, V. N. Telia, V. I. Shakhovsky, T.V. Markelova, Z. K. Temirgazina et al.). In terms of language, the category of evaluation is presented as a complex system of evaluative means of content and expression. By the evaluation N. D. Arutyunova means the relationship, issued for a feature of the estimated object [1]. E. M. Wolf emphasizes that evaluation as a semantic concept implies the value aspect of the meaning of language expressions, which can be interpreted as "A (subject of evaluation) believes that B (object of evaluation) is good / bad" [4]. Markelova T.V. defines evaluation as "a functional-semantic category, implemented in speech activity by a system of multi-level language means", noting the value feature of evaluation in "the relation of society to surrounding objects, people, events ..." [5].

Foreign scientists also consider the category of evaluation as a language means of expressing assessment on the basis of value judgments. In English-language literature, the term "evaluation" is interpreted differently: "stance" (J. Du Bois, D. Biber), "metadiscourse" (K. Hyland), "appraisal" (J. Martin, P. White) and "attitude" (W. Vande Kopple). The American researcher J. Du Bois defines stance as an evaluative process, the actants of which are the subject and object (s) in a particular sociocultural context. [8]. English scientists J. Martin and P. White, relying in their work on the philosophical views of M.M. Bakhtin and V.N. Voloshinov, consider that all statements "are seen as in some way stanced or attitudinal." In their opinion, the subject of the appraisal "presents itself as standing with, as standing against, as undecided, or as neutral with respect to other speakers and their value positions." [9]

From the above definitions, it can be concluded that the basis of the evaluation is subject-object relations, connected by an evaluative predicate base. These basic elements form an evaluation modal frame relating to the pragmatic aspect of the statement. The subject of evaluation, explicit or implicit - is a person or a society, which axiologically marks an object of evaluation - a person, object, situation. Besides, the modal frame often implicitly includes the rating scale or "reference point", on which the evaluation in the subject's social perception is based [4].

Thus, in linguistic terms, the evaluation is the speaker's or the subject's attitude to the object. The subject in this case evaluates the object in terms of compliance or non-compliance of its qualities with the basic value criteria/position, fixing this estimated attitude in the statement. In the interaction of the subject and the object of evaluation, one should single out a component that hides in itself an axiological judgment (good / bad). This component located directly in the semantic structure of the word is called evaluativity.

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It should be noted that in the series of individual works the term "evaluativity" is identified with the term "emotivity". So Wolf E. M. in her study emphasizes that "emotivity" is used conditionally. This term "is not directly related to the concepts of emotions, emotionality or expressiveness, but may involve both emotional and rational evaluation" [4].

Markelova T.V. also assumes that the category of "actual" evaluation or emotiveness is presented in any evaluative statement. At the same time, "Emotional evaluation changes the interpretation of a statement, reflects the emotional state of the speaker" [5]. . Wed: *You treat her badly*. - interpretation of rational evaluation; *It kills me that you treat her like a slave* - it is an emotional assessment.

The same point of view is maintained by V.I. Shakhovsky, which describes the cause-effect relationship of emotivity and evaluation. "Evaluation is the subject's opinion about the value of the object for him in terms of his good or bad qualities, and emotion is the subject's experience of this opinion." [7]. Therefore, the emotional component, implicit or explicit, cannot appear in a word without evaluation.

Based on this, it can be assumed that emotivity is an integral feature of the evaluation mode. In this context, the rational aspect of evaluative judgments is primary, and the emotional component, that is, evaluativity, is secondary.

Consequently, the concepts of "evaluation" and "evaluativity" are in close relationship. However, we believe that these two terms are not equivalent. Evaluation is interpreted as a broader category. It can exist in a language without emotions, while evaluativity as an emotional component of axiological judgment that always depends on evaluation, is only its optional element.

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UDC 81-26

TRANSLATION OF PHRASEOLOGICAL UNITS FROM "HEARTS OF THREE" BY J. LONDON

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*Phraseology is the treasury of any language. Phraseological units reflect the history of the people, the originality of culture and life. Phraseological units are highly informative units of language. That is why the issue of translation of phraseological units is of particular importance in the science of translation.*

The study of the functioning of phraseological units has been in the focus of linguists' attention for many decades. Semantic integrity, expressiveness and figurativeness of phraseological units are of constant interest. Research in the field of phraseology is carried out in various directions and brings scientists to the conclusion that having specific properties, phraseological units possess a special status in language and speech. The relevance of this study is determined by the fact that phraseology reflects the entire centuries-old experience of a particular language group, its mentality and features of the way of life. National language and author's worldview are closely intertwined in literature. The specificity of the author's picture of the world is represented by means of phraseological units. The study of translation techniques of how to translate expressive and imaginative potential of phraseological units from the source text into the target text will reveal the culture-bound component of semantics of phraseological units. It is also of great interest to consider the factors that may have influenced the translator's choice of a strategy.

The research sets out to investigate the phraseological units in the text of the book by J. London "Hearts of three" and the strategies of their translation.

Phraseology (from Greek. φράσις - "turn of speech" and λόγος — "teaching"), a linguistic discipline that studies phraseological units. The vocabulary of the language includes not only individual words, but also set phrases that express concepts, and thus become equivalent to a word. Such set combinations of words are called idioms. They consist of two or more word-components with fully or partially reinterpreted meaning, i.e. the meaning of idioms is not derived from the meaning of their components. They are characterized by a constant lexical composition, grammatical structure and the meaning known to the native speakers of this language (in most cases – figurative).

V. V. Vinogradov and his school were the founders of phraseology as an independent linguistic discipline in the 40-50s of the XX century in Russia. However, the background for its creation was laid in the works of A. A. Potebnaya, I. A. Baudouin de Courtenay, A. A. Shakhmatov, K. Paul. O. Espersen etc.. They considered phraseological units as " syntactically non verbal groups" in speech [9, p. 819]. Theoretical aspects of functional and semantic analysis of phraseological expressions in the framework of lexicology were first developed by Sh. Bally.

In any language, the question of classification of phraseological units is a relevant linguistic issue. In Russian phraseology, there are several types of phraseological units classifications which are based on different classification features: semantic (V. Vinogradov) [3, p.p. 33-46], structural (N. M. Shansky, A. I. Smirnitsky) [7, p. 8], historical (B. A. Larin), stylistic (N. M. Shansky, V. N. Telia, A. I. Fedorov) [6, p.p. 12-26]. Bally was the first linguist who systematized phraseological units on the basis of their semantic integrity.

V. V. Vinogradov expanded the classification of Bally, having outlined three types of phraseological phrases: fusion, unity and combination. This classification is considered to be traditional. V. V. Vinogradov's works had a great influence on further studies in the field of the theory of phraseology, as his works filled the gap formed by the insufficient study of the semantics of phraseological units.

Most linguists are of the opinion that phraseological units have a set of the following characteristic features:

- stability of composition and structure;
- reproducibility of phraseological units in speech;
- integrity of semantics, impermeability of structure, imagery.

Literature is a reflection of human life. Every book bears the imprint of the picture of the world of the era and, being the creation of a particular author, displays the features of his or her world view.

The aim of any artist is to convey the meaning and purpose of his/her work to the reader, as well as to express the desire to make the surrounding reality more attractive, to decorate the world around, to bring to perfection, to approach the ideal. Any good book always has a deep meaning, even if it is not always obvious

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and understandable. The meaning of the work of art is transmitted to its recipients not directly, but indirectly-symbolically.

J. London's novel "Hearts of three" was created at the end of his life. "Hearts of three" is a purely experimental work. The writer was fascinated by cinema, which at that time rapidly gained popularity and status of the most modern art.

When translating phraseological units from literature, it is necessary to take into account the style of the original text since the inappropriate use of phraseology in a certain context can distort the meaning of the source text and lead to an undesirable effect on the listener or reader. In addition, it is necessary to be able to distinguish phraseological units from free phrases, pay special attention to the context, take into account the national colour of phraseology and try to create the most equivalent translation of the source language unit.

One of the problems of translation of phraseological units from modern prose is the fact that the composition of phraseological units changes and develops, which makes the problem of identification of phraseological units in the original text more complicated and, accordingly, causes difficulties in translation.

It is interesting to study how translators reach compromises between preserving what is culturally specific in the source text and understandable in the target text.

The possibility of achieving an adequate translation of phraseological units depends mainly on the relationship between the units of a foreign language and the target language. Although there are some difficulties in the process of translating idioms and fixed expressions, on the other hand there are some strategies to overcome such probable difficulties. They are as follows:

- 1) Using an idiom of similar meaning and form,
- 2) Using an idiom of similar meaning but different in form,
- 3) Translation by paraphrase,
- 4) Translation by omission [1, p.p. 71-78].

Analyzing the strategies of translating idioms in the book "Hearts of three" into the Russian language we have identified the main ways of their translation:

- the strategy of phraseological equivalent or similar meaning and form (make your hair stand up – волосы дыбом встанут (ахнете от удивления); in the realm of the shades – в царстве теней);
- the strategy of phraseological analogy or similar meaning but dissimilar form (know the neighbourhood like a book – знаю местность как свои пять пальцев; like a jack-in-the-box – как чертик из коробочки; down in this out-of-the-way hole – в этой забытой Богом дыре);
- literal translation of phraseological units (calque) (the ins and outs of it – подробности этого дела, dug the island upside down – перекопал весь остров вдоль и поперек);
- descriptive translation of phraseological units or translation by paraphrase (in the pink of condition – в наилучшей форме; lock, stock, and barrel – целиком и полностью (идиома по названию трех основных частей ружья – замок, ложе, ствол)).

In general, we can say that idiomatic expressions can contribute to a deeper and complete understanding and comprehension of the work due to their richness, depth, imagery, as well as the ability to enclose the fullness of colors and emotions of the language of any nation.

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CONCEPT "MONEY" IN THE ENGLISH, RUSSIAN AND ARABIC LANGUAGE PICTURE OF THE WORLD

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*The present paper explores the concept "money" in the Russian, English and Arabic languages on the basis of colloquial vocabulary. The study focuses on revealing culture-specific components of the concept in the languages.*

The notion "concept" has not been definitively defined yet by linguists, and the search for what they think about it is still continuing. "Concept" is considered as a linguistic-cognitive phenomenon [1], a linguistic and cultural phenomenon [2], a basic unit of culture, a psycholinguistic phenomenon [3] and others. Thus, E. V. Paleeva understands the concept to be an "operational unit of human consciousness that has a multidimensional structure, and it is a result of cognitive activity of the individual and society" [3, p. 7]. We agree with this statement, since "the word expresses the connection between the linguistic and the conceptual pictures of the world, that is, between knowledge of the world, which is mediated in the linguistic picture of the world of an individual and society as a whole" [3, p. 7]. The national picture of the world plays an important role also because it demonstrates certain features of different people.

The concept "money" is a part of the picture of the world and occupies one of the main positions in the system of national values that is why it is the theme of our work.

The purpose of this article is to study the concept "money" in the Russian, English and Arabic language pictures of the world through the means of its verbalization.

The object of our study is the concept "money", which is investigated on the material of the Anglo-American, Arabic and Russian colloquial vocabulary. The uniqueness of the work lies in the fact that for the first time in domestic and foreign linguistics this phenomenon is studied in Arabic, Russian and English in comparison. Thus, the works of Yu. S. Denisenkova, E. A. Osheva, E. V. Paleeva, N. E. Agarkova and others are well known for studying this issue in Russian and English, but no study of the concept "money" in the Arabic language was found. We believe that this topic is quite promising and our work will make a definite contribution to the development of modern linguistics.

Based on the fact that the speakers of the three languages see and understand the world differently, there is a need to study their understanding of the concept "money", which will give us the opportunity to identify features and differences in the perception of representatives of these three different ethnic groups, the specific features of their mentality, which are related to certain people only. The concept "money" shows a very complex system not only material-monetary relations, but also affects the system of spiritual, moral and ethical values of human society and the spiritual world of the individual. In the linguistic consciousness of the three ethnic groups, this phenomenon occupies an important place: it reflects the characteristics of the economic and cultural development of the people and is nationally determined.

In American culture the concept "money" is one of the main notions: the whole life of the state as a whole and the life of every person are built on it. Money, according to American society, is a force, a kind of deity, which influence a person, his way of thinking. Consequently, money is above moral values, occupying a leading position. All this suggests that money is a very important component of American culture. They value money, it is important for them to have it, but the Americans don't like to waste, unlike the Russians, for whom generosity is one of the main characteristics.

An oriental person, in particular, of Lebanese descent, spends more money than he earns, it is connected with large families in the east because traditionally men are breadwinners in the family and they are responsible for their children, regardless of their age. In Arab culture there is such a statement: "هذا بان ملاظة اعطي ان اريد لكن تفسير لها الظاهرة ليس وهذه يدخل ما من اكثر أمواله من بصرف اللبناني وبالأخص عادة العربي" "ذالك وغير اهلهم عند يعيشون زالو ما الذي والأشخاص الكبيرة العائلات في عادة يحصل" which says that the Arabs in particular the Lebanese spend more money than they earn.

The differences in perception of concept 'money' in American, Russian and Arab culture are expressed with the language means also, which allow to determine the place this notion takes in the consciousness of these people. Colloquial vocabulary is of interest for us.

## Linguistics, literature, philology

Thus, the Russian language is rich in its slang, various synonyms of the words and the word "money" is not an exception. Variants such as "лавэ", "бaблo", "чистоган", "желтый дьявол", "капуста", "мошна", "мани", which reflect a scornful attitude towards money, are quite common. Other options: "бабулечки", "бабуль", "бабульки", "баксы", "бакшиш", "бакшиши", "балабаны", "балабасики", "балабасы", "бумажечки", "денежка" on the contrary, convey a tender, loving attitude towards it. It is found among slang and sublime understanding of money - "Телец", "Божество" and others.

In English, everything is a little bit different, unlike the Russian language. In English, there are American and British variants, which differ significantly. In this article, we will look at American synonyms for the most part and will partially touch the British ones. The Americans, like the Russians, use the word "cabbage" when talking about money – "cabbage". For example, "I've got no cabbage" would mean "I have no money." The Americans emphasize the value of money with the help of another word – "dough", recalling that bread is made from dough, and we all know that bread is the main thing for people. Therefore, money = bread, that is, the most important things in life. The following synonym is associated with food – "chips", which also means money. It is worth noting that the Americans borrow many words from other languages and turn them into slang. For example, "ducats" is taken from the Italian vocabulary, and "greens" – is from the British. The following options are of interest: "brass" – coppers, small money, trifle, the expression "Where there muck there's brass" is used ("If you are not squeamish, money can be made on everything"); "Mad ducks" is a huge amount of money.

British slang includes synonyms for the word "money", like "quid" – one pound (£ 1), "jack" – one pound (£ 1) (found in the expressions "a piece of jack" – small loose change and "to make one's jack" – make good money); "Nugget" – one pound (£ 1), originating from the gold nugget – a gold nugget, etc.

The Arabic language is one of the richest languages, containing a huge number of concepts that are very difficult to translate into other languages. It should be noted that the Arabs are historically reluctant to borrow other people's words, preferring to create their own ones. There are 5 groups of dialects of the Arabic language. Different groups can hardly understand each other, and more often they do not understand at all. The most common of them is Egyptian, since it is in Egypt that the largest number of Arab speakers (about 70 million) lives. Today, Arabic is one of the most common languages and its importance is gradually increasing. In Arab culture the attitude to money is careful, respectful, which confirms the small number of synonyms of this word. In everyday life people use not only the word "المال" (almalu), which means "money", "capital", but also words that are rarely used in conversations. For example, "فلوس" (flus) – money, having a positive color or "شر فلوس" – "Money is evil." The word "زلط" (zalat) is quite rare to use, since it has been outdated. In addition, there are sayings about money: "بالذهب ملا بالمال لا تشتري لا الصحة ولكن بالمال الدواء تشتري ما"

بالذهب ولا بالمال لا أيضا تأتي لا السعادة ولكن والبيوت القصور تشتري ما (" We buy medicines for money, but health is not bought for money, we also buy palaces and houses, but happiness does not come with either money or gold"). This suggests that for the Arabs the most important things are not connected with money, they appreciate simple human values. In addition, it is necessary to mention such words as "فلوس" (flus), "مصاري" (masari), "نقود" (Nukud), "عملة" (Suyule), "عملة" (aamle), which also mean "money". They have a positive meaning.

Thus, all the examples listed above reflect the impact on society and are differentiated according to the principle of evaluative connotation. In the Russian language picture of the world the concept "money", expressed through slang, has both a sublime and contempt meaning. The value of money is reflected in the English language; respect for money is emphasized in Arabic. One thing is certain: in any culture, the role of money in the life of society as a whole and in the life of every person is great.

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UDC 81-26

**TOURIST BOOKLET AS A VECTOR OF INTERCULTURAL COMMUNICATION  
(ON THE EXAMPLE OF THE BILINGUAL TOURIST BOOKLET "THE BOTANICAL GARDEN OF PSKOV")**

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*During the expansion of international cooperation and active information exchange, especially in the second decade of the twenty-first century, the problem of the relationship between culture and language comes to the front. In this regard, the role of creolized text in intercultural communication is growing.*

In this research the creolized text is understood as a polycode text, "where iconic features along with verbal reproduce a picture of the world, a scale of values, aesthetic ideals of a nation" [1], and which deliver a variety of information with the proper communicative effect. Thus the creolized text has a significant influence on the recipient and can act as an effective factor in intercultural communication.

The object of our study is a bilingual tourist booklet on local lore topics. Having studied the scientific literature on the problem of the creolized text by various authors, we found that there is no unanimously accepted definition of creolized text, most often it depends on the author's research position. In our work, we took the point of view of modern Russian researchers who agree that the creolized text is a special phenomenon in which the verbal and non-verbal components form one visual, structural, semantic and functioning unit, which suggests its complex pragmatic impact (Sorokin Y. A., Tarasov E.F.) [2].

The creolized text has its own set of specific features and categories. Since a creolized text is a text, its main features include *integrity, coherence, articulation, topicality, logicality, temporality, locality, appraisal, composition and attraction*. The interaction of verbal and iconic texts ensures the connection and integrity of the creolized text, as well as its communicative effect. Nowadays enough illustrative material has been accumulated, which is characterized by the above-mentioned signs (posters, booklets, brochures).

Different types of creolized texts are distinguished by the following important criteria. Depending on the creolization degree they can be texts with *zero, partial and full creolization*.

In texts with *zero creolization*, the image is not represented and does not matter for their organization (a review or abstract of a scientific article). In the other two groups, the image participates in the organization of the text, the difference between is in the degree of connection between the verbal and visual components. So, in the texts with *partial creolization*, where the verbal part is relatively autonomous and the graphic elements of the text is optional, it is possible to say that verbal and iconic components are in auto-semantic relations (for example, *newspaper, non-fiction and artistic texts*).

In texts with *full creolization*, on the contrary, there is a great cohesion of components. Semantic relations are established between verbal and iconic components: the verbal text completely depends on the visual row, and the image itself acts as an obligatory element of the text. Such dependence can be, for example, in advertising (*poster, caricature, ad, etc.*), as well as in *scientific and technical texts*.

The classification of creolized texts is various, but as it turned out it can be reduced to a simple three-term classification, according to which the methods of creating creolized texts consisting of verbal components and images are divided into:

- a) *verbal text + image;*
- b) *image + verbal text;*
- c) *verbal text = image.*

The given classification is commonly used by linguists. The proposed classification based on the description of the nature of the transmitted information allows to determine the relationship between the components of the text, that focuses the researcher's attention on the question of the significance of a particular sign system. Thus, the classification basis is being changed, because the focus is on the degree of creolization of the text, and not on the correlation of its elements.

In this study, the basis *image + verbal text* is taken into account because, in our opinion, it fully reveals the content of the tourist booklet.

Also, for the completeness of the disclosure of the topic of creolized text, it is necessary to get acquainted with the instruments of creolization and functions. Among instruments of creolization are *the font, color, text background (color or illustration), spelling, punctuation and word formation, iconic printing symbols (pictograms, ideograms, etc.), graphic design of the verbal text (as a figure, in the column, etc.), kerning, leading*.

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**Linguistics, literature, philology**

This study contributes to textual linguistics with an applied aspect of intercultural interaction. The objective of this research is to create a bilingual tourist booklet on the local lore theme “*Botanical Garden of Pskov*”.

The tourist booklet “*Botanical Garden of Pskov*” represents a printed product made on one sheet, folded in any way by parallel folds into several pages, and it opens out as a folding screen, small in size, made on high quality paper, it contains photos of the past and real days of the Botanical garden and most interesting representatives of trees, pictures of some distinctive features of plants. The booklet has an advertising function and an informational function.

The relevance and practical value of the tourist bouquet leaves no doubts. Pskov is one of the oldest Russian cities, widely-known not only in Russia, but also far beyond its borders. The city attracts a lot of tourists to the region. So this booklet may be interesting to guests and residents of Pskov, especially those who are interested in the nature of Pskov region.

In anticipation of the celebration of the 39th International Hanseatic Days in the city of Pskov, the booklet can get particularly required by guests and residents of the city.

As to the content of the booklet, it will provide information about the history of the botanical garden, which dates back to the end of the 19<sup>th</sup> century. As we know the founder of the garden was the director of the Pskov Real School, the teacher - naturalist Nikolai Raevsky. The official opening of the garden took place on June 14, 1878, when a greenhouse, flower beds, trees of various species had already been established here. In the 1900s, during the tree-planting holidays, the central alley of the Botanical Garden was planted along the fortress wall. During the fascist occupation of 1941-1944 the fence of the Botanical Garden was destroyed, the buildings were turned into ruins, rare species of trees were cut down. In the 1950s, the Botanical Garden was reconstructed, debris were cleared on its territory, paths for visitors were arranged, landscaping was carried out, including rare plants [3].

As well as information about the most interesting representatives of woody vegetation of the botanical garden, such as Amur velvet, Ussuri pear, Canadian spruce (gray), Siberian fir, Manchurian nut, which will be presented in the form of answers to the questions: “What does it look like?”, “How do they differ?”, this information will be accompanied by photographs of plants. In our opinion, information should be presented in an intelligible and pleasant way, which will help to better assimilate the information and possibly use it in the future. Perhaps for someone, this will trigger his or her interest in botany. Indeed, in our time of various gadgets, our eyes are all turned to the floor and not a lot of people do raise their heads to look at the surrounding reality. More and more people think in categories like *tree, bush, grass*, without going into specifics. The purpose of our booklet is to show the beauty of nature and variety of its forms, also, to make people think about themselves as a part of nature.

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## RICARDA HUCH – AN UNFAIRLY FORGOTTEN “KINGDOM OF MIND DOMINA”

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*During her literature working Ricarda Huch as a German writer, historian and active fighter for women's rights created the huge amount of books, including monumental historical works, bibliographies and literary treatise. Her writings are marked by unique balance between historical and artistic prose and stand on the board of established facts of the past and their refined incarnation in the books.*

Ricarda Huch (1864 – 1947), the German writer of the 20th century, is a unique and multifaceted person in the literary history. Unfortunately, in the context of the sweep of literature she didn't become a famous authoress in comparison with Johann Wolfgang von Goethe (1782 – 1832), Hermann Hesse (1877 – 1962) or Erich Maria Remarque (1897 – 1970), but with her writings she did a lot for the development of German literature and culture in general. Gertrud Bäumer (1873 – 1954), a writer and politician who actively participated in the German civil rights feminist movement, called her a “torch bearer”, “ecclesiastically high-minded woman”, and a “new voice in women's evolution” [1]. Since 1930 she also became the first woman that was invited to join the Prussian Academy of Arts (Preußische Akademie der Künste), was honoured and loved by contemporaries. Moreover, she was nominated for the Nobel Prize in Literature seven times.

Except her literature records Huch was an active fighter for women's rights and showed with her own example a self-sustainability and independence from social prescriptions, norms and stereotypes. Ricarda went from her native town Brunswick in Germany to study in Zurich as one of the first young women in this country. She could not stay in her motherland, because universities were not yet open for women at that time. Her creative works can not be described as a typical kind of woman's literature with addiction to love stories and sensuous nature poetry from Romanticism. Huch's works are doubtlessly characterized as colossal and monumental, standing on the border between imaginative and historical writing. She worked on the historical research concerning the Thirty Years' War, the Revolution of 1848 and Italian fight for freedom in the 19th century. She achieved great success in traditional male genres of historical novels [2]. Ricarda Huch attained fame as a historical authoress thanks to her biographic works about outstanding people such as Martin Luther, Albrecht von Wallenstein, Giuseppe Garibaldi and Federico Confalonieri<sup>1</sup>.

Her German history cycle of novels and fresh perspective to the survey of Romanticism period represent her as a toilsome historian and chronicler, who was able to transfuse research of historical findings to the poetical and artistic form. The fact of deep historicism in Huch's writings can be explained with the fact of her bachelor and master studies and then PHD carrier at university. She spent lots of time doing history and literature in the library and teaching at schools in different places of Germany and Austria.

Ricarda Huch made an invaluable contribution in observation and understanding of German Romanticism by creating the fundamental work “Romanticism” (1899 - 1902), that is a historical document and fascinating literature masterpiece at the same time, by extension each of her writings. This book gave momentum for revival of Romanticism at that time. But she refused both the biting criticism and frank assessments of this literary school, she depicted all of the dark and charmless sides and blemishes on the romantic canvas and its artists.

The interest to the men of character, difficulty to write about complicated historical events, particular qualities and appearance of revolutionary sentiments in Huch's writings can be retraced in her own biography and complex way of living. Born in a well-to-do aristocratic family she was brought up according to the highest rules of the swell society and was given home education. Ricarda's parents lived separately and her own relationships with men were far away from the ideal romantic love stories. Being in love with her cousin and having no opportunities to build a family with him, she tried to overcome these emotional experiences by her art writing and worked days on end at archives and manuscripts. The unhappy alliance with an Italian doctor and the birth of her daughter could not force Ricarda Huch to become a “pattern wife and mother” and she continued to create literature till her death at the age of 80.

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<sup>1</sup> Albrecht von Wallenstein, Giuseppe Garibaldi and Federico Confalonieri - military leaders, generals and nationalists.

## Linguistics, literature, philology

The authoress began her creative career with poems and partly bibliographical stories. In 1892 her first novel *„Erinnerungen von Ludolf Ursleu dem Jüngeren“* was published and it was completely build on the events of her own life and many characters dispatch a reader to the real people, friends and relatives in Huch's encirclement. After misfortunes and unlucky relationships with men Ricarda avoided the creation of the autobiographical novels, that could be another reminder of her unfortunate experience. Namely the historical genre and the research of the famous people lives helped her to fill the void and emptiness in her personal fate.

Ricarda Huchs's literary works are extensive and rich both thematically and stylistically. So she began with poems, but then increasingly wrote novels and, above all, historical works, which are partly episodically settled between history and literature. Her works on Romanticism (1899/1902), on the people of the Thirty Years' War and on the personalities of the German Revolution of 1848/1849 (*Old and New Gods*, 1930) are captivating due to their incredibly lively portrayals of persons who are not afraid of personal valuations.

One of her most important books is the work about the Thirty Years' War. It includes 3 bands and describes the period between 1585 and 1620 in the Holy Roman Empire of the German Nation. The plot is heavily centered on the religious background of the war. The second volume, 1620-1632, focused on the conflict between the imperial general Wallenstein and the Swedish King Gustav Adolf. Whereas the third volume, 1633-1650, depicts Germany, which was completely wracked by the war, impoverished and bled.

The concept of androgyny concerning all people of art and in particular writers and poets became another interesting theory, that was developed in her literature art. Ricarda Huch confirmed in her treatise about another important German authoress and composer Annette von Droste-Hülshoff, that it is impossible to assign male or female sex to the person of art, because each of them has an estimate part of male and female, that let them feel and create and make their works of art. In *„genius“* advantages and strength of both of the genders are impersonated. By male part she meant propulsion, figures and forms, something architectonical and plastic. What about female, she considered something artistic and musical what made these forms filled by empathy and emotions. She complained, that it was not accepted in the contemporary society and study of literature to notice the structuring and constructive quality of men's writings in women's works, in spite of the fact there are enough examples. At the same time Huch was sure, that the poet could not reach in his poetry the very high beauty without typical female traits inside [3].

As an example she provided Goethe, who according to her point of view, was an ideal incarnation of male and female together. Shiller in his writings was the embodiment of *„pure male part of a man“* and Peter Altenberg's works of art were completely based on female specific characters. A man is a woman to a certain degree, and a woman is a man thus everybody should find their own balance and harmony in it. In her books she tried to destroy the line between male and female art of writing.

Ricarda Huch was an evangelical since she was born with addiction to revolutionary sentiments, that is clearly remarkable in her art and daily life events. She also said about herself, that the freedom is a magical word for her, which can wear her heart on her sleeve [4]. It was the freedom to create and speak about really important things, do something what is worth. She always wanted to be a hammer instead of an anvil not only in relationships with men, but also in relation to the lifeway. We can judge according to her body of work that she managed to do that.

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UDC 81-139

GENRES, PARTICIPANTS AND CHRONOTOPE OF THE SPORTS DISCOURSE  
THROUGH THE EXAMPLE OF THE ENGLISH FOOTBALL REPORTAGE

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*Universal access to sport and its popularization has become the main reason for the development of the Institute of Sports, which brought about a remarkable growth in sports research. Linguistics focuses on sports discourse with all evidence pointing to the institutional discourse.*

**Introduction.** Modern sport could be attributed to as one of the leading cultural phenomena of the society. Due to the promotion and public availability sport is discussed as the massive professional and entertaining sphere, affecting physical, psychological, institutional, social, cultural and economic forms of life of individuals involved in sports. In this regard, sport as a phenomenon becomes the subject of social studies.

**Subject of research.** The subject of our linguistic research is the sports discourse, bringing together means of verbal and nonverbal communication along with other characteristics of sporting events.

**Literature review.** Sports discourse as a type of institutional discourse is viewed through the status-role relations between participants taking into account both the linguistic and extralinguistic features, implying the communicative behavior of those involved into a sport. [1, p. 96]. Furthermore, the sports discourse is replete with a special sport language including the terminology and the professional slang that corresponds to «sub-language» each type of institutional discourse has.

On the other hand, the problem arises there where the contents and the boundaries of the sports discourse need to be defined. The lack of clarity comes from integration of the sports discourse into the common discursive space as the sports discourse shares common ground with other types of discourses such as *scientific, pedagogical, business, legal, political* and *military* discourses. But the vast majority of foreign (R. Boyle, N. Blain) and national (I. Dubchak, B. Zilbert, K. Snyatkov) researchers hold the opinion that sports media discourse is the purest form of sports discourse.

The present study is based on the material of the football TV report.

The sports mass media discourse has proved to have the same benchmarks proposed by the Russian linguist V. Karasik. In the scholar's opinion, any type of institutional discourse can be described with the help of the following components: *genres, participants, chronotope, goals, values, strategies, material (subject), precedent (cultural) texts, discursive formulas* [2 p. 11].

In this research we'll consider such components as *genre, participants and chronotope* in one of the English Premier League report.

The concept of *genre* with respect to discourse is discussed widely in modern linguistics. For example, the Russian philosopher and philologist M. Bakhtin claims that the knowledge of discourse genres is an essential component of linguistic competence of a human being [3, p. 428].

**Research and results.** Putting the linguists' arguments about the discrimination between a sports commentary and a sports report aside (O. Pankratova, V. Anosova, G. Denisova), we view them in the present work as interchangeable concepts, despite some differences in semantics.

Reportage is a visual representation of events through the prism of an author's or participant's worldview, while commentary allows an author to focus on his/her own views and assessments of the subject. These genres are mixed in the sports discourse, owing to the specific nature of that very type of discourse. For instance, personal opinions and comments on a line-up, substitution, weather, predictions and etc.:

***Manchester United should be aware of danger because the passes are going through those two*** (Gary Neville/Martin Tyler Manchester Unites vs. Tottenham Hotspur 13/01/19).

***As for the Arsenal, where new managers were coming in, is gonna have to take time for lineup*** (Darren Fletcher/Glen Hoddle Chelsea vs. Arsenal 18/08/18).

In addition, it has become common for two or more commentators to comment on the football match today, making it all more analytic:

***«Glenn, what about the tactical lines of two teams?»*** (Darren Fletcher/Glen Hoddle Chelsea vs. Arsenal 18/08/18).

## Linguistics, literature, philology

The above examples illustrate complementarity of reportage and commentary in the modern football reporting.

An equally important component within each sports discourse is a *participant*, around whom events are unfolding. Since a sports discourse is linked with the transmission of sport events through mass-media, its main participants would be *sportsman/ commentator/ spectator*, the leading role of each being a matter of controversy. Although spectators are considered to be passive, their role should not be underestimated, because report aims at demonstrating sporting activities exactly to spectators. Meanwhile, the commentator serves as the link between active and passive participants of the sports discourse. The significance of the commentator's role lies in attracting and holding the attention of audience. Our analysis reveals that the commentator's speech is full of personal pronouns, motivating words and phrases:

***And your Saturday evening starts with Premiere League on BT-Sports*** (Darren Fletcher/Steve McManaman Arsenal vs. Liverpool 25/12/18).

***Hold on tight – Manchester city travel to London to take on Chelsea*** (Stewart Gordner Manchester City vs. Chelsea 8/12/18).

***And now YOU NEVER WALK ALONE - a big song which brings us a little bit closer to kick off*** (Darren Fletcher/Steve McManaman Arsenal vs. Liverpool 25/12/18).

The sports discourse is taking place in the space-time continuum, that is scientifically called «*the chronotope*». Logically, the sports discourse will have both the spatial and the temporal coordinates.

In essence, a football report represents a complex system of spatio-temporal characteristics composed of, at least, three small chronotopes:

1. *chronotope of a sporting event* (a game, sportsmen);
2. *chronotope of a commentator* (fixation and description of the game for virtual fans);
3. *chronotope of a spectator* (emotional evaluation of a sporting event and results of each participant of the game).

Thus, each participant has their own space-time localization. Let us get on to the next example. The commentator emphasizes that the match goes on live. It is noteworthy, that the spectacular, who has missed the live broadcast, will hear exactly the same words when watching a replay of the match, what gives some kind of reversibility to the time axis:

***A prime candidate against very competitive caretaker - Spurs against United. And it is LIVE*** (Gary Neville/Martin Tyler Manchester Unites vs. Tottenham Hotspur 13/01/19).

The repetitive reports, during which the commentators are reviewing goals, fouls or substitutions, deserve a special attention too, because in this case we find the nonlinearity of the chronotope:

***This is a different type of quality goal. He was on edge of offside. It's not quite simple to do as he's just done*** (Gary Neville/ Martin Tyler Manchester City vs Chelsea 10/02/19).

In another example, the commentator is attempting to show the atmosphere on the stadium, immersing the viewer into the specific event location:

***Anfield raises to celebrate the brilliant Roberto Ferminho goal*** (Darren Fletcher/Steve McManaman Arsenal vs. Liverpool 25/12/18).

### Conclusion

The fore-mentioned features related to the sports discourse (genres, participants and chronotope) reveal the institutional character and integrity of the mass media sports discourse. And in this, football reportage exemplifies the latter best because of its non-linearity and dynamism.

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UDC 81`06

NON-DERIVATIVE NOMINATIONS OF MONEY, PAYMENTS AND FINANCIAL OPERATIONS  
IN THE ENGLISH LANGUAGE:  
RATIO OF NATIVE AND BORROWED WORDS, RATIO OF FREQUENCY

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*The origin (native or borrowed character) of 100 non-derivative lexemes, denoting money, payments, financial operations is considered. The percentage of native English words and borrowings from different languages has been determined. It is shown that most borrowings come from the Old French language (43%), Latin borrowings take the second place (22%), borrowings from Scandinavian and other languages constitute 11%. Using the frequency dictionary "Word Frequency of Written and Spoken", 100 non-derivative lexemes were ranked in decreasing order of frequency.*

**1. About money. Onomasiological uniqueness of non-derivative nominations and their generating role in the term system.**

Economic vocabulary is of particular interest in time of globalization, the expansion of trade and economic relations between countries. Due to the intensification of economic relations within all countries, enterprises, institutions, families, the economy concerns every member of society, therefore not only special terminology is important in economic vocabulary, but also the words from "money and payments" semantic field. Today, not only specialists speak about money and finance, economical vocabulary is also used in non-professional communication. Due to the rapidly developing economic events, each person involuntarily is forced to understand at least basic economic terms. The development of market relations is a strong impetus for such terms to gradually shift from narrowly specialized vocabulary into a general literary language, begin to function on print pages, and sound on radio and television.

A special part of the English economic vocabulary is non-derivative terms. Non-derivatives are understood as words consisting of a root, i.e. words are not derived from other words. For example, the word *bank* is non-derivative, because in English there is no word from which this noun would be derived. Non-derivative words are basic and usually have a wider meaning than their derivatives. Non-derivative nominations play a generating role in the term system, since they are often generating or motivating words. However, it is necessary to take into account the conversion process, quite productive and active in English. In fact, a non-derivative word, performing different syntactic functions, changes its meaning, paradigm, but does not change from the point of view of word-formation. For example, it is possible to determine from the context what meaning of the word *credit* used in the following sentences: *We bought the car on credit. We will credit your account with \$ 5000.* The conversion process is differently called zero, non-suffixed, root derivation, but the most difficult step in this process is the definition of the primary word (to determine what is derived from what).

However, many of the non-derivative designations of money and payments in the English language are the result of borrowing. It should be noted that the borrowed word sometimes retains its original appearance, and sometimes undergoes certain changes, as if adapting to the language system

**2. Objectives of the article. Principles of material selection. Sources. The amount of language material.**

The objectives of this article are to characterize the origin of the system of English non-derivative nominations of money, payments, and financial transactions. This objective involves determining the quantitative ratio of the original and borrowed nominations, as well as their groups, depending on the language source of borrowing. Another task is to rank the non-derivative English designations in descending frequency order.

The material for the work is 100 English nominations of money and payments extracted from the Collins English Dictionary, HarperCollins Publishers (hereinafter referred to as CED for abbreviations). This dictionary is one of the most comprehensive online dictionaries of a common language [750 thousand words]. The peculiarity of this dictionary is that the dictionary entry for each non-derivative word contains brief etymological information, which is important and convenient for the research being performed. In addition, Word Frequencies in Written and Spoken English was used. (hereinafter WFWSE). This dictionary was used to characterize the semantic field "money and payments" from the standpoint of frequency of use, since the ratio of the frequency of words belonging to the same semantic field can be judged on the structure of the field, as well as on the lexical properties of words.

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During the selection of research material, there were some difficulties associated with determining whether a particular lexeme belongs to the field of notions for money, payments and financial transactions. Based on the method of component analysis of vocabulary definitions, aimed primarily at studying the meaningful side of a word, it was determined whether a particular word is suitable for the studied sub-corpus. If there is at least one lexeme in the interpretation of a word, undoubtedly belonging to the 'money, financial transactions payments' field (for example, *money, pay, buy, payment, income, lend, bank, cost, price, etc.*), that is, there is reason to include the problem word in the field under study.

For example, the lexical unit *cash* in CED is defined as 1. banknotes and coins, esp in hand or readily available; money or ready money. 2. immediate payment, in full or part, for goods or services. 3. to obtain or pay ready money for smth [CED]. In the definition of this word there are units - *banknotes, coins, money, pay* indicating that the cash lexeme can be included in the subcategory "money and payments". A *cartel* lexical unit in a CED is defined as 1. a collusive international association 2. (common) or common interests [CED]. From the vocabulary interpretation of this word, it can be seen that it refers to financial vocabulary, however, by the presence of such a word as *price*, there is no certainty that *cartel* can be directly related to money or payments. Therefore, this non-derivative lexical unit should not be added to the list of sub-corpuses. A controversial situation also arose in the selection of such words as *license, fisc, trade*.

Using the method of component analysis of dictionary definitions, we define the affiliation of the above words to the sub-case "money and payments". The word *license* is 1. a certificate, tag, document, etc, giving official permission to do something, 2. formal permission. 3. liberty of action or thought; freedom. 4. intentional disregard of common rules to achieve a certain effect. 5. excessive freedom, 6. licentiousness [CED]. In the description of all six meanings of the lexeme license, no words corresponding to the "money and payments" sub-corporation are found, therefore this non-derivative unit is not included into the list of research material. Consider the word *fisc*: (rare) a state or royal treasury [CED]. In the description of the meaning of the lexeme *fisc* 'treasury' there is a word - *treasury*, indicating that the lexeme *fisc* can be included in the sub-corpus "money and payments. Lexeme *trade* – is 1. the act or an instance of buying and selling goods and services either on the domestic (wholesale and retail) markets or on the international (import, export, and entrepôt) markets, 2. a personal occupation, esp. a craft requiring skill, 3. the people and practices of an industry, craft, or business, 4. the exchange of one thing for something else, 5. the regular clientele of a firm or industry, 6. an amount of custom or commercial dealings; business, 7. a specified market or business, 8. an occupation in commerce, as opposed to a profession, 9. commercial customers, as opposed to the general public, 10. *archaic* a custom or habit, 11. to buy and sell (commercial merchandise), 12. to exchange (one thing) for another, 13. to engage in trade, 14. to deal or do business (with), 15. intended for or available only to people in industry or business [CED]. In the existing interpretations, it is possible to distinguish the presence in some meanings of the *trade* token such words as *buy, sell, market, business, commerce*. The presence of the listed words in the definition shows the belonging of the word *trade* to the sub-case "money and payments".

### 3. English non-derivative nominations of money, payments, financial operations

#### 3.1. Native words denoting money and payments

According to Z.A. Kharitonchik, "borrowed lexical units make up almost 70% of the vocabulary of the English language and include vocabulary layers borrowed during various historical eras and under the influence of various conditions of development and existence of the English language [3]. In terms of the studied lexical-semantic field "money, payments, financial transactions" the situation is similar: the share of native English words is 22% (22 out of 100); while borrowed vocabulary prevails - 78% (78 out of 100).

It is customary to distinguish three groups of native English vocabulary. The first layer consists of words dating back to the Indo-European language. The original English words of Indo-European origin form several fairly distinct semantic groups. In particular, this is a group of kinship terms, names of objects of nature, human and animal body parts, as well as some commonly used verbs, numerals, adjectives, denoting specific qualities and properties, etc. The second group of native English vocabulary includes words representing a purely English combination of morphemes of various origins. Each of the morphemes in such words has parallels in a number of related languages, but their combination outside of the English language is not found. For example, "the noun *garlic* (d.a. *gar* - 'leac') has correspondences with the first morpheme in Old Norse (*geirr* - 'spear'), German (*Ger* - 'dart') and the second morpheme in Icelandic (*laukr* - 'leek'), Danish (*log*), Dutch (*look*), German (*Lauch*)" [2]. The combination of these morphemes is not found in any of these languages.

In the studied semantic field "money, financial transactions" the words of these two groups were not found. The third group of native English vocabulary is words that go back to the common German source. We give a complete series of native English words for money and payments belonging to the third group: *bond,*

*brand, buy, deal, earn, fare, gold, loan, lend, loss, owe, penny, rich, sale, sell, share, spend, stock, trade, waste, wealth, yield.*

**3.2. Borrowed words in the semantic field 'money, payments, financial operations'**

Borrowings included in the sub-corpus "money, payments, financial transactions" were grouped according to the language of the source of borrowing with the determination of the percentage ratio.

**3.2.1. Borrowings from Old French**

The largest share - 43% (43 words out of 100 lexemes of the considered semantic field) among borrowed words are occupied by words borrowed from the old French language: *accrue, arrear, assets, balance, bankrupt, barter, broker, budget, coin, commission, commodity, cost, credit, debt, default, demand, due, enterprise, equity, fee, finance, fond, gain, grant, invoice, money, mortgage, pay, pension, poor, price, purchase, rate, rent, revenue, save, sum, supply, tax, treasure, value, wage, warrant.*

**3.2.2. Latinisms**

Such lexical units as *acquisition, amortise, capital, collateral, commerce, currency, debit, deficit, deposit, dividend, fisc, fund, interest, invest, margin, market, mint, pecuniary, pound, premium, profit, subsidy* are borrowings from Latin and represent 22% of all words of the studied subcorpus.

**3.2.3. Borrowings from Scandinavian and other languages**

The lexemes *boom, dump, freight* are Scandinavian borrowings with a 3% share. Russian borrowings *ruble, kopeck* make up 2%, borrowings from the Italian language *bank, cash* also make up 2%. Borrowings from the German language *dollar*, Ukrainian *hryvna*, Spanish *peso*, Japanese *tycoon* together account for 4% of all words of the sub-corpus "money, payments, financial transactions". So, among the non-derivative designations of money and payments in English, foreign words constitute a large share (78%).

Figure shows the proportion of the original and borrowed designations, as well as their groups, depending on the language source of borrowings.

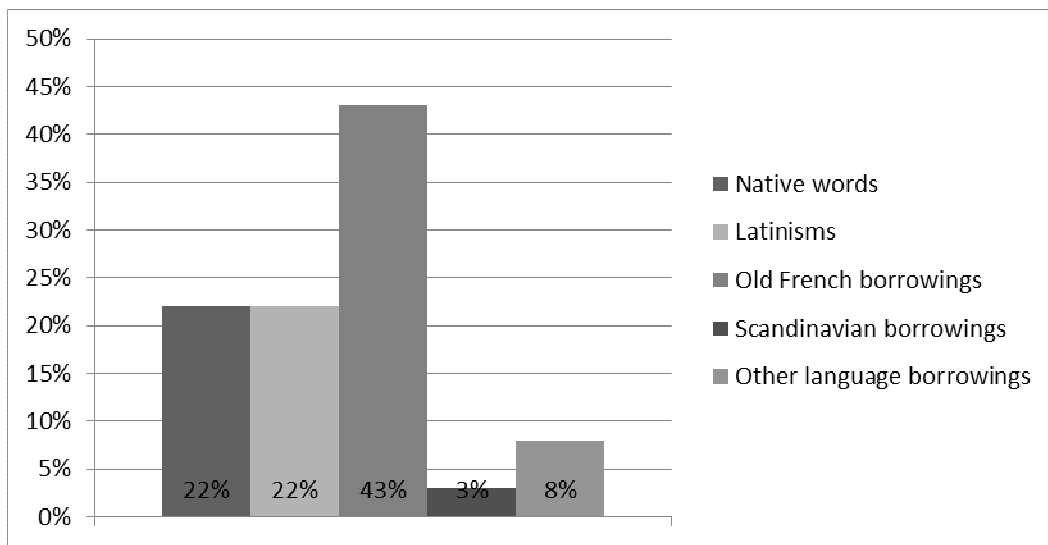


Figure. – The quantitative ratio of the original and borrowed designations, as well as their groups, depending on the language of the source of borrowing

**4. The ratio of the frequency of lexemes belonging to the semantic field 'money, payments, financial transactions' (ranking of lexemes in descending order of frequency)**

In the framework of this study, the task was set to determine the frequency of selected 100 non-derivative English lexemes. This task was solved using WFWSE, based on the material of the British National Corpus, electronic data bank per 100,000,000 words, taken from the entire modern English, spoken and written language. Table presents the ranking of the lexical units "money, payments, financial transactions" in descending frequency order. Those tokens that are not represented in the table (*accrue, amortise, arrears, bankrupt, barter, capital, collateral, commerce, debt, due, freight, hryvna, invoice, kopeck, mint, pecuniary, peso, ruble, swap, tycoon*), in WFWSE were not detected. In this regard, it makes sense to assert that these lexemes are low-frequency and have a quantitative indicator of << 10. The quantitative indicator in the table is the number of uses per 1,000,000 words.

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Table. – Ranking of the symbols "money, payments, financial transactions" in descending order of frequency

Nominations for money, payment, financial operations	Nouns	Verbs	Adjectives
1	2	3	4
<i>money</i>	375		
<i>market</i>	346	16	
<i>rate</i>	303		
<i>price</i>	271	18	
<i>cost</i>	269		
<i>buy</i>		262	
<i>value</i>	250		
<i>bank</i>	234		
<i>spend</i>		227	
<i>sell</i>		213	
<i>trade</i>	203	27	
<i>tax</i>	184	14	
<i>pound</i>	184		
<i>poor</i>			166
<i>share</i>	161	116	
<i>loss</i>	154		
<i>demand</i>	139	84	
<i>economy</i>	124		
<i>fund</i>	118	25	
<i>save</i>		118	
<i>profit</i>	113		
<i>commission</i>	111		
<i>deal</i>	100	168	
<i>supply</i>	95		
<i>budget</i>	94		
<i>stock</i>	92		
<i>sale</i>	88		
<i>balance</i>	85	23	
<i>cash</i>	82		
<i>rich</i>			79
<i>credit</i>	77	10	
<i>gold</i>	75		
<i>debt</i>	73		
<i>wage</i>	68		
<i>loan</i>	65		
<i>pension</i>	64		
<i>asset</i>	64		
<i>finance</i>	63	34	
<i>enterprise</i>	60		
<i>grant</i>	58	68	
<i>fee</i>	58		
<i>waste</i>	58	33	
<i>revenue</i>	53		
<i>Pay</i>	45		
<i>currency</i>	43		
<i>purchase</i>	39	36	
<i>wealth</i>	38		
<i>dollar</i>	37		
<i>owe</i>		37	
<i>invest</i>		37	
<i>bond</i>	36		
<i>deposit</i>	36	12	
<i>gain</i>	36	89	
<i>mortgage</i>	34		
<i>acquisition</i>	33		
<i>lend</i>	27	29	

Cont. table

1	2	3	4
<i>deficit</i>			
<i>coin</i>	26		
<i>margin</i>	26		
<i>dividend</i>	25		
<i>equity</i>	22		
<i>brand</i>	21		
<i>premium</i>	19		
<i>boom</i>	17		
<i>yield</i>	16	22	
<i>dump</i>		16	
<i>commodity</i>	15		
<i>penny</i>	15		
<i>fare</i>	14		
<i>treasure</i>	14		
<i>rent</i>	14	14	
<i>sum</i>	14	14	
<i>pence</i>	13		
<i>fiscal</i>			13
<i>broker</i>	11		
<i>warrant</i>	11		
<i>default</i>	10		

Based on the data presented in the table, it can be seen that the most frequent words of the lexical-semantic field "money, payments, financial transactions" are common language words (*money, market, rate, price, cost, buy, value, bank, spend, sell, trade*), less frequent words are more specific to specific terms (*default, warrant, broker, fiscal, pence, sum, rent, treasure, fare, commodity, dump, yield*). It should, however, be noted that not all the original vocabulary of the field under study is among the most frequently used words, as well as the most frequent words do not always belong to the native English. It is also seen that the word, which appears both in the form of a verb and in the form of a noun, has different indicators of frequency (*price* (noun271-verb18), *market* (noun346-verb16))

**5. The quantitative ratio of the original and borrowed designations, as well as their groups, depending on the language of the source of borrowing.**

The share of borrowing in the economic terminology of the English language is very significant.

The most important sources of borrowing of the financial symbols studied were French, Latin and Scandinavian languages. This is due to the influence of different historical epochs, conditions of development on the English language. Thus, "the impact of other languages, primarily the French language, contact with which for well-known historical reasons was particularly lively and at the same time long, comes to the fore as the most important factor in the development of the English language, in those forms and in that direction in which it really happened" [1].

Thus, the analysis of non-derivative English designations of money and payments was carried out; the share of native English words among monetary and payment designations was determined; the ratio of borrowed money from various languages and payments was analyzed; it was found that the basic part of the material under study is borrowing (78%), of which the largest share is borrowed from French (43%), the second position is occupied by Latin borrowing (22%), then borrowing from other languages (8%) and Scandinavian borrowing (3%). The share of native English words was 22%, all studied lexemes belong to the all-German source.

The ranking of financial designations in descending frequency allowed us to determine the most used words of the semantic field under study: (*money 'деньги', market 'рынок', rate 'ставка, тариф', price 'цена', cost 'стоить', buy 'покупать', value 'ценность', bank 'банк', spend 'тратить', sell 'продавать'*)

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PERSONALITY DESCRIPTION AND EVALUATION BY COLOUR SIMILES  
IN RUSSIAN, ENGLISH AND FRENCH

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*The author classifies different types of content created by colour similes in Russian, English and French contexts and explains the analogical connection between the features of human appearance and the objects chosen for colour representation. A new content appears due to cognitive interaction between two concepts: the object of comparison (OC) and the colour representative (CR).*

Nowadays much attention is paid to studying basic cognitive spheres and means of their linguistic representation [1]. Comparison with various objects and phenomena is one of the main ways of reality conceptualization and categorization. In this regard, the study of similes as a linguistic means representing results of this cognitive process is of particular importance [2, 3]. For more detailed information on importance and prospects of conceptual analysis see [4]. The conceptual area of "Colour" brings together the scientific and ordinary knowledge. The field of scientific knowledge about colour includes colour physics, psychology of colour perception, professional knowledge of colour categories and colour symptoms. Everyday knowledge involves knowledge of colour categories, colour characteristics and symptoms at a common level. Colour as an area of everyday knowledge turns to be an object of evaluation.

Simile is a linguistic means of expressing analogy of objects or phenomena, established by one or more characteristics, which can be explicated in its bases (*her skin is as white as snow*) or not (*her skin is like snow*). Establishing analogy between the compared objects is a cognitive mechanism of comparison. The related concepts establish a "target – source" relation, and the content of the target concept (OC concept) is structured in a certain way under the influence of the source concept (CR concept) (this mechanism is described by Lakoff and Johnsen in "Metaphors we live by" [5]). A distinctive feature of the simile is verbalization of one or more characteristics in its bases by which the similarity between the objects is established. In addition to the characteristics verbalized in the basis, similes can convey other characteristics of the OC, not explicated in the basis. This is due to the projection of other elements of the CR concept in the OC concept and activation of similar elements of the OC concept.

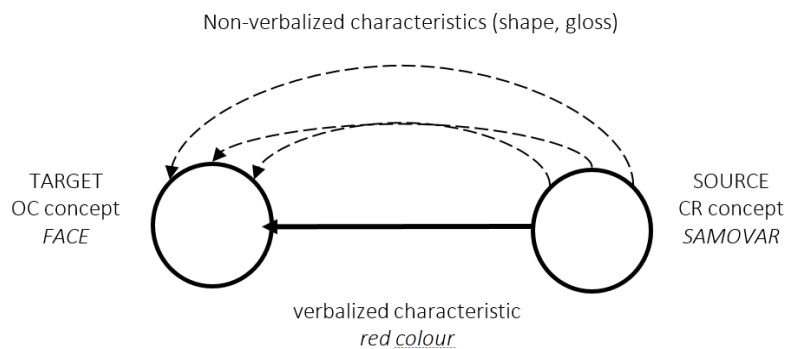


Figure 1. – Interaction between the OC concept and CR concept

Colour similes are used to describe natural personal appearance (constant feature), or visual signals of physical or psychological personal state (variable feature). Being a natural feature or a visual signal of important inner changes, the colour is evaluated positively or negatively [6]. The criteria for evaluating the colour and the object itself (appearance, physical or emotional state) are based on Arutyunova's classification of values [7]. A colour as a component of the individual personal appearance is evaluated as a rule from the aesthetical standpoint, but as a signal of the physical or psychological state of a person – from the normative standpoint. In addition, a colour can be an object of emotional attitude as causing acceptance or rejection, or evaluated as good or bad in general.

Similes describe colour shades that do not have conventional names in the language (*белый как слоно-вая кость* (white as ivory), *red as fire*, *noir comme l'aile d'un corbeau* (black as a raven's wing)). Apart from describing the colour, they provide additional information about the OC. The implementation of the first function is provided by attracting objects possessing specific colour shades (ivory, fire, crow plumage) to be CRs. The second function implies activation of the OC additional objective or evaluative characteristics under the influence of CR [8, 9]. For example, in addition to the colour characteristic *красный как самовар* (as red as a samovar) implicitly tells about the gloss, plumpness; *красный как индюк* / *red as a turkey cock* / *rouge comme un coq* (d'in-de)) tells about *arrogance*; *красный как мак* / *red as a rose* / *rouge comme un bouton de rose*, *un coquelicot* about beauty and femininity; *rouges comme braise* about being hot; *красный как рак* / *red as a lobster* / *un homard*, *une écrevisse* about a change of state.

The mechanism allows us to understand how the OC concept receives a new content, and the reader gets additional, not expressed in the simile information about the OC. It is vividly seen in contexts where the additional characteristics can be supported (1-6):

(1) *В угольной из этих лавочек, или, лучше, в окне, помещался сбитенщик с самоваром из красной меди и лицом так же красным, как самовар, так что издали можно бы подумать, что на окне стояло два самовара, если б один самовар не был с черною как смоль бороною* (Н. В. Гоголь. Мертвые души);

(2) *The **nice** farmer has red as rose cheeks with light skin* (J. Cowley, Mrs Wishy-Washy's Farm);

(3) *Her lips were red... They were as red as a petal crowning a freshly picked rose* (Ginamarie, Fate);

(4) *Et les viandes de fumer et les vins de pleuvoir dans les gosiers. Ulenspiegel et le landgrave étant tous deux rouges comme braise, Ulenspiegel entra en joie, mais le landgrave demeurait pensif* (Ch. de Coster, La légende et les aventures...);

(5) *Le petit jeune homme, en l'apercevant, avait sauté a terre, rouge comme un coquelicot. Et il ne savait que faire de son bouquet, qu'il passait d'une main dans l'autre, étranglé par l'émotion. Sa jeunesse, son embaras, la drôle de mine qu'il avait avec ses fleurs, **attendrirent** Nana, qui éclata d'un beau rire* (É. Zola, Nana);

(6) *Il [le commandant] me regarde, fier comme Artaban, ouvre la lettre, la lit, devient rouge comme une écrevisse* (E. Sue, Les Mystères de Paris).

A wide range of set and individual authorial similes describing a person shows that in order to represent knowledge about colour Russian, English and French speakers attract objects and phenomena from different areas: wildlife, artifacts, food, man, biblical characters and fictional creatures, as well as abstract concepts. The presence of the element in three languages allows us to talk about its universality as a CR (*белый как снег*, *white as snow*, *blanc comme neige*). There are also nationally coloured CRs (*красный как самовар*, *красный как кумач*, as yellow as *a guinea* (English golden coin), *jaune comme un vieux sou* (French coin)).

The main part of CRs are concrete objects that have a clear image in the speaker's mind and which characteristics, especially colour, are well known to native speakers. However the role of CRs is fulfilled by abstract concepts ontologically devoid of colour characteristic. This means that the elements of the CR categories are not equal and it is possible to distinguish their more typical and less typical CRs. In this sense, the CR categories have a prototypical structure and are organized according to the core and periphery principle. The prototype phenomena and prototype categories were studied in [10-12]. The basis for identifying the CR as the core or peripheral element of the CR category is the degree of connection between the colour characteristic and the representatives of these characteristics in similes [13].

Let us consider the structure of the GREEN CRs category. We distinguish four zones in it: the core, the center, the close periphery and the far periphery (Picture 2). The core of the category includes the objects which green colour is their essential feature: e.g. EMERALD is "a bright green\_precious stone" (*зеленый как изумруд* / *green as emerald* / *vert comme une émeraude*). The center of the category has the objects, which green colour is a typical, but not obligatory feature, for example, GRASS (*green as grass*): grass is normally green, but it turns yellow in autumn. The nearest periphery includes the objects which green colour is one of the possible but not typical features, such as APPLE in the GREEN CR category. Apples are usually red, which is set in similes *красный как яблоко* / *rouge comme une pomme* (d'api). Green colour indicates one of its varieties as in a French individual authorial simile *vert comme les pommes granny smith* (*green as Granny Smith apples*), or an unripe fruit *vert comme une pomme verte* (*green as a green apple*). Far periphery includes JEALOUSY (*green as jealousy*). The feeling can't ontologically possess a colour feature, but there is a metonymic transfer of the colour characteristics to the emotional experience that is seen in other English, Russian and French metaphorical expressions: *но-зеленеть от зависти*, *green with envy*, *être vert de peur*. We suppose that if the CR is far from the core of the category it has an ability to provide additional information about the OC. This is because of the activation of other more important characteristics than colour in the CR concept and their projection to the OC concept [14].

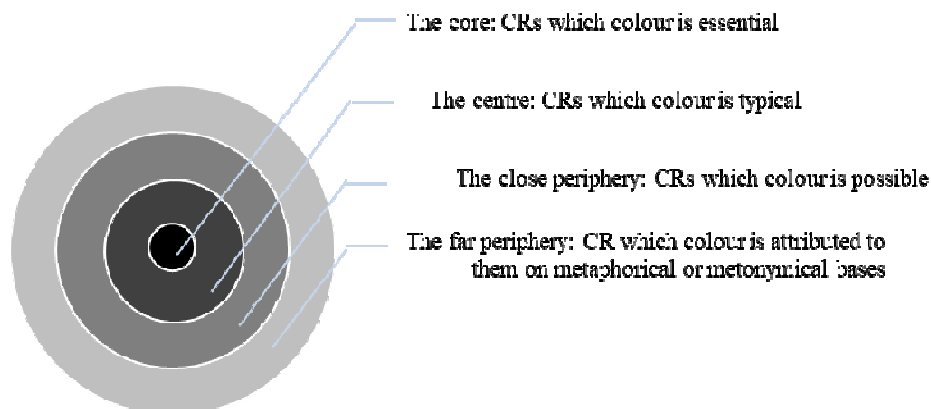


Figure 2. – Green colour representative category

The study of Russian, English and French contexts shows how colour similes function in the real language, which helps us to distinguish between different types of additional content provided by colour similes, such as colour shade specification, colour intensification, description of colour as a result of an impact; characteristics of non-colour features of human appearance; evaluation of human appearance or state; evaluation of internal qualities.

**Colour shade specification** takes place when a possible shade of personal appearance is objectively close to the CR typical shade (7-9):

(7) ...вертялый дворový мальчик с белыми, как лен, волосами... (Д.В. Григорович, Переселенцы).

(8) Ben was brown as mahogany from the sun (J. Long, Year Zero).

(9) Ajoutez un cou blanc comme l'ivoire... (E. About, Les Mariages de Paris).

The CR typical shade of is reflected in its meaning: *льняной* – «напоминающий цветом волокна льна; белый с желтоватым оттенком» [15: 36]; *mahogany* adj. – «a rich reddish-brown colour like that of mahogany wood» [16]; *ivoire* – «matière fine, résistante, d'un blanc laiteux...» [17: 1037].

**Colour intensification** can be achieved if a colour of personal appearance cannot objectively be of the same degree of intensity as the CR colour (10-12):

(10) *Николаас никогда не видел, чтобы человек моментально делался белым как мел...* (Акунин, Алтын-Тол.);

(11) ...the cook told me one of his mates had just gone down with gas from last night. And the S.M. [sergeant-major – М.П.] looks as green as grass (R. Aldington, Death of a Hero);

(12) *On ne voyait, de cette face jaune comme du safran et dévastée par la fièvre...* (G. Sand, Le meunier d'Angibault).

**Colour as a result of an impact** of some external or internal factors is described by similes where CR also gets the colour due to some impact, e.g. hot temperature exposure (13-15):

(13) *Пекли свёклу в печурках.. И без того смуглые, волосом темные, казахи сделались черны, что головешки* (В. Астафьев, Прокляты и убиты);

(14) *And, after being out in the sunshine with the children most of the day, she'd lost her pale, city complexion, becoming as brown as a berry and looking much younger* (British National Corpus);

(15) *Il [le commandant] me regarde, fier comme Artaban, ouvre la letter, la lit, deviant rouge comme une écrevisse* (E. Sue, Les Mystères de Paris).

Colour similes are also able to describe **non-colour features** of human appearance, e.g. shine, shape, size, texture, temperature, statics and dynamics. In the following examples non-colour features are explicated by the elements of the context and supported by colour similes: "large-sized hands" (*ручища* and *половина копченой курицы* – a large hand and a half of smoked chicken) (16), «shine in the eyes» (*gleaming* and *anthracite*) (17), «velvety texture of the face» (*veloutées* and *pêche en automne* – velvety and peach in autumn) (18):

(16) ...принимая из коричневой, как половина копченой курицы, ручищи аборигена грязный документ... (О. Славникова, Бессмертный...);

(17) *Moreover, he was chuckling and making humorous observations to Fleury in Hindustani, his eyes gleaming as black as anthracite...* (British National Corpus),



(18) *...c'était un jeune homme ...aux joues roses et veloutées comme une pêche en automne (A. Dumas, Les Trois Mousquetaires).*

Similes can activate additional features themselves without the contextual support. This is due to CR conceptual characteristics. In the following contexts non-colour features are activated without the use of additional language tools, because they are typical characteristics of the corresponding CR: "size and shape of the mustache" (*бивни* - tusks) (19), "hair shine" (*boot polish*) (20), "high body temperature" (*braise* - coals) (21):

(19) *Желтые, как бивни, усы старика...* (О. Славникова, Стрекоза...);

(20) *...this boy looked almost pure Indian – hair black as boot polish, with eyes to match (T. Capote, In Cold Blood);*

(21) *Et les viandes de fumer et les vins de pleuvoir dans les gosiers. Ulenspiegel et le landgrave étant tous deux rouges comme braise...(Ch. de Coster, La légende...).*

**Colour similes evaluative function** is caused by their idiomatic nature. Being described by colour similes a person is evaluated generally, esthetically, normatively and emotionally. An object of evaluation is usually a colour feature, detail of appearance, appearance or condition of a person as a whole.

Evaluation of personal appearance can be explicated in the context (direct evaluation) or conveyed by the simile implicitly (indirect evaluation). On the other hand, the OC evaluation determines the choice of the CR with the same sign (plus or minus), We have identified several types of CR evaluation: general, sensory-taste, aesthetic, ethical, emotional, utilitarian, normative.

In the case of direct evaluation, the evaluative characteristics of personal appearance are expressed by certain linguistic means both outside the structure of a simile or in it (22-24):

(22) *И спрятала на грудь мою Как вишня покрасневшее Прелестное лицо...* (Н.А. Некрасов, Кому на Руси жить хорошо);

(23) *And waving her hand, white as a lily and fine as a fairy's, she vanished within the porch...* (Ch. Brontë, Shirley);

(24) – *Je suis confuse!... – Oui, rougissez, ma douce Yvonne, rougissez, vous êtes si gentille quand vous devenez rouge comme... comme un rayon du couchant!* (H. Bernier, Ce que disait la flamme).

The sign of OC evaluation expressed in the context is consistent with the sign of CR evaluation: in (22) *прелестное* - charming (positive aesthetic evaluation) and *вишня* - cherry (positive sensory and taste evaluation); in (23) *fine as a fairy's* (positive aesthetic evaluation) and *lily* (positive aesthetic evaluation); in (24) *gentille* – nice (positive emotional evaluation) and *un rayon du couchant* – a ray of the sunset (positive aesthetic evaluation).

Indirect evaluation of a person by colour similes takes place when there is no direct explication of OC evaluation in the context and it is activated under the influence of the CR evaluation (25-27):

(25) – *Изумительно вы все-таки загорели! – А вы – белый, как червяк, – сказала Лидочка [Стругацкий 1997: 235];*

(26) *Aringarosa was smiling. "Indeed, Noah of the Ark. An albino. Like you, he had skin white like an angel* (D. Brown, The Da Vinci Code);

(27) *Blanc comme un mort, il [le maire] vient se mettre avec tout le monde sur la place. Il tremble tellement des lèvres et mains qu'il ne sait pas nous en dire une...* (A. Stil, Le Premier choc).

CR evaluation is based on generally accepted evaluation categorization of objects of this kind: *червяк* – worm (negative aesthetic evaluation); *angel* (positive ethical evaluation); *un mort* – death (negative normative evaluation). The CR evaluation contributes to the actualization of the similar sign OC evaluation.

Colour similes are also used to **evaluate personal internal qualities**: intellectual abilities (28), life experience (29), moral character (30) and others:

(28) *«Серый ты, Альбертович, как сибирский валенок. Молчал бы лучше...»* (В. Беляев, Реинкарнация старых товарищей);

(29) *Mother, without consulting me, has invited a poor and poky cousin of ours to spend the holidays with us also. He is from the West, green as a gooseberry, and, what's far worse, he's studying for the ministry...* (E.P. Roe, Jest to Earnest);

(30) *Tomaso refusa, me dit qu'il était sûr de son affaire, que l'avocat Barricini l'avait recommandé à tous les juges, qu'il sortirait de là blanc comme neige et avec de l'argent en poche (P. Mérimée, Colombo).*

Evaluation of personal internal qualities is based mainly on activation of figurative meaning of colour names at the base of colour similes: *серый* – перен. малокультурный, необразованный С. человек [18: 583],

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*green* – lacking experience, not mature or wise [19: 521], *blanc* – «qui n'est pas souillé, coupable... Immaculé, innocent» [17: 189].

To sum it up we should say that on the one hand colour similes denote colour shades of appearance that do not have conventional names in the language. This function is provided by distinctiveness and relative constancy of the colour of the object which functions as CR. On the other hand colour similes are the means of evaluative categorization of appearance, since they add to the selected colour characteristics evaluative meanings, such as the intensity of the colour, additional objective characteristics (shape, size, texture, shine), view of colour as a certain effect, positive or negative evaluation of the OC. Some colour similes are used to describe non-colour characteristics (intelligence, mood, human experience), realizing their figurative meaning.

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## EMOTIONAL CONCEPT AND LEXICAL MEANS OF ITS EXPRESSION IN ENGLISH

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*The paper considers the notion of an «emotional concept» and its peculiar features. The lexical expressive means of the concept in fiction are studied.*

The Russian scientist A.S. Askoldov was one of the first who introduced the notion «concept» into the field of modern scientific knowledge. Today the term «concept» is widely used in humanities including linguistics. However, the development of the notion started as long as the Middle Ages. In the 15th century, an argument between nominalists and realists led to the idea of the «concept» as a name, which had a special «psychological structure» with a definite meaning. Today the typology of «concepts» based on cognitive characteristics is the most elaborate one. An «emotional» or «kaleidoscopic concept» is one of such types. It implies a number of scenarios connected to a person's feelings and states. [1, p. 83-85]

The importance of the subject is determined by the growing popularity of such notion as «emotional concept» and insufficient research into the lexical means of its expression.

The notion «concept» attracted a huge number of researchers, including A.G. Azimov, A.N. Shchukin, I.S. Stepanov, Z.D. Popova, I.A. Sternin and others. The notion «emotional concept» was identified by such scientists as T.V. Kutuzova, A.D. Sutulina, E.V. Nesterik and others. Among the scientists whose works are devoted to the study of the emotive vocabulary are E.V. Babaeva, G.N. Lenko, I.N. Ebzeeva and others.

The aim of the current paper is to define and systematize English lexical means, which can express an «emotional concept» in a literary work.

The object of the research are lexical means of the English language.

The subject of the paper is the English emotive vocabulary, which is used in a literary work to express an «emotional concept».

The methods of the research are contextual and semantic analyses.

Using the definitions by A.G. Azimov, A.N. Shchukin, K. Izard and S.L. Rubenshtein it is possible to interpret «emotion» as a psychophysical characteristic, which represents inner, subjective experience of mental and physiological states of a person. It also expresses a person's attitude towards an object, which is experienced as a feeling. This feeling guides, motivates and organizes perception, thought and actions. It is also based on human demands and has polarity. [2, p. 356] [3, p. 27] [4, p. 513].

The next element of the phrase emotional concept is «concept». The characteristics proposed by A.G. Azimov, A.N. Shchukin, I.S. Stepanov, Z.D. Popova and I.A. Sternin allow to define «concept» as a discrete mental formation and the basic unit of a person's intellectual code. The unit is a representation form of culture and is linguistically expressed with a word, phrase or sentence. It also carries complex, encyclopedic information about a reflected object or event and is not only a means through which the culture enters a person's mental world, but also an instrument to enter the culture and a means of influencing it. [2, p. 113] [5, p. 42] [6, p. 24]

Proceeding from the definitions, proposed by N.A. Krasavskii, T.V. Kutuzova, A.D. Sutulina and E.V. Nesterik it is possible to designate an «emotional concept» as an ethnically and culturally conditioned, structural and semantic, lexically and phraseologically verbalized abstract mental unit, which rests upon notional basis and reflects universal and culturally specific ideas about emotional experiences in a person's linguistic consciousness.

«Emotional concept» is reflected in language by means of emotive vocabulary. As this complex notion includes the characteristics of its components, namely «emotion» and «concept», it has the same category of emotivity as «emotion».

Since the lexical method of expressing emotions is the prevailing one, it is easier for a listener to express emotions or influence expressing emotions by selecting specific lexical units, emotive vocabulary.

In modern scientific literature, emotive vocabulary is understood as words, which express a strong manifestation of feelings and are characterized by emotivity.

Emotive vocabulary, which is referred to as a lexical way of expressing emotions, is traditionally divided into three groups. The words, in whose semantics there is assessment of facts, events or signs, and which

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characterize a certain object, belong to the first group. Thus, the emotion of *delight* is expressed by words *excellent*, *great*, and the emotion of *disapproval* can be expressed with such words as *nasty*, *disgusting* and others. As a rule, such words are not used in a figurative sense. The second group includes the words, which are used in a figurative sense and by this reason, they receive an emotional coloring. For example, if someone says that a person is a *beast* that might include an emotion of superiority or scorn, depending on the context. The third group includes the words, which convey a speaker's positive or negative shades of attitude to something or someone: *sweetheart*, *granny* (positive); *idiot*, *freak* (negative). While analyzing emotional words in fiction it is important to take into account the context of a sentence or the whole paragraph, because one and the same word may express different emotions. On the contrary, one and the same emotion can have a different lexical manifestation. [7, p. 27]

In addition, the category of emotivity can be revealed by synonyms, antonyms, phraseological units, stylistically coloured words, restricted vocabulary, borrowings and interjections.

The use of synonyms as a means of expressing emotivity is rather common. With the help of synonyms, it is possible to make a thought more precise and convey its different shades of meaning, express the author's attitude towards a subject or event and show the intensity of the displayed feature, reveal a character more deeply. For example, «*Lyne tried not to look angry, being a billionaire and all, but she could tell he was slightly pissed off*». [9, p. 132] Using *pissed off* (the level of intensity is emphasized by the adverb *slightly*) as a synonym to the word *angry* the author conveys an emotional state of anger, disapproval and rage which seized the character. Trying not to seem angry, he achieved the opposite effect.

Antonyms are also very widespread in expressing emotivity. Very often, they are used with an aim to make a thought more precise, colour it and make it profound, fully characterize an event and express the author's attitude. Antonyms can figuratively convey emotional states of characters. «*Seymour thought it should be secret, but Nico disagreed*». [9, c. 159] Here, the word *agree* with the prefix *dis-* acquires negative meaning and by this shows flatness of the choice and unwillingness of the character to compromise with her husband. «*It felt so fragile and vulnerable in her grasp – despite the fact that Katrina was an excellent horsewoman, and was able to control huge animals with those little-girl fingers*». [9, p. 295] In this example the author uses the antonyms *huge* – *little*, which helps to contrast *little fingers* of the girl to the *huge animals*, which she controls and to show the emotional influence of this ride on the experienced horsewoman.

Phraseological units in fiction strengthen visualization and figurativeness of a text. Phraseological units can also express attitude towards the text message and convey the author's feelings and judgment. «*Mr. Dursley stood rooted to the spot*» [10, p. 5]. The author uses *rooted to the spot* to express astonishment and shock, which seized the character.

Stylistically coloured vocabulary as a means of expressing emotions may colour the text with the shades of loftiness or poorness. It can create the images of characters through their speech and express the author's emotions and attitudes. Restricted vocabulary makes the text more figurative and is used for expressing the colouring of an age, time or some specific place. In addition, it can add some speech features to the characters, express the author's attitude and be used to achieve irony. «*A lemon drop. They're a kind of Muggle sweet I'm rather fond of*» [9, p. 7]. In this example, the neologism *Muggle*, by which mages call people without any magical abilities.

As far as emotivity is concerned, borrowings are more often used for making a situation more authentic, for describing a character's feelings towards the situation and for making a statement more figurative and expressive, especially in direct speech. «*But the coup de grâce, she thought smugly, was that moment in Cipriani*» [9, p. 129]. The author uses the French phrase *coup de grâce* with the article *the*, showing that this expression has fully assimilated in the language of a certain group of English speakers and that it may be related to the language of glamour.

By their semantic, functions interjections are divided into three groups; interjections, which serve the sphere of emotions and emotional attitudes; desires interjections; etiquette interjections. The first group is most often used to intensify an emotional state and emotional shade of a statement. [8, p. 142 - 150] «*Help? Oh. Right. Except she'd never cooked anything but boiled ziti with jarred Ragu in her life*» [11, p. 5]. Here the interjection *Oh* makes the phrase a bit more sarcastic.

In such a way, «emotional concept» is a complicated collective notion, which comprises all the characteristics of its components, «emotion» and «concept». Emotivity is one of those characteristics. The category of emotivity is typical of the emotional concept and in fiction, it is expressed by means of emotive vocabulary and

in particular by synonyms, antonyms, phraseological units, stylistically colored vocabulary and restricted vocabulary, by borrowings and interjections.

Further research in this direction may involve the analysis of a particular literary work based on the obtained theoretical data on emotivity.

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STUDENT SLANG AS AN ASPECT OF CULTURAL AWARENESS

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*The article studies the student slang as a part of general cultural awareness. The article offers several types of classification of British student slang that can help to learn the slang words for better socializing within universities.*

Nowadays our Republic of Belarus takes part in many international educational programs. They are ERASMUS, TEMPUS, COMENIUS and a lot of others. And since 14 May, 2015, our republic has been participating in the European Higher Education Area. It means that our students will choose educational programs in other countries and will improve their mental outlook.

When studying in other countries knowledge of cultural background becomes rather crucial. To avoid cultural shock and to overcome successfully disintegration stages during the adaptation period it is necessary to discuss the impact of cultural challenge in another country and to research the peculiarities of the youth slang used in universities. British universities are famous for high educational standards and offer great variety of educational programs. Thus, they will obviously attract our students. Despite the common European culture in both our countries some misunderstanding can appear, because of differences in obvious things such as language and national customs and traditions. One of British traditions is that people who live in the same neighborhood, or share the same interests, or belong to the same circle create a lot of slang words.

British students, as other young people in the world, try very often to stand out by various means, such as clothes, appearance, and, of course, speech. Speaking a language, that other people do not understand, is a usual way to outline some circle. This special language, used by certain people, is called 'slang'. Slang is "a type of language consisting of words and phrases that are regarded as very informal, are more common in speech than writing, and are typically restricted to a particular context or group of people" [1].

The aim of student slang is to create an identity or sense of belonging to some group. It can be defined by the following parameters:

- a) it differs from university to university but some words and phrases can be used throughout all of Britain;
- b) it is changing all the time, as the groups stuffing it are changeable too, some concepts may disappear with naming slang words; but some words are old enough to be looked up in a dictionary;
- c) it is usually non-writable, as it is created only for oral speech, but nowadays the slang of the Internet chats and SMS obtains spelling but the spelling is without established rules.

Thus the cultural background of any student society includes obviously slang as a lot of universities have their own language. The oldest British universities, Oxford [2] and Cambridge [3] give authentic proper names to all colleges, faculties and dormitories, along with a number of subjects and programs. The vocabulary is so copious that can become a subject for a separate research and comparison. Student slang is a vocabulary of a separate academic union. It varies from university to university. Spelling of the slang words either does not exist or there are several variants of it. There are several sources of slang words and phrases:

- a) academic environment (it is the most important way as it involves the main student activity),
- b) new technologies (it is a way of generating the words of common usage, but there is great influence of contracting and abbreviating, caused by means of communication, upon student slang),
- c) social groups (people, who come to study at universities, can be representatives of various social groups and bring their slang words and phrases to the academic groups),
- d) dialects (words and phrases from other languages can be adopted by the host language and, sometimes with some changes in pronunciation, become slang words),
- e) music (words and phrases from popular songs can have meaning different from the common one, also rhyming rap words and phrases can be added to student vocabulary).

Slang to learn for better cultural awareness can be chosen according to the following criteria:

- a) duration of the usage: the chosen words and phrases are in use at least three years, some words and phrases have been used for several decades and can be looked up in Academy dictionaries, e.g. 'freshman',

'sophister' or 'sophomore' (but more frequently used synonymic shorten form 'soph' has not entered dictionaries yet);

- b) frequency of occurrence: the chosen words and phrases can be found on several websites like students' blogs, university sites, sites which offer foreign students some advice on adapting in a new environment;
- c) usefulness of slang words and phrases: this criterion is completely subjective, as the choice reflects the subjective opinion on the practicality of the vocabulary and its utility for exchange students.

Also the words and phrases can be selected on the basis of semantics. In British student slang the following semantic groups seem to be useful for cultural awareness:

1. 'academic year' group consists of the slang used connected to professors, lecturers, teachers, classes, examinations, years of study;
2. 'campus' group contains the slang for dormitories, canteens, university buildings;
3. 'students' society' group includes the words used for socializing (like greeting, addressing)

**The first group** of slang words – 'academic year' slang – is vast as it describes the principle students' activity. Students give names to their professors, lecturers, teachers, for example, 'mathmo' for a mathematician or 'trinmo' for a mathematician at Trinity College in Cambridge, or Oxfordese word '**dons**' to describe a fellow / tutor at a college who teaches students under the *tutorial* system (in other universities they use 'tutor' or slang shortening 'tut'). A great number of words and word combinations describe preparing and passing examinations, for example, 'to swat up', 'to knuckle down', 'to hit the books', 'to bomb a test', 'to cock-up'. Also this group includes the names the students give to their courses if they are easy, for example, 'a bird course', 'a netflixer', 'a cakewalk', or if they have some difficulties, for example, 'death trap', 'a bomb'. There are names of terms, for example, 'Desmond' or 'Hilary' in this category.

**The second group** are 'campus' words and phrases. Here the words which students use to describe the buildings in their campuses, for example, 'libe', 'dorm'. Also there are the words for meals within their colleges, for example, 'battles', 'a brekkie'. The words are usually different from university to university, as the buildings are different. The common meal exist only in several old universities like Oxford and Cambridge, so the slang words for meal exist only in these universities.

**The third group** is group of slang words and phrases which describe members of students' society, for example, 'bnoc', 'lass', 'bloke', 'fandabidozi', 'hench', 'naff'; relations among them, for example, 'a teacher's pet'; various activities, for example, 'to muck around', 'to mooch', 'to faff', 'to hit the hay', 'to kip', 'to sleep like a log', 'to do the marathoning'; or they are used for socializing like greetings, for example, 'Alright?', 'Hiya', 'Howay', 'What about ye?'

As student society is usually a mix of people of various origin and social background, the student slang, besides the slang inspired by academic environment and new technologies, can include:

- a) words and word phrases of different social groups (e.g. 'bare' in the meaning 'a lot of' or 'obviously' was used by hipsters, a derogatory label 'chav' for anti-social young people in Britain, which can also be used broadly to insult, came from British urban youths slang);
- b) some words of possible dialect origin (e.g. north-eastern English 'Howay' in the meaning 'Let's go' / 'Come on'; north English greetings 'Hiya', 'Hey up' or 'Ay-up'; Nigerian 'dub' in the meaning 'to cheat during exams by copying another person's test answers word for word'. American 'wicked' in the meaning 'evil' or 'distasteful', Scottish 'lass' or 'lassy' in the meaning of 'girl');
- c) words of musical origin (e.g. rhythmic rap words like **Dogandbone** = Telephone, **Mince-pies** = Eyes, **Boatrace** = Face which are used to hide real meaning, it can look like an offer to guess a rhythmic riddle; the word 'Dench' is believed to be invented by rapper Lethal Bizzle and means 'good').

Slang can be regarded as a negative phenomenon [4, 5, 6]. But there are a lot of scientists who think that slang helps to refresh any language and enriches it by adding new words [7, 8, 9]. Irrespective of the utility or disutility of slang it exists in languages and is worth studying. Cultural awareness helps to avoid cultural shock almost completely. Period of adaptation in a new country can be shortened and disintegration stages can be reduced if a visitor investigated cultural peculiarities in advance. A part of cultural awareness is the knowledge of the language of the host country. Ability to use slang, as an element of any language, helps to grow accustomed to a new environment faster.

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UDC 1751

THE FUNCTION OF THE OBLIQUE MOOD IN LITERARY TEXTS

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*The comparative analysis of sentences in the oblique mood, which have a comic effect in the original text, is carried out on the material of the novel. Various variants of translation of the oblique mood into Russian are considered and its functions are determined when creating the comic effect of the narrative.*

The question of the category of mood in modern English is one of the most complex and controversial categories – linguists distinguish from 2 to 16 moods in Modern English. Therefore, the grammatical structure of the English language is the sustained attention object of foreign and domestic linguists, as the category of mood is in the state of development [1].

Modality is a speaker's or a writer's attitude towards the world, that can express certainty, possibility, willingness, obligation, necessity and ability by using modal words and expressions. It is expressed primarily by grammatical mood. Mood – grammatical category of the verb that expresses its modality [7] [8].

The oblique mood has many functions; it is a form of the verb and expresses the desire, possibility, assumption, doubt or unreality of the action. In the Russian language, the oblique mood is expressed by verbs in the past tense in combination with the particle "бы" (чтобы, если бы и т. д.) [4, p. 132].

The oblique mood is often used both in colloquial speech and in literary texts. It is widely used in simple sentences and in various types of subordinate clauses and acts not only as a means of communication, but also it forms different additional modal meanings together with different lexical structures [9].

As it is known, the language is revealed in literature, so it is important to trace how grammatical categories are implemented in literary texts. For our study we have chosen the novel 'Dirk Gently's Holistic Detective Agency' (1987) by Douglas Adams, the novel is a detective story combined with mystery and humor. It contains a lot of comic situations, including those that can be conveyed by the oblique mood. Douglas Adams, the author of the novel and the creator of the famous series of books 'The Hitchhiker's Guide to the Galaxy', is known for his humorous fiction.

The purpose of the research is to determine the functions of the oblique mood in the literary text when creating a comic narrative effect and to consider different variations [2] [3] in translating this grammatical category into Russian.

The definition of comic is quite broad and includes such comedic devices as repetition, hyperbole, pun, juxtaposition, taboo and slapstick. Creating a comic effect in the text is not always easy, so authors decide which device he or she should use when creating a comic effect, which can be revealed in the oblique mood.

The study uses descriptive and analytical research methods, continuous sampling method. The study was held on the basis of sentences in the oblique mood, which have a comic effect.

Taking into account the similarities and differences between the two language systems, additional lexical and/or grammatical means are used to convey the meaning of statements from English into Russian. Conjunctions, connective words and particles can be imposed in order to save the emotional colouring of the utterance.

Some linguists don't consider the category of the oblique mood and speak about five basic types of the mood: indicative, imperative, interrogative, subjunctive and conditional [10]. But we are taking the classification of Prof. A.I. Smirnitsky, who takes into account difference in forms and recognizes 4 oblique moods: Subjunctive I, Subjunctive II, Suppositional and Conditional [5].

We conducted a comparative analysis of 1100 samples of sentences from the text containing verbs in the form of the oblique mood. In most cases, they are translated from English into Russian by past tense verbs in combination with the particle "бы" (чтобы, если бы и т. д.), but in the process of translation this particle can be omitted.

**Subjunctive I (the present subjunctive)** expresses a condition that is doubtful, hypothetical, wishful or not factual. It is only rarely used in modern British English and, however, found in certain set phrases and in very formal forms of speech and writing.

Subjunctive I is used in simple and complex sentences in subordinate clauses that follow verbs expressing a desire, a demand, a formal recommendation, or a resolve [10]. In the novel it is used in sentences with the verbs 'let' 'suggest':

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'Let us **think** the unthinkable, let us **do** the undoable' [6, p. 168].

Let's consider the variants of its translation:

«Будем думать о невероятном и делать невозможное». This variant of translation, in our opinion, is neutral, because «невероятное» and «невозможное» are stylistically unmarked words [3].

The variant «Будем думать о немыслимом и совершать невыполнимое» is more stylistically coloured words than the previous one [2, p. 185].

«Давайте думать о недумаемом и делать неделаемое». Words «недумаемое» и «неделаемое» they are formed with the help of affixes, as in the English language, and are similar in stylistic colouring.

This variation of the translation more accurately conveys the comic effect of the original sentence, as it shows not only the category of the subjunctive mood, but also the comic effect, which the author put in it.

The English language is more capacious, than Russian. The structure of the Russian language does not always allow to convey the same construction, meaning and stylistic features of the sentence, so the translation has to either resort to additional lexical and/or grammatical means, or use stylistically neutral words, or use different translation techniques (e.g. compensation).

'It's just that it's a good idea not to let him **have** your phone number unless you possess an industrial-grade answering machine' [6, p. 30].

«Он отличный парень, но лучше не давать ему свой номер телефона» [3].

«Правда, лучше не давать ему номер своего телефона, если только у вас дома не стоит автоответчик промышленного класса» [2, p. 32].

'The thing [computer] is hopeless. It's the major reason the original company went bust. I **suggest** you use it as a big paperweight' [6, p. 85].

«Эта модель компьютера безнадежна. Именно поэтому обанкротилась первая фирма моего хозяина. Советую использовать его в качестве пресса для бумаг» [3].

«Компьютер безнадежен. Именно из-за него разорилась наша первая компания. Предлагаю использовать его в качестве пресс-папье» [2, p. 101].

**Subjunctive II (the past subjunctive)** represents an action as contrary to reality. It is typical for literary writing and formal style and in spoken language. It is used in simple sentences and in certain subordinate clauses and refers to unreal or improbable present or future situations [9].

In the text, we can find its use in dialogues where the subjunctive II is used:

a) to express unreal situation:

'As a hat it was a remarkable rather than entirely successful piece of personal decoration. It **would make** an elegant adornment, stylish, shapely and flattering, **if the wearer were** a small bedside lamp, but not otherwise' [6, p. 36].

«По эlegantности формы и дерзости принимаемых положений ей следовало бы быть не банальным головным убором, а, скажем, предметом интерьера. Например, она великолепно смотрелась бы как абажур на ночной лампе» [3].

«Весьма примечательная вещь, которая, впрочем не подчёркивала достоинств своего обладателя. А вот в качестве абажура на ночника она вполне могла бы послужить стильным и броским декоративным элементом» [2, p. 51].

b) in simple sentences containing the modal phraseological expressions *would rather* to express a preference. They can be translated into Russian with the phrase 'уж лучше бы':

'You said I should call you if I was free this evening and I said **I'd rather be dead** in a ditch, remember? Well, I suddenly discover that I am free, absolutely, completely and utterly free, and there isn't a decent ditch for miles around' [6, p. 9].

«Помнишь, ты просил позвонить тебе, если я буду свободна. Я еще тебе тогда сказала, что скорее подохну в канаве, чем позвоню, даже если буду свободна? Так вот, я свободна, совершенно, полностью и абсолютно свободна, но поблизости нет ни одной подходящей канавы» [3].

«Помнишь, ты просил позвонить, как только выдастся свободный вечер? Я тогда еще ответила, что лучше сдохну в канаве. Так вот, сегодня я абсолютно, полностью и совершенно свободна, а приличной канавы поблизости нет» [2, p. 14].

c) in the main part of the conditional sentence related to the past tense:

'I'm sure if you scraped away the mud from the bottom,' he remarked wittily, 'it **would probably say** "Made in Birmingham"' [6, p. 24].

«Если соскоблить грязь с ее дна, я уверен, мы найдем метку: «Сделано в Бирмингеме» [3].

«Уверен, если соскоблить отсюда грязь, - заметил он с лёгкой иронией, мы увидим надпись: «Сделано в Бирмингеме» [2, p. 38].

d) in adverbial clauses of comparison or manner introduces by the conjunctions *as if, as though*. The predicative clauses with Subjunctive II immediately follow the link verbs be, seem, look, feel:

*'Richard stood transfixed for a moment or two, wiped his forehead again, and gently replaced the phone as if it were an injured hamster'* [6, p. 56].

«Затем он вытер пот со лба и с превеликой осторожностью, словно больного хомячка, положил трубку на рычаг» [3].

«Некоторое время Ричард стоял как парализованный, потом стёр со лба пот и с осторожно, как раненого хомячка, положил трубку на место» [2, p.113].

e) in adverbial clauses of condition:

*'If you picked a number at random, he was probably a little older than that, but--well, it was impossible to tell'* [6, p. 8].

«Он был немолод, вернее в том возрасте, который у мужчин бывает уже трудно с вероятностью определить, а угадав, все равно захотелось бы накинуть еще несколько годков» [3].

«Если выбрать наобум любое число, то скорее всего он всё равно оказался бы хоть чуточку, но старше» [2, p. 15].

f) in adverbial clauses of unreal condition or concession *'even if, even though'*:

*'The Door would still be there, even if the door was not'* [6, p. 46].

«Дверь должна быть там, даже если ее там нет» [3].

«Дверь все равно есть, пусть даже ее и нет» [2, p. 48].

*'Someone should get some humanity into him even if they have to knock it in with a brick'* [6, p. 235].

«Ему не помешает немного человечности, даже если ее придется насильно вбивать в него» [3].

«Как научить его добрее относиться к людям? Разве что стукнуть по башке кирпичом» [2, p. 246].

One of the forms of the oblique mood is the suppositional mood.

**The Suppositional Mood** can be used in subordinate conditional sentences if it relates to a future tense:

*'If nothing terrible happened to him soon maybe she'd do it herself. Now there was an idea'* [6, p. 9].

«Если в ближайшее время с ним действительно ничего не произойдет, она постарается ему в этом помочь. Неплохая мысль» [3].

«В глубине души шевельнулась мысль собственноручно помочь ему исправить ситуацию. А что, замечательная идея» [2, p. 13].

**The Conditional Mood** is used:

a) to denote unreal actions in simple sentences:

*'It would be hard to learn much less than my pupils,' came a low growl from somewhere on the table, 'without undergoing a pre-frontal lobotomy'* [6, p. 5].

«Трудновато было бы мне знать меньше моих учеников. Для этого пришлось бы сделать себе лоботомию, – негромко проворчал кто-то из гостей» [3].

«Чтобы усвоить меньше моих учеников, нужно хорошенько постараться, – проворчал кто-то из присутствующих. – Такое возможно разве что после лоботомии» [2, p. 29].

b) in the principal clauses of complex sentences with the subordinate clauses of unreal condition or unreal concession:

*'It would have interested you strangely if you'd had to get the bloody thing down a bloody winding staircase at one o'clock in the morning as well'* [6, p. 185].

«Он [случай] заинтересовал бы вас еще больше, если бы вам пришлось спускаться это чертово животное по узкой винтовой лестнице в час ночи» [3].

«Это интересовало бы тебя куда больше, доведись тебе вытаскивать окаянную лошадь из ванной и спускаться по винтовой лестнице в час ночи» [2, p. 199].

The principal clause of the Subjunctive II contains a form of the Conditional Mood.

There are also mixed forms for expressing unreal conditions in the novel:

*If you were learning fast you would have put the phone down by now, of course* [6, p. 110].

«Если бы вы соображали быстрее, вы давно бы уже бросили трубку» [3].

«Будь вы способным учеником, вы, разумеется, уже давно положили бы трубку» [2, p. 112] (Present Conditional +Perfect Subjunctive II).

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The form Present Subjunctive II + Perfect Conditional isn't used.

After considering all functions of the oblique mood into Russian, we can note that:

- 1) the conditional mood is used more often than Subjunctive II and the suppositional mood;
- 2) the oblique mood often used in complex sentences, which have development or continuation of thought;
- 3) in most cases, the verb in the form of the oblique mood is translated from English into Russian as a verb in the oblique mood;
- 4) sentences may omit or add a particle «бы» in translation as an indicator of the oblique mood;
- 5) in the novel you can find many sentences in the oblique mood or sentences containing a supposition, wish, possibility or doubt, but they don't have a comic effect

After analyzing all the examples, we came to the conclusion, that only 20% are used to create a comic effect, which indicates that the category of mood can be dynamic, although it is static.

The comic effect can be created with the help of the oblique mood; the conditional mood is used for it more often.

The literary text uses the potential of the oblique mood to create a comic effect, but the main function of using this category is expressed in order to convey wish, possibility or unreality of the action.

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SOCRATIC FOUNDATIONS IN A. CONAN DOYLE'S WRITINGS

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*The article describes the role of Socratic foundations in Arthur Conan Doyle's writings and discusses the ethical questions of justice and virtue in his works.*

Arthur Conan Doyle is known to be the founder of the British trend in detective writing. He didn't mean to be a detective author, but his life situation pushed him to accept an offer to write a detective story, which turned out to be a great success. Readers wanted to have more and more stories written by C. Doyle. What attracted them to his detective books? Obviously his way to follow the principle of justice in his presentation of all investigations carried out by Holmes. But the issue of justice goes back to Socrates's thinking.

Socrates lived from 469 to 399 bc. He was clearly a charismatic figure with a somewhat eccentric lifestyle. Accepting the poverty it entailed, he appears to have spent all his time in unpaid discussion with whomever would join with him which included many of the better off, hence more leisured, young men of Athens. These included Plato, whose admiration for Socrates motivated the career and writings which immortalized both of them.

Socrates concentrated on ethical questions about justice and virtue. "How should I live?" is sometimes called "the Socratic question". He constantly probed whether his fellow Athenians really understood what was involved in these matters. And very often he was not certain that they did. Nor was he always sure that he understood it himself – but then he didn't claim to [1].

The fact that Socrates spent all his life in endless discussions and hot conversations with his opponents is very important. Plato tried his best to follow the Socratic way of interpreting things. All his (Plato's) writings took the form of dialogues. Through him the wide audience of educational and school world became very well familiar with the form. Conan Doyle borrowed this form of Socratic penetration into the heart of the matter and used it in his books. Dr. Watson became a regular opponent and participant of Holmes' investigations helping not so much him but the readers to concentrate and understand all implications of each case carried out by Holmes.

They may not agree with everything Socrates says – for instance, many readers will feel that his view of the claims that the state can properly make on the individual are exaggerated – but virtually all the points made will be perfectly familiar to anyone who has ever had to think about a difficult decision.

Socrates used to say that the opinion of the majority was not important. We have to admit that so did Conan Doyle. Such a detective appears for the first time in the British literature. He carries out his investigations having the Socratic perspective of justice in his mind. This feature of Conan Doyle attracts readers.

Heather Worthington in the article "The Definitive Detective" says: «Doyle's detective is both an end point in the development of crime fiction and a starting point: crime fiction in the twentieth and twenty - first centuries would not be the same without him» [2, p. 26-27].

Conan Doyle, in his book "Through the Magic Door", named the writers who played an important role in his creative life. Among them are: V. Scott, R. L. Stevenson, Alexandre Dumas.

Walter Scott impressed Conan Doyle by his «brevity, expressiveness, simplicity»; From E.Poe Doyle borrowed expressiveness, novelty, brevity. He considered Poe «the supreme original short story writer of all time. To him must be ascribed the monstrous progeny of writers on the detection of crime» [3].

Here is what Conan Doyle said about Stevenson: «He wrote, in my judgment, two masterpieces in his life, and each of them is essentially a short story, though the one happened to be published as a volume. The one is "Dr. Jekyll and Mr. Hyde", which, whether you take it as a vivid narrative or as a wonderfully deep and true allegory, is a supremely fine bit of work. The other story of my choice would be "The Pavilion on the Links" – the very model of dramatic narrative. After all, however, the main characteristic of Stevenson is his curious instinct for saying in the briefest space just those few words which stamp the impression upon the reader's mind. He will make you see a thing more clearly than you would probably have done had your eyes actually rested upon it» [3].

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Martin Priestman tried to answer the question of «Why detectives about Sherlock Holmes became so popular in comparison with other books of this genre?» in his article «Crime fiction»: «Why, then, was Sherlock Holmes so much more successful than other scientific detectives? There are certainly literary reasons. Conventional literary history, which views earlier detective fiction as a series of anticipations of Doyle, can be turned on its head to argue that the elements of the Sherlock Holmes character and stories are skilfully selected from tried and tested elements in earlier sensational novelists and story writers. But that is far from accounting for the nerve of Doyle's writing, the ingenuity of the stories and the skill and economy of their construction. The problem-setting and solving structure provides fundamental narrative satisfactions, but, as Stephen Knight has shown, at least in the two principal collections, *The Adventures of Sherlock Holmes* and *Memoirs of Sherlock Holmes*, Doyle plays enough variation on the pattern to keep it constantly fresh» [4, p. 48].

Summing up what has been said above we claim that C. Doyle's writing became very popular for literary reasons of course..But our idea is that Socratic foundations also have a role to play in the immense popularity of Conan Doyle's writings. They came to the reader through ingenuity and the skill of the author.

Justice since Socrates has become point number one in all-Western philosophy. People of all groups and social standing started to respond to it as readily as they used to do it in antiquity at the time of Socrates. The constant debates about it between Holmes and Watson reflected the dialogical form of the famous representations of Socratic dialogues by Plato. That was the form through which the issue of justice became widely known to many generations of students and when it was restored in Conan Doyle's writings it helped decisively the readers of all ages and social groups to take in the ideas put forward by Holmes. They responded to Holmes and to the author as sincerely as the participants of Socratic debates had done many centuries ago.

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UDC 81'342

## ENGLISH AND TURKMEN PRONUNCIATION: COMMON ERRORS AND THEIR CAUSES

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*In our research we study Turkmen students' pronunciation problems that are connected with their interference peculiarities. The aim of our research was to find out possible phonetic mistakes in speech production and try to explain them. As a result, we found the most common problems and their causes. The research allows Turkmen students avoid many possible pronunciation errors as well as phoneticians to foster theoretical knowledge in comparative linguistics.*

All around the world, there are a lot of people who want to learn English and sound like a native speaker. There is lots of research devoted to the phonetic system of the English language itself and the problems of its interference. The major manifestation of bilingualism is interference. Language interference is a process and a result of the interaction and mutual influence of the language systems being in contact. [1, p170]. Many studies were devoted to the errors made by the non-native speakers and attempts to systematize them. So the researchers concluded that the main problem of the speakers of other languages who speak English, are:

- substitution of sounds i.e. they substitute the sounds that they don't have in their native language, with other sounds which are close to them in the place of articulation e.g. they replace /p/ with /b/, /T/ with /z/;
- pronouncing every letter in the words;
- devoicing of the sounds.

Although similar problems exist in different languages and they were studied in many European and Asian phonetics, the Turkmen language hasn't been studied before from this point of view. So that is why this research was carried out.

The importance of this study is the fact that this problem was not broadly investigated before. This study is aimed at helping Turkmen students and teachers of English to evade these errors. We all know that the pronunciation problems are very important for everyone who studies foreign languages. As far as English is a popular language many people of different countries want to study English. That's why a lot of researchers contributed their papers to the problem. These works may be divided into two groups: the works of English researches and the works of other scholars studying the language and the interference. The first group of authors usually speaks of the practical ways to improve English, of the pronunciation exercises or theory of pronunciation, of different accents. In their works they rarely mention the influence of other languages on English. For example, such authors as Mark Hancock (Hancock 2003, 124), Martin Hewing's (Hewings 2007, 15), Susan Cameron (Cameron 2012, 121), Gerald Kelly (Kelly 2001, 12) give some theoretical information. They explain how the sound should be pronounced, how to differ the sounds and give examples, exercises and so on. Almost all of the authors don't mention the possible difficulties for the speakers of different languages. They just show and give the examples to follow. The second group of authors usually focus on the influence of the mother-tongue, which is called interference. There are many papers devoted to the problem of phonetic interference of the native language while learning English. For example, such authors as Budnik E. A., Vinogradov V. A., Vorobieva V. V., Borisova L.V., Metlyuk, E.B Karnevskaaya devoted their works to the problem. These researches are frequently conducted and it is noted that there are a lot of common pronunciation problems even among the speakers of different language families. The researchers think that the general reason is that some English sounds do not exist in other languages and vice versa. But according to this main problem there are lots of specific sounds in each language and they should be studied. Unfortunately nowadays only main European and Asian languages are done properly. It is possible to find researches on the Turkic, Arabian language, but not so many. The works, devoted to the Turkmen language and its influence on English are very rare, for example, such authors as Kopirina M. V. and Shadshikov E. T. worked on it. So this research aims to study the problems of interference of a native language to English in the Turkmen context. To study the most common errors the researcher asked Turkmen students to read a text. There were words and phrases which were expected to be difficult to pronounce by the students. The texts were chosen from a course book, so there weren't any new or unfamiliar words.

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The students were to read the text one by one, they were not allowed to listen to each other. Their voices were recorded on a digital recorder. Then the tapes were transcribed and analyzed. At the end of the process the errors were analyzed descriptively and statistically.

**Text 1**

The UK is a leading industrial [IndAstriQ] nation. Britain ranks as an important steel producer. The rest is used in Britain to make hundreds of [qV] products. Much steel is used in automobiles [LtqmqbJ] /trucks, buses. The country is \ one of the world's largest producers [prq'dHsqz] = of tractors. Other products= include \ cranes, [krelns'] earth movers, road [rPVd] / graders and so on. British Aerospace ['QeroVspels] = makes \ a wide range of jet aircraft [eqkrQft]. It's the largest aerospace company in Europe. The chemical industry ['Indqstri] = in Britain \ produces a variety of products from industrial chemicals to plastics and soap. It's pharmaceutical industry, tenth largest in the world =and plays an important role [roVI] in the economy. The UK= is one of the world's chief centers of [qV] \ printing and publishing. British companies =print paper money and postage stamps [Stxmps]/ for many countries. Processing of foods= and beverages= ranks \ as one of Britain's major ['meIGqr] industries. For example, Scotch whisky= has a large world market [mRkqt]. Other British industries manufacture bricks, cement, furniture, leather goods, glassware ['glxsweq] and paper. Britain remains= an important [Im'pLrtnt] producer of cotton and woolen ['wVlqn] textiles. Britain =has \ one of Europe's largest clothing industries. But today Britain imports [Implts] = more clothing than it exports [Ik'spLrt] \ because many countries with lower ['IPVq] labor costs can produce clothing more cheaply / than the British can.

Table 1. – Mistakes of the first student

Vowels	Consonants	Pause	Stress
[q], [qV], [L], [e], [PV], [eq], [L], [V], [Vq], [A]	[s], fricative [t], stop [r], Rhotic [l], lateral [j], gliding [S], fricative [m], nasal [k], stop	[14]	Important, exports, imports, major, industry, aircraft, industrial, aerospace's
5 – diphthongs, 3 – back vowels, 1 – central vowel	3 – Fricative, 2 – Stop, 1 – Gliding 1 – Nasal, 1 – Lateral, 1 – rhotic		2 – verbs, 3 – adjectives, 2 – nouns

**Text 2**

The economy / ['kRnqmi] of [qV] the United Kingdom highly developed [dl'velqpt] = and /market ['mRkqt] oriented. It is the/ [Dq] largest national ['nxSqnl] economy = in the world = measured ['meZqd] by / nominal = gross domestic [dq'mestik][prRdAkt] product. In 2016, = the UK was the tenth [tenT] largest goods / exporter [ek'spLrtqr] = in the world [wE:rld] =and the fifth largest goods importer [Im'pLrtqr]. The UK= is one of the most globalized economies, = and it is composed [kqm'pqVzd] of [qV] the economies = of England, Scotland, = wales, = and Northern Ireland. In the 18<sup>th</sup> century ['senCqrl] = the UK was = the first country to industrialize, [In'dAstriqIz] = and during the / 19<sup>th</sup> century ['senCqrl] =it had a dominant role= [roVI] in the global economy. From the late / 19<sup>th</sup> century = the second industrial [In'dAstriq] revolution/in the United states =and the / German empire ['empQlqr] = presented/ [pri'zantqd] an increasing [In'krisIN] economic challenge = for the UK. The costs of fighting World War 1 = and World War 2 = further weakened / the UK's relative position. [pq'zISn] In the 21<sup>st</sup> century, = however, [hQV'evqr] = it remains a global ['glPVbq[l] power [pQVqr]. The service sector dominates = ['dRmqneits] the UK economy. Service industries account = [q'kQVnt] for / [fLr] around 80% of GDP. More than 70% of workers [wE:r'kqrz] = are employed in service / industries. The financial / services industry is = particularly [pqr'tlkjqlrli] important, = and London is one of the world's largest = financial center. Major



[melGq] financial companies / ['kAmpqnlz] in London = include the Bank [bxnk] of England, = the London Stock/ Exchange = and so on.

Table 2. – Mistakes of the second student

Vowels	Consonants	Pause	Stress
[q], [l], [qV], [x], [R], [L], [E:], [lq], [Ql], [QV], [Vq], [el], [A]	[v], fricative [t], stop [D], fricative [Z], fricative [m], nasal [T], fricative [k], stop [r], rhotic [C], affricate [l], lateral [b], stop [G], affricate	[15]	Economy, developed, measured, domestic, product, exporter, importer, composed, industrialize, empire, presented, global, account, dominates, particularly, major
6 – diphthongs, 2 – back vowels	4 – Fricative, 3 – Stop, 2 – Affricative, 1 – Lateral, 1 – Nasal, 1 – Rhotic		6 – verbs, 3 – adjectives, 5 – nouns, 1 – adverb

**Text 3**

Manus island ['Qlqnd] = north of new \ guinea, ['glnl] is covered ['kAvqrd] with / rain forest['flrlst]. The Manus Island tree snail, = a small animal with a bright green shell, = lives in the tops [tOps] of the trees = in / this forest. Over collecting ['qVvq] = has been a serious ['siqriqs] problem \ for these small animals. Many people ['pjpl] like to collect the shells / of Manus Island \ tree /snail = because [bi'kOz] of[qv] their\ beautiful ['bjHtqfVI] color. The 1,6-inch-long shells are[Rr] \ often used for = jewelry ['GHqiri]. Another['qnADqr] big problem \ for these snails is \ the loss of the forestswhere they live. Loggers ['lLgarz] are cutting down more and more trees / of the Manus Island \ rain forest. Little is known about the \ habits of this little animal. If the logging and collecting[kq'lektIN] continue, = soon there will be no Manus island \ tree snails = left to[tq] study.

Table 3. – Mistakes of the third student

Vowel sounds	Consonant sounds	Pause	Stress
[q], [Ql], [i], [J], [A], [e], [qV], [lq], [O], [R]	[r], Rhotic [p], Stop [t], Stop [G], Affricative [D], Fricative	[14]	Guinea, forest, over collecting, beautiful, loggers, collecting
3 – diphthongs, 2 – back vowels, 3 – central vowels	1 – Fricative, 2 – stop, 1 – Affricative, 1 – Rhotic		1 – adjective, 5 – nouns

## Linguistics, literature, philology

The analysis of the results obtained allows us to make a general table, where the errors in the pronunciation of sounds, stress and pauses are summed up.

Table 4. – Common mistakes

Vowel	Consonant	Stress	Pause
[q]=14 [l]=7 [L]=8 [Q]=5 [qV]=7 [J]=2 [E:]=3 [eq]=4 [e]=3 [Vq]=2 [OV]=2 [x]=2 [R]=2 [V]=2 [A]=4	[v]=5 [r]=5 [m]=4 [G]=4 [s]=2 [t]=2 [D]=2 [j]=2 [k]=2 [C]=1 [b]=1 [p]=1	Important, exports, imports, major, industry, aircraft, industrial, aerospace's, Guinea, forest, over collecting, beautiful, loggers, collecting. Economy, developed, measured, domestic, product, exporter, importer composed, industrialize, empire, presented, global, account, dominates, particularly	[43]
26 – central vowels 23 – diphthongs, 12 – back vowels	8 – Fricative, 7 – stop, 3 –Affricative 3 –Rhotic 2 – nasal, 2 – lateral, 1 – gliding	12 – nouns, 8 – Verbs, 7 – adjectives, 1 – adverb	

- 12 – nouns: exports, imports, aircraft, aerospace's, Guinea, forest, loggers, Economy, product, exporter, importer, empire, over collecting, collecting, industry.
- 8 – verbs: developed, measured, industrialize, presented, dominates, account
- 7 – adjectives: important, major, industrial, beautiful, domestic, composed.
- 1 – adverb: particularly

The majority of consonant coincidences are observed at the place of their formation, but it must be remembered that there is no aspiration in the Turkmen language, typical of the English consonants \p, t, k\. In the English and Turkmen languages, there are phonemes that are completely unmatched, similar phonemes, but they differ to some degree.

It should be noted that consonant clusters are limited in the Turkmen language. Moreover, in the Turkmen language, combinations of consonants at the beginning of the word are almost rare (with the exception of borrowed words), this is a consequence of the harmony law inherent in the Turkic languages. Under the influence of the phonetic system of the native language, students can insert vowels between consonants. The Turkmen language is characterized by a uniform distribution of functional load between consonants and vowels. The Turkmen consonants are characterized by great possibilities for variation, and the vowels are practically devoid of positional changes.

It is important to note that learning difficulties can cause not only sounds, but also stress. There are factors in the Turkmen language system that can be qualified as creating difficulties, as well as favorable for mastering the stress of a foreign language. These include:

- a) not longitudinal, tonal word stress;
- b) the lack of reduction in the Turkmen language;
- c) the lack of identity in linguistic significance of verbal accents;
- d) tension, clarity, predominance in duration, loudness, intensity (not necessarily the full set of features) in the second syllable from the end of the word as a result of the correlation of stressed and pre-stressed syllables, stress and unstressed, as well as positional placement of longitudes;
- d) tension manifested in the closed syllable due to its structure and properties of consonant phonemes;
- e) the participation of word stress (along with longitude) in the rhythm structure of a word.

After doing a research, we found out that as there are no diphthongs in the Turkmen language, so Turkmen students often make mistakes in pronouncing diphthongs. Another important fact is that the sound [N] is in Turkmen, as well as in English, so we did not notice the error in producing the consonant anywhere. Moreover, Turkmen students make most stress mistakes when it comes to nouns – 14 mistakes, then verbs – 7 mistakes, adjectives – 6 mistakes and adverbs – 1 mistake. The students from Turkmenistan make almost the equal amount of mistakes pronouncing both vowels and consonants. The mistakes in vowel pronunciation are in the following: 26 central vowels, 12 back vowels, 23 diphthongs. The mistakes in consonant pronunciation are in the following: 8 – Fricative, 7 – stop, 3 – affricative, 3 – rhotic, 2 – nasal, 2 – lateral, 1 – gliding.

The mistakes in stresses are as follows: 12 – nouns, 8 – verbs, 7 – adjectives, 1 – adverb.

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**CRIMINAL LIABILITY FOR DECLINATION TO CONSUMPTION OF DRUGS,  
PSYCHOTROPIC SUBSTANCES OR THEIR ANALOGUES****NATALIA PANTELEEVA, ANASTASIA SHELYAGINA**  
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*Drug dependence is one of the most important problems in the Republic of Belarus, which requires radically new ways of solving. Over the past year, the problem of the spread of drugs has become catastrophic and is the cause of social disaster. This article is devoted to criminal liability for inducing the use of drugs, psychotropic substances and their analogues.*

Under the Criminal Code of the Republic of Belarus (hereinafter – the criminal code) substances, included in the National list of drugs, psychotropic substances and their precursors, are under the state control in the Republic of Belarus [1].

Guided by the Criminal Code, the inducement to use drugs or psychotropic substances should be understood as any intentional actions, including single actions, aimed at arousing the desire of another person to use them (in persuasions, proposals, giving advice, as well as in deception, mental or physical violence, restriction of freedom and other actions committed for the purpose of forcing a person to use drugs or psychotropic substances) [2].

Inducement to use drugs, psychotropic substances or their analogues shall be punished by arrest, or restriction of liberty for a term of up to five years, or imprisonment for the same term (article 331 in the Criminal Code). This act, committed by a group of persons by prior agreement or by an organized group of persons, with the use of violence or the threat of its use, is punishable by imprisonment for a term of five to ten years. Inducement to use drugs committed against a minor, resulting in death of the victim or other serious consequences entail imprisonment for a period of ten to fifteen years [1].

Any person who has reached a certain age and who is sane should be considered a subject of a crime and the subject to criminal liability in the Republic of Belarus. Age and sanity are the first signs characterizing the subject. Only a person who was aware of the socially dangerous nature of their actions and was guided by them committing the crime should be subject to criminal liability. The absence of only one sign, such as sanity, precludes the possibility of bringing a person to criminal responsibility. The age of the perpetrator is also taken into account. For this offence under the existing criminal law the offender is any sane individual who has reached the age of sixteen when committing a crime [4].

A sign of the crime is also considered to be the subjective side, which is the internal attitude of the person to the act committed and it has characteristic features, such as motive, purpose, guilt. The fault is considered to be the internal attitude of a person to the crime and it is characterized by direct intent or negligence. In this case, Article 331 of the criminal code provides for the subjective side only in the form of direct intent and excludes the possibility of committing an act of negligence. Since the guilty person is aware of the actions committed and consciously inclines another person (other persons) to drug use [2].

Committing a crime (inducing a person to use drugs), the accused is already considered guilty, since this crime should be recognized as formal. The consequences of the crime do not necessarily have to come, that is, the inclining person may not obey the will of the accused. The inclined person does not always have a desire to use drugs. Since the beginning of the Commission of actions to arouse the desire of another person to take drugs or psychotropic substances, the crime is considered to be completed.

When a person inclines to the use of drugs, psychotropic substances or their analogues, the consumption of such substances is a consequence, and therefore it can carry other consequences, such as exceeding the dose, infection with non-sterile syringes for injections and the like. Consequently, the perpetrator may cause death through negligence of a drug-addicted person. According to the criminal code (art.144), the infliction of death by negligence is punishable by correctional labour for up to two years, or restriction of liberty for up to three years, or imprisonment for the same term. If the crime is committed against two or more people, the person shall be punished by restriction of liberty for a term of up to five years or imprisonment for the same term [1].

Intentional infliction of serious harm to health resulting in death of the inclined person by negligence also takes place and forms a set of crime. Intentional unlawful deprivation of life of another person entails imprisonment for a term of six to fifteen years (article 139 of the Criminal Code) [1].

The question arises how to deal with this dependence and what are the forecasts of law enforcement agencies of the Republic of Belarus.

For the Republic of Belarus, this problem is a specific practical problem that has a detrimental impact on all spheres of the society, and, accordingly, requires a competent and balanced choice of ways to solve it. In order to stabilize the drug situation in the country and prevent it from developing into an uncontrollable phenomenon, December 28, 2014, the Decree of the President of the Republic of Belarus No. 6 "on urgent measures to counter drug trafficking" was adopted. In accordance with the provisions of the Decree, the modern anti-drug policy of the Republic of Belarus is aimed at ensuring a comprehensive, integrated and balanced approach to the organization of work in this area [5].

Today we can say that in the Republic at the system of prevention of drug addiction began to be built. An integrated approach to solving these problems has significantly contributed to the improvement of the crime situation, it has reduced the risks and threats associated with drug trafficking.

Of course, the greatest public danger is criminal activity associated drug dealing. Bearing it in mind, the identification of drug sales is one of the priorities of law enforcement agencies. In the past year, 185 criminal cases were initiated on the facts of committing crimes of this category [5].

Over the past few years, drug addicts have been actively using the Internet in their criminal activities, thus trying to keep themselves incognito. For this purpose, specialized online stores are created, the transfer of drugs to the buyer is made by leaving the goods at the agreed place. In this regard, significant efforts of the Internal Affairs bodies are focused on the identification and suppression of the activities of such virtual sale. In 2018, the measures taken in this direction contributed to the termination of 16 stores, via which psychotropic substances were distributed throughout the country. The work carried out has allowed to some extent to stop the flow of psychotropic substances in the territory of the region, among which not the last place is occupied by the notorious Smoking mixtures, and, in turn, it affected the level of involvement with drug crime of minors. Also for illegal circulation of drugs, psychotropic substances, their analogues there is criminal responsibility under the criminal code (article 328) which entails the restriction of liberty for a term up to five years or deprivation of liberty for a term of two to five years. In this case, courts are guided by expert opinions. The legislation provides for exemption from criminal liability in the presence of two mandatory conditions: voluntary surrender of drugs and active promotion of detection and suppression of crimes.

For the purpose of prevention the state policy in the sphere of turnover and counteraction to illegal turnover of drugs, psychotropic substances and their analogs is carried out, which is aimed at:

- maintenance of the Republican list and the list of hydrogen atoms substituents in the structural formulas of drugs, psychotropic substances or basic structures;
- licensing of activities related to the circulation of drugs, psychotropic substances, precursors;
- state control (supervision) over the circulation of drugs, psychotropic substances, precursors, analogues;
- detection of offences related to illicit trafficking in drugs, psychotropic substances, precursors, analogues;
- application of measures to counter illicit trafficking in drugs, psychotropic substances, precursors, analogues;
- prevention of consumption of drugs, psychotropic substances, analogues;
- development of a network of organizations to provide medical care to people with drug addiction, as well as their social rehabilitation;
- state support for research in the development of programs, methods and techniques for the prevention of consumption of drugs, psychotropic substances, analogues, provision of medical care to persons with drug addiction, and their social rehabilitation [3].

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**Linguistics, literature, philology**

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**EDICATION, SOCIAL STUDIES, LAW**

UDC 374.1

**ASPECTS OF THE CONCEPT "COMPUTER LITERACY" IN THE CONDITIONS  
OF HIGHER PROFESSIONAL PEDAGOGICAL EDUCATION****IRINA UVAROVA, OKSANA GOLUBEVA**  
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*For young professionals information and communication technologies open access to knowledge, provide completely new opportunities for the acquisition of professional knowledge and creativity, and they are introduced to the values of world culture. Therefore, the formation of the information culture of the younger generation is a very important task.*

The effectiveness of the widespread use of computers and, ultimately, the prospects for scientific, technical, economic and social development of society depends on how successfully the task of computer literacy is solved among young people. An important role in solving this problem belongs to pedagogical science. A university graduate should have a high degree of upbringing and education, should be ready for self-development and self-realization, feel comfortable in the information environment. It is substantiated that mastering computer literacy changes the psychological parameters of a person, the type of thinking, which in turn allows a person to acquire information competence and information culture.

Stressing the importance of developing the urgent problems of computerization, G. L. Smolyan writes: "Computing technology today penetrates deeply into the structure of human activity, transforms the content and nature of work and learning, poses new challenges for the development of human intelligence and personality, has a serious impact on people's world outlook and ideological concepts give rise to new ways and forms of organizing scientific research" [1].

Of particular importance is the computerization in the conditions of higher professional pedagogical education, which is associated with the need to train specialists who can use computer technology in their professional activities. Analysis of the scientific literature has shown that the computerization of education is determined by the following factors:

- the requirement to improve the quality of training highly qualified specialists who are able to solve complex scientific and technical issues related to the operation and maintenance of computer equipment and the creation of software;
- the need to solve the problem of computer literacy;
- internal needs of the education system itself - the need to improve the quality of the educational process; management optimization in education; improvement of scientific and pedagogical research, increasing the impact of their results on teaching practice [2].

The main approaches to computerization and informatisation of education, on the one hand, and the requirements for training specialists who know how to use computer technology in their professional activities, on the other hand, make the issue of forming computer literacy of university students urgent. In addition, this issue should be considered in terms of the readiness of the individual to self-educational activities through the use of information computer technologies.

In the educational process, computers begin to be used not only in teaching students of mathematical or natural science faculties, but also in teaching humanities students (statistical processing, databases from historians and lawyers, processing texts from philologists, etc.). Computers are widely used for independent and research work of students and teachers.

Thus, the computerization of education is a complex of measures aimed at solving the following tasks:

- the provision of computer technologies for the educational process in educational institutions;
- psychological and pedagogical substantiation of the use of computer technology in the learning process;
- computerization of management processes;
- equipping educational institutions with computer equipment.

The extensive computerization and informatization of production, the pace of technological and scientific and technological progress have led to the fact that in these conditions the change of criteria for professional competence, and therefore social priorities, will inevitably occur several times during the period of active life of one generation. Therefore, it is necessary to focus on the development of a person's creative qualities, his abilities for independent actions under conditions of uncertainty, for acquiring new knowledge and skills in modern methods of obtaining, accumulating, classifying and transmitting information.

The essence of informatization of education is that in any school, university, the student must have access to any electronic information on the subject being studied, regardless of its location (all kinds of databases and knowledge, archives, etc.). Students and teachers, in turn, must have certain skills to select the necessary information, be able to process it for presentation to other people, and therefore the concept of information culture is increasingly used in literature [3]. The formation of computer literacy is one of the most pressing problems of our time. The effectiveness of the widespread use of computer technology, and, ultimately, the prospects for scientific, technical, economic and social development of society depends on how successfully it will be solved. An important role in solving this problem belongs to pedagogical science. A necessary condition for constructing an optimal educational process in pedagogy and computer engineering is a concrete and scientifically based definition of the content of the concept "computer literacy" [4].

The concept of "computer literacy" appeared and became widespread since the mid-70s, which was associated with the development of microprocessor technology and the emergence of personal computers. The task of mastering computer literacy has become one of the main goals of education.

Consider the essence of the concepts of "literacy" and "computer literacy."

Literacy (from the Greek. Grammata - reading and writing) – the degree of a person's reading and writing skills in the native language in accordance with the norms of grammar and spelling and is one of the most important indicators of the cultural level of the population [5]. The specific content of the concept of "literacy" varies at different stages of the economic and political development of a country. To calculate the literacy level, different methods can be used.

In the pedagogical context, the concept of "literacy" is interpreted as a person's ability to speak and write in accordance with the norms of the literary language, in accordance with the grammatical norms of the native language. One of the basic indicators of the socio- cultural development of the population, and in relation to the school - one of the most important conditions and indicators of the quality of education. But, according to GM Kodjaspirova, "literacy has a broader interpretation - as a certain degree of knowledge in one area or another and the ability to apply it" [6].

Despite the fact that in the 80-90s, many works appeared (E.P. Ershov, A.A. Kuznetsov, V.M. Monakhov, E.I. Mashbitz, S.A. Khristochevsky and others), in which, one way or another, the concept of "computer literacy" is considered, there is no clear and reasonable definition of it in the literature. In contrast to conventional literacy, the concept of "computer literacy" is formed in a short time and changes with the development of technology and software. In addition, solving the problem of mastering computer literacy requires considerable investment in education. In this regard, it seems appropriate to clarify the concept of "computer literacy" as a pedagogical category, to establish links between it and more general concepts such as "literacy", "functional literacy", to conduct a pedagogical analysis of the content and structure of computer literacy and on its basis determine the process of its formation.

One of the reasons for the difficulty in defining computer literacy is that this concept has several aspects, each of which deserves a separate consideration. In our opinion, it is necessary to distinguish the following types of computer literacy:

a) Household computer literacy - the widespread use of computing in the home: microprocessors embedded in various devices, automation of the service sector. The "literacy" necessary for this is the acquisition of practical skills in dealing with new PCs, but this requires the development of specially didactic techniques.

b) Professional computer literacy - with the use of BT will be associated with an increasing number of occupations, however, the nature will be different, from simple data entry to developing new hardware and software. Therefore, the content of professional computer literacy is specific to each profession.

c) Mastering the computer as an intellectual means - PCs are a means of providing access and various information, the creation of texts, images and sound images, data banks. The formation of the necessary computer literacy for this is to turn a computer into a kind of external organ of thinking and memory, which can be effectively used in solving a wide range of tasks.



The listed types of computer literacy are not mutually exclusive - they are closely interrelated and partially overlap.

G.G. Vorobev, V.A. Kaymin, V.Yu. Militarev, E.P. Smirnov, S.A. Christochevsky put forward in the first place the ability to handle information, namely:

- a) to reveal the information missing to solve the problem;
- b) to carry out its search with the help of new information technology tools;
- c) to select the necessary information from the entire information array;
- d) to save information in the computer's memory;
- e) to process the information;
- e) to transmit the information using telecommunications;
- g) to use effectively the information obtained in the activities [7].

In our study, computer literacy means the knowledge of using computer technology, an understanding of the fundamentals of computer science and the importance of information technology in society. This is a set of minimal knowledge and skills of a person using electronic-processor technology in everyday and professional activities in order to solve algorithmic problems, store, process and use various types of information using software, as well as the ability to find and perceive information using computer technology, create objects, and establish links in the hypermedia.

In order to successfully diagnose the development of the personality quality we are studying, it is necessary to determine its criteria and indicators of these criteria. Based on the analysis of various points of view (L.Ye. Balashov, V.A. Belikov, V.I. Zagvyazinsky, T.E. Klimova, etc.), we came to the conclusion that the criteria are the qualities, properties and attributes of the studied subject which make it possible to judge its state and level of functioning and development. Indicators are the quantitative and qualitative characteristics of the formation of each property, a sign of the object being studied, that is, a measure of the formation of a particular criterion.

In pedagogy and sociology there are general requirements for the selection and justification of criteria, which, taking into account the object of our research, are as follows:

- the criteria should reflect the basic laws of the formation of the personality of the student;
- using the criteria, links should be established between all components of the studied process of organizing educational and cognitive activity during the formation of adult computer literacy;
- criteria must be disclosed through a number of indicators, as the manifestation of which shows a greater or lesser degree of severity of this criterion;
- since we are talking about the formation of generalized skills, the criteria should reflect the dynamics of the measured quality in time and space; quality indicators should act in unity with quantitative (L.Ye. Balashov, V.A. Belikov, A.G. Zdravomyslov, T.E. Klimova, etc.) [8].

The process of forming computer literacy of students in educational and cognitive activity, which we study, is quite complex both in substantive and procedural aspects. This complexity is reflected in the components of computer literacy. Therefore, we need a set of criterion indicators for each of the components. As a result of a theoretical study, we identified three components of computer literacy: psychological, technical and technological, and heuristic.

The psychological component is a psychological readiness for the development of technical means, the presence of motives for the learning process and the absence of fear of the new. Includes the following criteria:

- motivational value readiness for computer activity;
- anxiety (an indicator is the degree of anxiety).

Technical and technological component contains the ability to navigate the computer's operating system, use general-purpose programs for information processing, and professional activities, the ability to navigate in databases, spreadsheets. It consists of technological, operational-technical and technological readiness for computer activity. Indicators are the fullness and strength of knowledge, awareness of practical skills.

Heuristic component - the ability to creatively approach self-study, independent study of software to solve current problems in school, work or in life. Criteria can be considered creative activity, improvement of their knowledge and skills on the basis of self-analysis. The quality of the development of the criteria of this component is characterized by the indicator of the volume of external assistance of the teacher in the course of the proposed tasks.

In determining the following evaluation levels are used as a computer literacy formation:

- copying- reproducing level - a student can reproduce this or that task according to a given algorithm without analyzing the causes and effects of his actions. The student further uses the proposed algorithm, without changing any of the steps. Anxiety is observed when changing the "scenery".
- The productive-interpretive level - the student has skills in working with user programs, knows their structure and features. Able to consciously apply their skills in school and life.
- constructive and creative - a high level of formation of skills and abilities, there is an interest in a deeper, detailed self-study of the programs necessary for the student to succeed in school, work and life.

To determine computer literacy as a component of teacher training, it is necessary to clarify what specific components computer literacy consists of. A specialist with a high level of computer literacy needs to know the general principles of computer design and operation. its logical and functional structure, the main directions of their use in their professional activities, be able to independently put and decide with using a computer, simple tasks for computing, managing, modeling, storing and information processing. Considering the rapid development of the software industry, the intensive development of various software packages, we have assumed that the vast majority of future computer users will not independently prepare programs for solving their own production problems. And this means that the general educational value in part of computer literacy have that knowledge and skills that allow you to confidently use a computer and apply a limited set of off-the-shelf software tools: working with text and graphic editors, spreadsheets, notebook and etc.

The next aspect of computer literacy is related to skills to seek, accumulate and process information of the most diverse kind – at the form of tables, figures, drawings and various descriptions, draw them in text, network, find and receive them from various sources, systematize, recycle and use for solving various practical problems. To master computer literacy requires skills to work with databases and information retrieval systems for technology and mechanics, history and literature, monuments of architecture and works of art, philology and languages, biology and geography and other academic subjects and disciplines. The future specialist must be taught, not only to work with these databases but also fill them with information, conduct its search and analysis, look for errors and find the right solutions. However, today the problem of the formation of the ideological component of the information culture of a person is more relevant, which is based on the definition of the information activity of a person as a socially significant, ethical way of life in the information space.

After analyzing the above, we can conclude that the process of forming a computer-literate person is complex and multifaceted. In the development and implementation of the educational process, first of all, you need to take into account the age, individual characteristics and the specifics of the future profession of the student. In this regard, the urgent task of education the search and justification of effective ways of teaching and cognitive activity of students in the conditions of computer training, i.e. solving such problems as: the formation of motivation and cognitive interest in learning; the establishment of a rational, pedagogically justified dialogue between students and a computer and the assimilation of relevant educational information; a combination of individual, group and collective forms of computer learning; enhance learning and cognitive activity; establishing optimal proportions between computer and traditional learning.

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MARITAL SATISFACTION AND SIBLING INTERACTIONS

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*Marital satisfaction is the result of a happy and satisfying quality of marriage. While studies have found that marriage can promote mental and physical well-being, it is the marital satisfaction that provides the benefits. In the last 20 years, research studies have found that marital satisfaction results from a number of different factors. In our study, we wanted to find out how the order of birth of siblings affected their marital satisfaction.*


**Introduction.** Over the years, various researchers have studied parent-child relationships. For example, the supporters of the psychoanalytic theory, S. Freud and A. Adler, described how the sibling relationships developed within family and how they affected adult life of siblings.

Researchers believe that relationship of children and parents from the very first years of a child have a tremendous influence on family atmosphere and children’s behavior outside the family. Important factors of family atmosphere are gender of children, their age, and time gap between the birth of children and how parents react to the birth of the first and subsequent children. These factors affect the formation of personal characteristics of sisters and brothers, their individual differences, and that is why their personal adult lives and their own families will differ [1].

**Task formation.** It seems quite interesting to us to reveal the personality differences between older and younger brothers and sisters of the same family; find out how the order of birth affects their marital satisfaction. It is noteworthy how the combination of the order of the birth of a child and his future spouse can affect their relationship in their life and if the order of birth really influence the future family life of brothers and sisters.

**Methods of research.** To study the level of marital satisfaction and sibling position, we used the method “Test Questionnaire of Marital Satisfaction” and the author’s questionnaire aimed at revealing peculiarities of sibling relationships.

Older and younger brothers and sisters of various age who were married took part in our study: 21 were older children in the family and 21 were younger children.

For quantitative data processing, Statistics 8.0 was used. We used the -Pirson criterion.

**Results, their discussion and perspectives.** Empirical research has shown the following.

Table 1. – Percentage ratio of different levels of marital satisfaction for older and younger sisters

Siblings	High level of marital satisfaction	Low level of marital satisfaction	Average level of marital satisfaction	Total
Older children	369	88	159	616
%	59,90%	14,29%	25,81%	
Younger children	453	52	157	662
%	68,43%	7,85%	23,72%	
Total	822	140	316	1278

Thus, we can conclude:

- 59.90% older and 68.83% younger siblings have a high level of marital satisfaction;
- 14, 29% of elder and 7.85% of younger brothers and sisters have a low level of marital satisfaction;
- 25.81% of elder and 23.72% of younger brothers and sisters have an average level of marital satisfaction.

It follows that elder and younger siblings differ in the level of marital satisfaction.

Older siblings showed low results on marital satisfaction. Low level can be explained by the fact that they want to be first always and everywhere, they try to marry soon in order to set an example of family life for their younger siblings. In their families, they also want to play the role of a "firstborn leader" who will be the only one to make decisions.

The personality traits of a child largely depend on whether he is an older, younger, middle or only child in the family. The order of birth sets a specific model; according to this model, a child develops [10].

There are two reasons why different types of behavior are characteristic of children with different "birth order". Firstly, parents react differently to the birth of the first and subsequent children and they do not expect the same things from them. Secondly, a placement among brothers and sisters in many respects predetermines the character of relations between children.

The first children are something new, unknown and interesting for parents. From the very beginning, these children receive tremendous care and attention from adults. Their well-being and behavior constantly excite others. As a rule, parents expect a lot from the firstborn and treat them with tenderness, but also punish them more severely. With later children, parents are much calmer and more realistic [2].

The firstborns usually acquire many parental qualities: they know how to be a mentor, they are able to take responsibility and fulfill the role of a leader, and they have striving for achievements and integrity. Older children acutely perceive criticism, but they themselves are often too critical and intolerant of other people's mistakes [1].

The youngest children are free from psychological trauma associated with the appearance of the newborn; they do not suffer feelings of dethronement, no longer being the centre of attention. They are paid much attention and are forgiven more than the older ones. For their family, they can always be babies, because parents expect much less from younger children, are less demanding on their achievements and put less pressure on them. The main problems of younger child are related to self-discipline and difficulty of making decisions. Often, even in adulthood, they continue to expect from others, for example, their spouses, to solve their problems for them [2].

R. Richardson points out in his work that marital relations depend both on the models of parent family, where identification, projection and projective identification mechanisms act, and on the sibling positions of marital partners, in which the interaction models with siblings are transferred to marital relationship [9].

W. Touman's theory says that marital satisfaction largely depends on its complementarity, i.e. additions to the roles of spouses in all sibling characteristics. As a rule, the younger brother among brothers and the younger brother among sisters, for example, will have different characteristics and requirements for their future spouses.

Considering their sibling positions, future spouses will be able to foresee some peculiarities in each other's character and prevent conflicts based on not reconciling with one or another characteristic of their partner.

Younger children are generally more submissive and affectionate, since their childhood, they receive maximum attention and care from parents and close relatives. Parents react relatively calmly to their success and achievements; they do not punish younger children as severely as their elder siblings. Others often make decisions for younger children. Thus, they get used to the fact that there is always someone nearby who can assume all the responsibility. They expect to find such personal characteristics in their future spouses.

Now let us discuss satisfaction with sibling relationship.

95.2% of older brothers and sisters are satisfied with their relationship with younger brothers and sisters. 4.8% of them were less satisfied with sibling relationships. Younger children showed the following results: 80.95% were satisfied with their relationships with older brothers and sisters, and 19.05% were less satisfied.

85.7% of older children want to be somehow similar to younger ones, and 14.3% do not want to; 57.14% of younger siblings want to be like older ones and 42.86 do not.

It was very important for us to define the amount of parental attention, according to the interviewed siblings. The results were as following- 23.8% of older brothers and sisters believed that they received more parental attention, 52.38% - that their younger brothers and sisters had more attention and 23.8% were sure that parental attention was distributed equally among them. 66.6% of younger brothers and sisters thought that they got more attention, 19.04% - that their older brothers and sisters and 14.2% - attention was shared equally.

Regarding the responsibility imposed on siblings by their parents, it can be said that 71.4% of older children believe that they had responsibility, 14.2% - that their younger brothers and sisters had and 14.2% - that

responsibility was equally distributed siblings. 9.5% of younger children thought that the parents gave them responsibility, 80.95% were sure that their older brothers and sisters had responsibility and 9.5% found the distribution of responsibility fair.

**Conclusion.** According to the above-mentioned data, we can conclude that older brothers and sisters are satisfied with sibling relationships. Most of them praised the relationship with their younger siblings. They thought that their brothers and sisters had many positive traits that they would like to have. Most likely, this is due to their greater tolerance, because since childhood, they were forced to receive less attention from their parents, to help them take care of their younger children, to be a role model for them. Because of their children's experience, they might not pay much attention to some of shortcomings in the behavior and personality of their younger siblings. Younger children, unlike older ones, are more demanding and intolerant of the disadvantages of others because of a placement among brothers and sisters, where they are used to have all the best.

Thus, older and younger brothers and sisters differ in the level of marital satisfaction and birth order of siblings influence their further marital satisfaction and matrimonial life.

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GENDER STEREOTYPES IN PRIMARY SCHOOL TEXTBOOKS

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*The article deals with the problem of gender stereotyping. The article presents the results of content analysis of primary school textbooks in order to clarify the nature of gender stereotypes contained in them.*

**Introduction.** Gender equality and empowerment of all women and girls was proclaimed at the United Nations Summit on sustainable development (New York, 2015) as one of the 17 sustainable development goals until 2030. This means that the progress of countries in achieving prosperity and well-being for all will depend directly on their dedicated efforts to further promotion de facto equality between men and women in all spheres of society. The consistent implementation of the national action plans on gender equality and state programmes on various aspects of the advancement of women has enabled the Republic of Belarus to make significant progress in addressing issues of equal rights and opportunities both within the country and in the international arena.

The results of the implementation of the gender policy for the period from 2011 to 2015 were presented by the delegation of the Republic of Belarus at the 65th session of the United Nations Committee on the elimination of discrimination against women (October 2016, Geneva). Belarus presented the eighth periodic report on the implementation by the Republic of Belarus of the provisions of the Convention on the elimination of all forms of discrimination against women [5].

However, gender stereotypes still exist in people's minds.

**Task formation and methods of research.** Where do gender stereotypes at school begin? Many think that - from pictures in ABC Book. We can remember our first school books with bright pictures, they show us typical "male" and "female" professions and occupations. Even the first teacher is usually a woman. This also applies to other professions: a doctor, a shop assistant, an accountant. Pictures present men as they work; they solve economic and political issues.

We wanted to see if school textbooks were one of the channels of translation and formation of gender stereotypes. The aim of our study was to analyze textbooks on the Russian language for the second grade.

The content of the images and texts in the textbooks were analyzed. They were published in 2015 by M. B. Antipova, A. V. Vernikovskaya, E. S. Grabchikov) [1, 2].

**Results, their discussion and perspectives.** In the first textbook ("Russian. Part 1") there are 86 images, only 24 of them present people -5 females, 11 males, 8 pictures -male and female.

Table 1. – Frequency of references to gender characteristics (pictures), %

Female images	5,8%
Male images	12,8%
Both female and male	9,3%
Other images	72,1%

There are 173 exercises in the textbook - 34 (19.7 %) exercises mention people: 15 are about men, 8 –about women, 11 –about men and women [1].

Table 2. – Frequency of reference to gender characteristics (texts of exercises), %

Women	4,6%
Men	8,7%
Both men and women	6,3%
Other topics	80,4%

Already at this stage of the study, gender asymmetry is clearly visible. In this textbook, references to men are 2.2 times more common than references to women.

In the second textbook ("Russian. Part 2") there are 89 images, 22 (24.7%) depict people: female image – 6, male image – 10, and both female and male – 6 [2].

Table 3. – Frequency of reference to gender characteristics (pictures), %

Female images	6,7%
Male images	11,4%
Both female and male	6,7%
Other images	75,2%

In this textbook, there are 179 exercises, 27 of them are about people (15.1%): female – 3, male – 17, both – 7.

Table 4. – Frequency of reference to gender characteristics (texts), %

To female images	1,7%
To male images	9,5%
And to those, and to other	3,9%
Other topics	84,9%

In the textbooks, girls are usually depicted in pink clothes, boys - in blue clothes.

John McKee and A. Sheriffs concluded that the typical male image is a collection of traits associated with socially no limiting behaviors, competencies, and rational abilities, activeness and efficiency. A typical female image, on the other hand, includes social and communication skills, warmth and emotional support. In general, men are credited with more positive qualities than women are. At the same time, the authors believe that the excessive accentuation of both typically masculine and typically feminine traits acquires a negative evaluation color: typically, negative qualities of men are recognized as rudeness, authoritarianism, excessive rationalism, etc., women-formalism, passivity, excessive emotionality, etc. [3]

It is also found that men show much greater consistency in relation to typically masculine qualities than women do [5].

V. G. Gorchakova (2000) revealed that in the stereotypical mass consciousness a woman is perceived as a carrier of aesthetic function: beautiful, charming, feminine. This was stated by 60% of women and 68% of men. A man in the public consciousness should be courageous, strong, and reliable. 69% of women and 61% of men think so [4].

Gender polarization is the representation of men and women as opposites and the extension of this opposition to all spheres of life: from the manner of dress to the "male" and "female" emotions, ways of thinking and professions.

Gender polarization is a component of sexist ideology. It structures scientific knowledge, in particular biology, which describes genes, hormones, reproductive anatomy and physiology in terms of two opposing genders ("sexual dimorphism") — although in reality the observed biological reality is a continuum, not a set of two opposing variants.

Many school subjects contain gender stereotypes, but not in direct but hidden form. For example, the math problem for 6th year children asks how many boys and girls are passionate about music, but it's not hard to guess what the gender ratio is. Or, for example, a task in which it is stated that two girls want to join additional mathematics course, in which "boys over 91%". Almost all the tasks in which people act are very traditional, when it comes to mom/grandmother; they usually bake cakes, muffins. If adults work or function, they are specified in the masculine [6].

Myra and David Sadker found that teachers interact with boys eight times more frequently than with girls. Boys are called on more often. Girls are given less time to answer. Boys are rewarded for being smart. Girls are rewarded for being neat, pretty, compliant, and nice. Teachers help girls by doing things for them. They help boys by teaching them how to do it themselves [8].

Over time, society has recognized that stereotypes of masculine and feminine behaviors and characteristics are inaccurate. In the past, girls were only allowed to do feminine things like playing with dolls or cooking. They were expected to be more passive. Boys were expected to be more aggressive and to only show masculine behaviors.

Our expectations of "*what girls do*" and "*what boys do*" have changed. Girls frequently excel at sports and school subjects traditionally thought of as masculine. Boys frequently excel in artistic subjects once traditionally thought of as feminine. All children show some behaviors that were once thought of as typical for the opposite gender and this is normal.

When a child's interests and abilities are different from what society expects, he or she is often subjected to discrimination and bullying. It is natural for parents and teachers to want their children to be accepted socially. However, children need to feel comfortable with and good about themselves. If boys do not excel in sports or even do not have an interest in them, there will still be many other opportunities and areas in which they can excel. Each child has his own strengths, and at times, children may not conform to society's or adults' expectations, but they will still be a source of their current and future success [7].

**Conclusion.** Thus, the textbooks continue to broadcast gender stereotypes, the division of the world into male and female, thereby limiting the opportunities of growing boys and girls.

Sexism is often veiled, but it seems to be everywhere. Sexism in the educational environment means that neither boys nor girls receive equal education. Sexism contributes to the perpetuation of the ideas of traditional gender norms and gender stereotypes.

In order for gender education to be effective, teachers need to eliminate gender stereotypes and consider whether their teaching methods, language and interaction with boys and girls reflect gender equality.

The result of gender education for girls can be greater self-confidence, perseverance, independence and participation in social activities. The result for boys is overcoming the fear of failure, coping with aggression, increasing socialization and responsibility, and increasing attention to the private sphere.

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UDC 371.015

## STUDENTS' PERCEPTION OF AN IDEAL FATHER

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*Relations of fathers with daughters and sons, the role of fathers in the cognitive, emotional and social development of children are described. The participation of fathers in the socialization of children is considered. The study of differences between perception of an ideal father of female and male students is analyzed.*

**Introduction.** Studying the role of fathers in raising children did not always have the proper recognition and attention of researchers. Before the eighties of the twentieth century, fathers were not visible in the sphere of child upbringing. Now it becomes obvious that fathers play a significant role, because relations with a father have a comprehensive and important influence on the formation of a child's personality at all stages of his/her life. This conclusion is based on the results of the research conducted in different countries of the world.

The daily participation of men in taking care of children plays a role in promoting women's empowerment and gender equality. Fathers who adhere to the principle of gender equality are more likely to pass on the value of gender equality to their children.

Y.V. Borisenko defines fatherhood through the manifestation of the personal-semantic sphere of a man, complementing the functions specific to the man in the family [1; 2].

Fatherhood is more often viewed from the point of view of a socio-psychological approach as a sociocultural phenomenon. Many researchers have confirmed the conclusion that the role of fathers' functions varies depending on the characteristics of the family structure adopted in the society (V.I. Druzhinin, I.S. Kon, and others).

**Task formation and methods of research.** The subject of our research is to study students' perception of an ideal father. We suggested that there were gender differences in students' perception of an ideal father.

We used the questionnaire "Perception of an ideal parent" by Ovcharova and the questionnaire "Diagnostics of parent-child relationships", which had 20 questions.

60 students of Polotsk State University, 40 females and 20 males took part in our research.

**Results, their discussion and perspectives.** After having analyzed students' perception of an ideal father, it is possible to identify the most important qualities of an ideal parent. We grouped responses into three main blocks of components: cognitive, emotional and behavioral.

1) Cognitive component: "strong", "must be fair", "forgiving", "always patient", "let children decide for themselves".

2) Emotional component: "indulgent", "interested in children", "proud of children", "feeling sorry for children", "never screaming at a child".

3) Behavioral component: "not afraid to apologize to a child", "must be an experienced parent", "praising", "listening to a child", "not limiting freedom of the child".

Then we compared images of an ideal father of male and female students, we could distinguish some differences in students' perception (see fig. 1, 2).

Analyzing the data from the figures 1, 2, it should be noted that the images of an ideal father are a little bit different with females and males: female students mark out the behavioral component ("not afraid to apologize to the child", "listening to a child", "praising", "not restricting freedom of a child") and partly emotional ("never screaming at a child").

For male students the most significant components are cognitive ("strong", "forgiving") and emotional components ("not afraid to apologize to a child", "listening to a child", "praising", "not limiting freedom of a child").

Peculiarities of the paternal role in the family and the upbringing of children are determined by such factors as accessibility for a child, involvement in joint activities with a child, responsibility for financial support and organization of educational sphere of a child. Comparison of "included fathers" and "included mothers", i.e. those who are actively involved in upbringing of a child, led to the conclusion that "included fathers" have better influence on the development of a child than mothers [3].

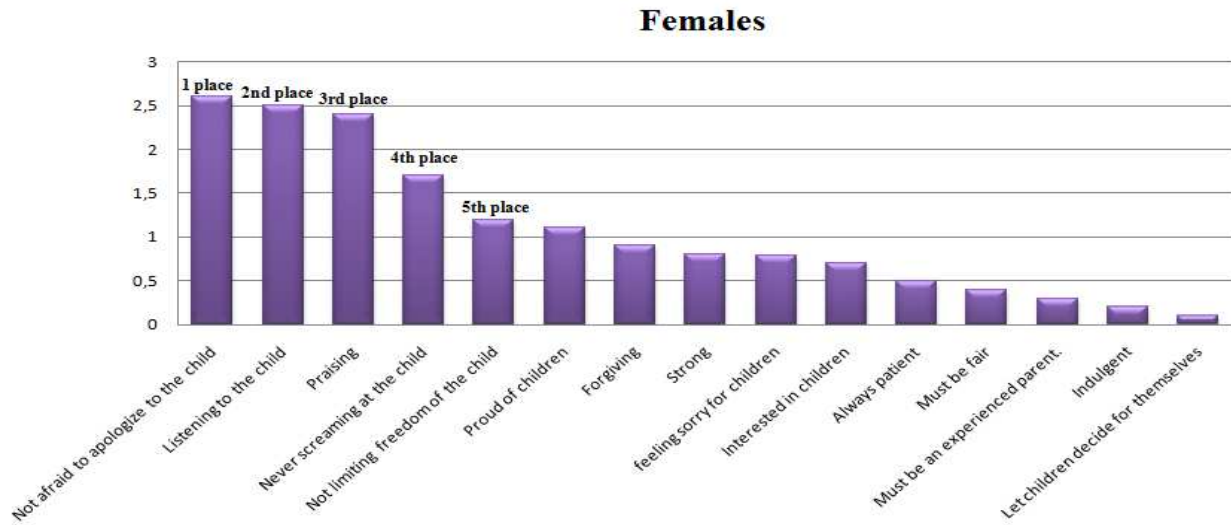


Figure 1. – Female perception of an ideal father

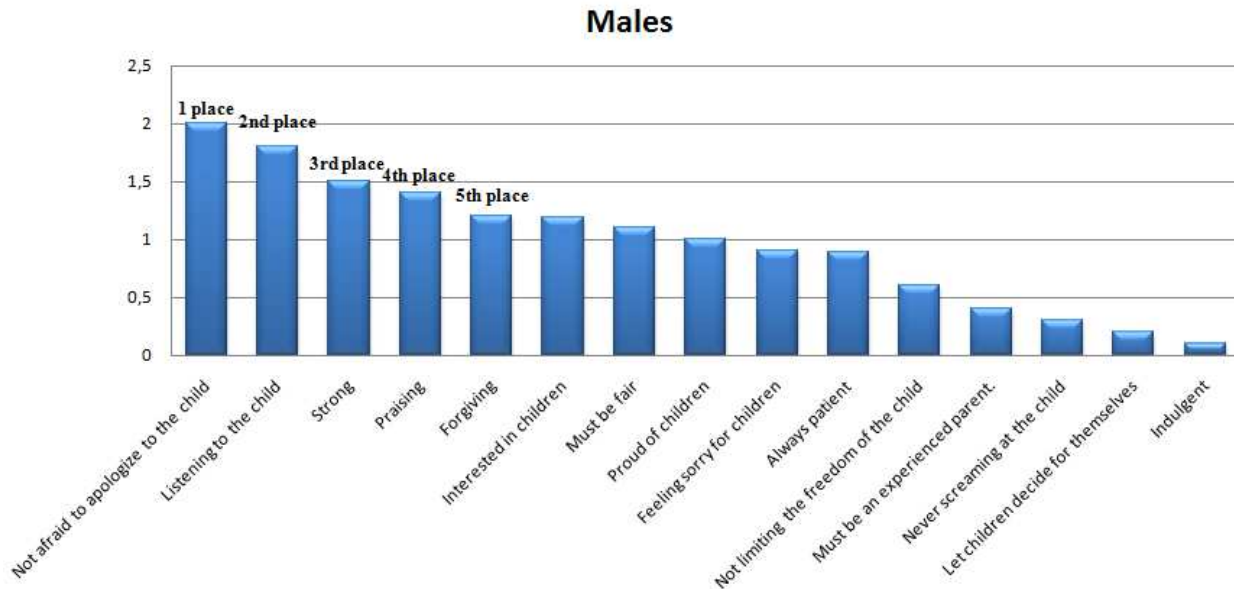


Figure 2. – Male perception of an ideal father

The relationship of a daughter with her father influences her further heterosexual contacts, being the prototype of this relationship. Warm and satisfying relationships with a father help a daughter be proud of her femininity, promote acceptance of herself as a woman and easier heterosexual adaptation, in addition, a father can influence daughter's life priorities - a family life or a career orientation [4]. This has a positive effect on the physical and intellectual development of daughters, their ability to defend their point of view, to look more positively at the world and their role in it.

The image of the father is significant for emotional well-being and gender-role identity of adolescents [6], influences the process of self-actualization [7], socialization, the formation of the Self- image, self-esteem and behavior [9].

It was assumed earlier that warm attitude of a father should influence more self-concept of a son, not a daughter. However, V.E. Kagan confirmed the opposite: overbearing, dominant control of a father led to a negative Self-image of boys, without affecting Self-image of girls. R. Burns, in this regard, formulates a question that has not yet received an answer: maybe it is not that father's dominance negatively affects boys Self-concept, but fathers' dominance blocks the way to mother's domination, which might have a positive impact?

He strongly emphasizes the importance of parental warmth and insists on the presumption of parental love, arguing that neither whims of a child nor anger of parents undermines parents' inner devotion and love for a child [5].

According to R. Campbell's observations, kind fathers have courageous sons, while hard-core, super-masculine ones have a feminine type of their sons [7].

A number of studies and theoretical assumptions allow us to conclude that not only real interactions between a father and a child are important for the normal mental development of a child, but also on his mental image, i.e. "an inner father", represented in the psyche, formed under the influence of various conditions (Kalina O.G., 2007, Davids M., 2002; Marks M., 2002; Britton R., 2000; Grossmann K. et al., 2002; Bios, R., 1970; Tyson, F., Tyson, R., 1998). If a father is physically inaccessible to a teenager, then psychologically he is always present in the family, continues to exist as an "internal object", in the form of an "image", a certain symbol or a myth.

Thus, a friendly, emotionally stable father is the key to a normal relationship between a father and children in the future [8].

**Conclusion.** Thus, we can conclude that there are minor gender differences in perception of an ideal father. Female respondents think that an ideal father should not be afraid to apologize to a child, to listen to his child, to praise his child, not to restrict freedom of a child and should never scream at children.

Male students believe that an ideal father should be strong, forgiving, should not be afraid to apologize to a child, listen and praise his child.

Despite the identified small gender differences, students have positive, fairly complete and multidimensional image of an ideal father. This perception is close to an image of a real father.

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## PROCEDURAL ASPECT OF MEDIATION IN MEDICAL CONFLICTS

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*The article discusses the procedural aspect of mediation as a way to resolve conflicts in the health sector. The article focuses on the definition of a conflict in the medical field and how it should be resolved.*

The term "mediation" is used in world practice and refers to a multivariate procedure that is aimed at resolving a legal conflict on its own by involving a third party.

What is a medical conflict? Which of them are the most common? Is it always possible for the head of the medical facility or its staff to cope with medical conflicts? When do they need some unbiased assistance? Where can you ask for help? What is better: go to the hospital or the court, visit a prosecutor or a mediator?

Health care disputes are characterized by the specificity of the matter in dispute, uncertainties or ambiguities in the evidence, the difficulty of obtaining reliable evidence and, consequently, the need for various expert examinations. Patients do not often have the opportunity to make their case due to the lack of special knowledge and financial means to turn to legal services for help [1].

The situation in health care disputes is not as clear as it seems at first glance. A patient is not always weak and offended. Medical institutions often become victims of litigation and objects for criticism in the media, incur financial losses, and in some cases have no opportunity to continue medical practice due to such facts as the lack of competent document flow, untimely and inaccurate filling of medical documents of the patient, the inability to prove their innocence. Therefore, the pre-trial dispute settlement procedures, ideally, is the fastest and least expensive way to resolve conflicts that have arisen.

Although mediation is a very effective and successful way of resolving a conflict, in our society people are quite skeptical about the mediation procedure: people do not believe that they will manage to come to a mutually beneficial solution and the agreement will be executed. One of the reasons for this is a lack of understanding about how mediation works and what happens in mediation, when it is used and how the mediation process can be started [2].

The value of mediation is that a patient and a doctor (or medical facility) begin to hear each other. This is very important, because only in a constructive dialogue each side finds the right tone and behavior vector to reduce conflicts; systemic errors, shortcomings in the work of some doctors and institutions are identified, respect for medicine and doctors is growing.

As a result of effective negotiations, on the one hand, the patient's problems are solved and his main interest, health, is satisfied, on the other hand, the good name and business reputation of the doctor or medical organization is preserved if the case is not publicized for various reasons.

Health care disputes are relevant at the present time. Take, for example, a situation where in the course of providing dental care a patient has been suffered. Publicity is subject to information that is personal to both parties. Disclosed information about both the health and life of the patient and about the defects in dental care, errors of the medical corps, which in the current competition causes irreparable damage to the company before the process is completed and regardless of its outcome [3].

In this case, mediation will be the most appropriate way to resolve the conflict. The mediator must be good at organizing and conducting negotiations, know the technique of asking questions, master rhetoric and argumentation in order to persuade people to reduce conflicts quickly and effectively. In their activities, mediators use various techniques that are a productive tool for the mediator to work with the parties. Among them the most common are brainstorming, doubling, changing roles, PMI method.

Brainstorming technique can be used to resolve this conflict. Brainstorming is the most popular method for resolving a conflict situation and helps to find alternative ways to resolve disputes. This method implies that all participants will take an active part in the search for a good way to solve the problem. The essence of the method is to develop the maximum number of versions to resolve a conflict situation in a short period of time.

To resolve this situation, it is necessary go through 3 stages:

1. To formulate the problem is a stage of forming an idea. It is formed a working group and distributed the roles among the participants in accordance with the problem. In our situation, this is an inadequate provision of dental care to the patient, as a result of which the patient's health has deteriorated. The participants will be a patient and a dentist.

2. Generation of ideas. Participants are encouraged not to focus on the best variant, because for each their own variant is the best, but to develop as many variants as possible and opt for those which are more interesting. Variants may be different. From a free message to the compensation payment and the elimination of health problems. Questions for brainstorming can be both general "What solutions do I see?" and narrower "What am I ready to do to resolve a conflict?" Initially, variants are not evaluated and not criticized. Here it is important to formulate as many ideas as possible. You can write down your ideas on a piece of paper. When both the patient and the doctor together or individually formulate variants, and then come together and discuss them. In court, there would be no opportunity to search for ideas that would suit both parties [4].

3. Selection of ideas. Participants express and evaluate their variants and look for one that will suit everyone. Upon the conflict completion, it is advisable to analyze the errors of their own behavior, summarize the knowledge and experience in solving the problem; try to normalize relations with a recent opponent; remove discomfort (if it arose) in relationships with others; minimize the negative consequences of conflict in their own condition, activity and behavior.

During the gathering of ideas and their subsequent development, mediators can make suggestions if they have the impression that participants have not yet seen meaningful approaches to resolution. Nevertheless, it should be in an unobtrusive manner, so that the parties have the opportunity to refuse them. They can be expressed, for example, by such a phrase as "What if you resolve the dispute by offering a free medical service?" Such a phrase has less influence on the decision process than the phrase: "I offer you" [5].

Using the brainstorming technique, participants of medical conflicts can quickly form some ideas to resolve a conflict situation, quickly explain them and estimate them. Medical activities are complex in structure, number of subjects, and specific relations. The potential for conflict is objectively high here. And the mediation can help effectively in this case. But not instead of other methods, but together. It is necessary to remember the basic principles of mediation that are voluntariness, trust, cooperation, confidentiality. It is easier to achieve better results with their help.

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## ARTIFICIAL INTELLIGENCE AS A RESOURCE FOR MODERN LAW ENFORCEMENT

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*This article addresses issues related to the introduction of modern technology in jurisprudence. The concept of "artificial intelligence" is disclosed, its main properties, tasks and goals are considered, and examples of artificial intelligence use in various areas of jurisprudence are given and the problem of its regulatory and legal regulation in the Republic of Belarus is addressed.*

New technologies change our lives and raise ethical issues that did not exist before. Changes in the life of humanity, which can occur or has already occurred, are difficult to compare with what appeared earlier. Especially when the AI was used in law as a judge, consultant and drafter.

Artificial intelligence - the field of computer science, which is engaged in the development of intelligent computer systems, that is, systems that can perform all the functions of the human mind. The main task of scientists is to teach the AI to solve some problems in the way a person who reflects on their decision would do. The main properties of AI are language understanding, learning, and the ability to think and act. But the use of artificial intelligence requires the solution of not only technical issues, but also ethical ones. But the main question is who will be responsible for AI actions, who will do their job. Many scientists argue that the use of AI involves not only programming, but also learning how to perform certain tasks. And so we will look at how AI is applied in jurisprudence.

The introduction of AI in the field of online consulting has facilitated the work of lawyers. To train AI lawyers had to process 30,000 appeals on the topic of violation of consumer rights and distribute them into 28 categories. Subsequently, artificial intelligence using a neural network, using semantic analysis, investigated this division and learned to distribute appeals independently. At present, AI has been participating in online counseling at Pravoved.ru for three months, and during this time it has already managed to provide more than 2,000 consultations. The accuracy of the distribution of cases by category reaches 70%, and when users receive answers to its clarifying questions - 95%. Based on this analysis, lawyers came to the conclusion that AI should be perceived not as a threat to their professional future, but as an aid in routine work. Indeed, in particularly difficult cases, it is impossible to do without the help of a competent and experienced human lawyer.

A program was also created in the USA that correctly predicted the decisions of the Supreme Court. 7 out of 10 solutions were correct, unlike an expert human who was able to predict the outcome of the case only in 6 out of 10 cases. Thus, it can be said that the expert could not take into account all the facts and made a mistake due to the human factor. But the creator of the program, Josh Blackman, stressed that the program is designed to help lawyers make more informed and effective decisions. He noted that his goal is to create interaction between man and machine so that they can compensate for each other's shortcomings. Most scientists argue that most tasks are too complex and ambiguous for machines. Finding the answer to an unexpected question or to recognize the context in which words are used, and to study the effects on a person of certain statements of the machine are not capable. Now in the Republic of Belarus cameras of photo-recording are widely used, with the help of which administrative offenses are recorded and the decisions of the traffic police are sent. But you can appeal the decision within 10 days from the date of receipt, then the process of consideration of the complaint in court goes on. If the decision of the court did not suit the driver, then it can be challenged in court at the location of the traffic police, and then in a higher court.

AI as a compiler and documents analyzer. There was an experiment in foreign countries. During the experiment, specialists from companies had to assess the risks in five different agreements, finding weaknesses in them. According to the publication of the experiment, people were able to cope with the task with an accuracy of 94%, and the AI - 100%. The developers say that artificial intelligence has never encountered the documents analyzed in the process of testing before. Experts believe that AI cannot yet replace a person in jurisprudence, but it is able to speed up its work and remove some of the routine tasks.

Thus, it can be said that the activity of AI should be monitored, especially its results. Currently, in the Republic of Belarus and other CIS countries, robotics and other means with AI are not as highly developed, for example, as in Europe or the USA. Therefore, our legislation does not, at the moment, regulate relations associated with robots. But in the next five years, I think that robotics will be developed and we will soon have regulatory documents that can resolve this issue. At present, only real people can administer justice and perform the work of lawyers, because the machines have an algorithm, according to which all questions will be considered, but the human factor will not be taken into account. Only a person can take into account all the features of his/her work and can only rely on his/her mind. As for who will be responsible for AI, then we can say that the program developer will be responsible, because the computer cannot bear the blame. Tools with AI are good helpers in work, but they need constant control and people cannot completely trust them.

## FEMALE LEADERSHIP DEVELOPMENT

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*The article discusses the results of a study of the development of leadership qualities of female students. For this, a series of trainings aimed at the formation and development of responsibility, the acquisition of self-organization skills, planning activities, the ability to make decisions in conditions of high uncertainty and the development of communication skills was developed.*

**Introduction.** Women's leadership today does not surprise anybody. A woman can be a leader, and we have a number of successful examples. Women, as heads of state structures, enterprises, and corporations have convincingly proved their ability to lead, create a successful business. In 2016, a Peterson Institute for International Economics survey of over 21,000 firms from 91 countries found that increasing female leadership representation in profitable firms from 0 to 30 % is correlated with 15 % increase in net revenue margin [5]. Women still have the challenge to make what men make for the same job and to attain the promotion that will place them in leadership roles.

Having overcome the influence of stereotypes that being a good mother and a good wife is the only life goal of a woman, for the first time in hundreds of centuries, women open new horizons, conquer new heights. Women have made progress and they can make more.

According to J. Jorstad, leadership is not included in the system of life values of many women. Hence, there is an opinion that female leaders are inferior to male leaders in leadership effectiveness, since they have less power, influence and resources. However, as it was shown by E. Maccoby and C. Jacklin, with longer practice, women can flourish in leadership roles and be equal to men in leadership. E. Egli and C. Johnson found that women were more eager to get a leadership position [2].

**Task formation and methods of research.** Two groups of students of PSU took part in our study (experimental and control groups). The students are 17-18 years old.

The aim of our study was the development of female leadership qualities. We have developed a series of trainings. At the first stage of our study, we carried out some tests in the experimental and control group using the following methods: "Verbal diagnosis of self-assessment of a personality" and a questionnaire "Self-assessment of leadership".

The trainings with the experimental group were aimed at forming and developing responsibility, acquiring self-organization skills, planning activities, making decisions in conditions of high uncertainty, and developing communication skills. After that, retesting was performed using the previously described techniques.

**Results, their discussion and perspectives.** When analyzing the data, we found that most of the girls in the experimental group (67%) increased the level of self-esteem of leadership and personal self-esteem, 33% had minor changes.

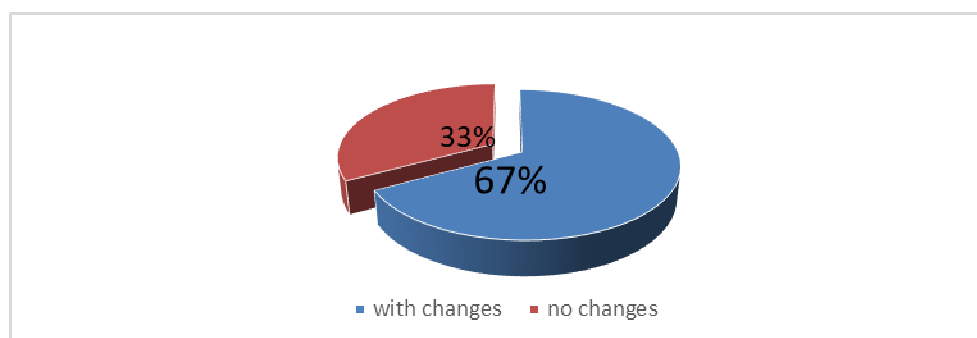


Figure 1. – Result of the experimental group



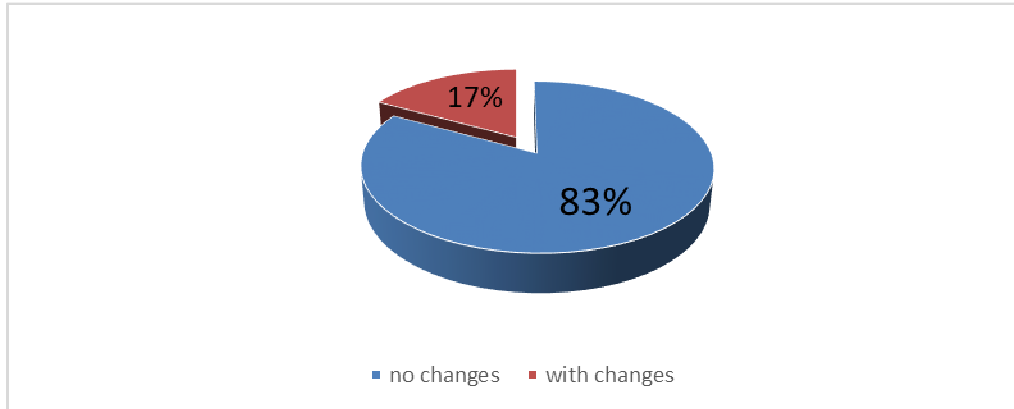


Figure 2. – Result of the control group

These results can be explained by the fact that the qualities we have identified belong to the leadership category and their development leads to an increase in the level of self-esteem, both of leadership and of the individual as a whole. Adequate self-esteem significantly expands the limits of the leader's capabilities, because of which he can acquire new positive life experiences.

K. Bartol and D. Martin stated that a female leader in men's business world could play one of four roles:

1) "mothers" - they expect emotional support from her, not business activity; 2) "seductress" for the boss, which causes resentment among male colleagues; 3) "toys, talisman" - nice, but not a business woman who brings good luck; 4) "Iron Lady", having non-female cruelty, as a result of which they are most isolated from the group. All these roles prevent women from taking an equal position among men and reduce their career opportunities [2].

When promoting for a management position, requirements for women are more demanding than for men. The rule that a woman should be twice as good as a man works. A woman is more likely to take a middle management position, while top management positions are unconditionally given to men. Thus, there were not a single woman in the list of 200 highly paid executives in the US economy and production. At the same time, on average management, women occupied half of all the places [1].

With the same level of qualifications with a man, women most often find themselves lower in the ranks. For women, the path to power is associated with overcoming numerous obstacles, while for men with the realization of numerous possibilities [3].

A commonly cited Hewlett-Packard study on internal hiring practices found that men often apply for a job when they meet 60 % of the qualifications, but women apply only if they meet 100 % of them [4].

In this regard, there is a concept of "glass ceiling". This metaphor reflects the fact that in many organizations there seems to be an invisible ceiling above which women cannot advance.

The reason for the more frequent presence of a "glass ceiling" for women may be that good work of women is rarely attributed to their abilities, and the characterization of the worker as "capable" positively correlates with his career prospects.

In achieving high professionalism, women are hampered by their focus on family and children. R. Valdez and B. Gutek found that women leaders are much more likely to be unmarried than those who do not occupy leadership positions. At the same time, the more responsible the work and the more preparation it requires, the more childless women are engaged in this work, and the less among them women with three or more children [3].

In another study, it was shown that there are more married male managers (86%) than married female managers (45%); there are more men with children (62% vs 20%) [2].

There is also a prejudice of male leaders against women with children. This prejudice reflects the accumulated experience of many generations, saying that women more often than men are forced to interrupt their work due to pregnancy, caring for sick children. Therefore, employers reasonably assume that a woman, unlike a man, can quit at any time. Hence, only women who have repeatedly confirmed their dedication to the cause are appointed to leadership positions. The same criterion exists for the appointment to the leadership position of men [1].

The skepticism of the society towards the ability of women to be leaders make them to resort to defensive strategies: a) spend more time and effort at work; b) use specifically female ways of conducting business negotiations with men (coquetry, belittling their abilities); c) apply the "mask" - the desire to hide their emotional and personal life, so as not to get the label of an inefficient employee.

According to A.E. Chirikova, most women tend to believe that female leaders have some advantages over male leaders. The same opinion is shared by men. A group of Western European scientists collected data in more than ten countries, they found that most men recognized that being a boss, women are less likely to "break down", it is easier to deal with any issues, they do not depend much on their mood and they take more care about their subordinates [3].

Women leaders can establish high business relationships not only with women, but also with subordinate men. Women leaders on an equal basis with men are able to motivate subordinates for over-achievement. Women leaders are as task oriented as men leaders. Women are usually distinguished by perseverance, responsiveness, desire to reach the limits of the possible; women have a great social orientation. In women's groups, good interpersonal relationships are most appreciated.

**Conclusion.** Based on the results of our research, we can say that leadership can be learned, that it is a skill that can and should be developed in female students. To do this, you need to pay attention to independence of an individual, flexibility of one's thinking and sociability.

A. Eagly recently stated that her studies show that women are more likely than men to possess the leadership qualities that are associated with success. That is, women are more transformational than men - they care more about developing their followers, they listen to them and stimulate them to think "outside the box," they are more inspirational, and they are more ethical [6].

Dr. Bernard Bass, who developed the current theory of transformational leadership, predicts that in the future women leaders will dominate simply because they are better suited to the 21st century leadership/management than are men [6].

Young women need to identify their unique talents, understand what they bring to their work environment to best enable success, and then, make sure that their voice is heard.

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UDC 342

LEGAL REGULATIONS OF THE STATUS FOR DISABLED PEOPLE  
IN THE REPUBLIC OF BELARUS

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*The article deals with the issues of legal regulation of the status of people with disabilities on the international and national level. The author pays attention to the definition of the concept "disabled", highlights its characteristic features.*

The recognition of people's rights with disabilities has had a long and ancient history. Let us denote the scope of the study, considering the recognition of people's rights with disabilities after the Second World War.

The relevance of the study is due to the fact that in the modern world it has always been interesting for the society to observe and learn about the recognition of people's rights with disabilities in the Republic of Belarus and abroad.

According to the analysis of the provision of the Constitution, Part 1, Article 8: "The Republic of Belarus recognizes the priority of the generally accepted principles of the international law and ensures their compliance with the legislation [1]". After studying this norm, it can be concluded that international acts occupy a leading position in the recognition of the rights of people with disabilities on the territory of the Republic of Belarus. This norm of constitutional legislation uses the principle of the international law - the Principle of the conscientious fulfillment of the obligations under the international law. This principle is applied only to valid agreements. This means that the principle in question is applied only to the international treaties, conducted voluntarily and on the basis of equality. Any unequal international treaty primarily violates the sovereignty of the state and as such violates the UN Charter, since the United Nations "is based on the principle of the sovereign equality of all its Members", which, in turn, have committed themselves to "develop friendly relations between nations based on respect principle of equality and self-determination of peoples".

The international legislation on the protection of the rights of people with disabilities is constituted by: The Convention on the Rights of People with Disabilities, The World Report on Disability.

On August 31, 2008, the General Assembly decided to establish the Committee on the Rights of People with Disabilities. The main tasks of the Committee are: the provision of international protection to people with disabilities, the fight against discrimination of people with disabilities in the modern society, as well as the countries' compliance with the Convention on the Rights of People with Disabilities.

The Convention on the Rights of People with Disabilities [2] was developed by the UN General Assembly on December 13, 2006. The main principles of this Convention are:

- respect for the inherent dignity of a person, his/her personal autonomy, including the freedom to make his/her own choices, and independence;
- non-discrimination (equal treatment of all);
- full and effective participation and inclusion in the society;
- respect for the characteristics of people with disabilities and their acceptance as a component of the human diversity and being a part of the humanity;
- equality of opportunities;
- accessibility (free access to vehicles, places and information and the impossibility of denying access due to the disability);
- equality of men and women (boys and girls also have equal opportunities);
- respect for the developing abilities of children with disabilities and respect for the right of children with disabilities to preserve their individuality (the right to respect your abilities and the right to be proud of yourself) [2].

These principles characterize the main conditions that are written down in the Convention on the Rights of People with Disabilities. All these characteristics are crucial for the application and use of the Convention on the Rights of People with Disabilities. It is worth paying attention to all its signs. Separately we can single out non-discrimination and the equality of men and women (gender equality). One must remember that

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non-discrimination and gender equality are among the most important signs at the present stage of the development of the society, these problems are characteristic not only for people with disabilities, but also for other socially vulnerable groups of the population.

According to the part 1 of the Article 1 of the Convention on the Rights of People with Disabilities: "The purpose of this Convention is to promote, protect and ensure the full and equal enjoyment by all persons with disabilities of all human rights and fundamental freedoms, as well as to promote the respect for their inherent dignity. [2]". The equality is the first and the main objective, pursued by the Convention on the Rights of People with Disabilities. People with disabilities should, on an ongoing basis and in spite of any circumstances, possess the same rights and freedoms as ordinary healthy citizens. The second objective of the Convention on the Rights of People with Disabilities is to give them respect from the community. Consequently, it is the protection of people with disabilities from the discrimination they face in the modern society.

According to the analysis of the part 2 of the Article 1 of the Convention on the Rights of People with Disabilities: "Persons with disabilities include persons with persistent physical, mental, intellectual or sensory impairments who, when interacting with various barriers, may interfere with their full and effective participation in the society along with others [2]". From this definition, the following features can be distinguished:

- A disabled person is a person who has persistent physical, mental, intellectual or sensory impairments to the health;
- A disabled person is a person who has limited opportunities due to the health;
- A disabled person is a person who cannot effectively participate in the life of the society on an equal basis with others.

This definition was developed in 2006. However, the society is developing every day and in our opinion the definition should be developed a little bit more. In this definition, there is not a single word about the discrimination against people with disabilities. This is a weak point of this definition, since this question is not written down in the definition. In our opinion, the Disabled is a person who is a subject to the discrimination by the society. This problem has been existing in the modern society for a long time. International organizations are issuing and adopting regulations to resolve this problem. The Convention on the Rights of People with Disabilities singles out the protection against the discrimination of people with disabilities as one of its objectives.

In our opinion, the Disabled is a person who receives social assistance from the state, this is a positive feature and it characterizes any state only from a good side. But this explanation is not written down in the definition. In our case, it is necessary because it is the state that provides this social assistance.

The second international document is the World Report on Disability. The relevance of this document is that it describes the international experience in regulating the rights of people with disabilities in various countries of the world.

In 2011, the World Report on Disability was presented to the public [3]. The main task is to present the audience with the aspects of the definition of disability, the results of the work, done by various countries on the protection and support of people with disabilities. The World Report on Disability provides a summary. The summary contains the main ideas and the recommendations that characterize an international document.

The World Report on Disability is the first in the history of the modern society. The report examines the main provisions of the disabled in the modern society. The main topics in the Disability Report are:

- Health;
- Rehabilitation;
- Help and support;
- Environment;
- Education;
- Employment.

The topics, outlined in the Disability Report fully describe the problems that people with disabilities face in the modern society. Each chapter discusses the obstacles that people with disabilities face, as well as the results of the case studies on how countries manage to solve these problems by promoting good practice. The World Report on Disability makes a significant contribution to the implementation of the Convention on the Rights of People with Disabilities. It can be used as a necessary resource for providing work in such areas as public health, human rights and development, at the same time the report is intended for policy makers, service providers, professionals and advocates for people with disabilities and their families.

The international regulation is fundamental in recognizing the rights of people with disabilities on the territory of the Republic of Belarus. The Convention on the Rights of People with Disabilities and the World Report on Disability are two international instruments that maintain and preserve the rights and freedoms of people with disabilities and they are complete.

The recognition of the rights of people with disabilities is relevant on the territory of the Republic of Belarus. This can be proved by the fact that, according to the National Action Plan for the implementation of the provisions of the Convention on the Rights of People with Disabilities in the Republic of Belarus: "At the end of 2016, the number of people with disabilities, registered in the agencies for labor, employment and social protection amounted up to 554.9 thousand people (about 6 per cent of the country's population), including: Group I for disabled people - 86.5; Group II - 266.4 thousand people; Group III - 172.4 thousand people; disabled children under the age of 18 were estimated up to 29.6 thousand people. In 2016, the total number of people with disabilities increased, if compared to the previous year, by 5.4 thousand people [4]. "From the data we can draw the following conclusion: on the territory of the Republic of Belarus 6% of the population are disabled, who need social assistance, protection of their rights and freedoms and protection from discrimination.

According to the constitutional legislation of the Republic of Belarus, the topic of recognizing the rights of people with disabilities is also relevant in the Republic of Belarus. According to the part 1 of the Article 1 of the Constitution of the Republic of Belarus: "The Republic of Belarus is a social state [1]." From this it follows that the state policy is aimed at the redistribution of wealth in accordance with the principle of social justice for the sake of achieving every citizen a decent standard of living, smoothing social differences and helping the needy. The state is obliged to provide assistance to people with disabilities, as well as to create all conditions for them for a decent standard of living. The Article 22 of the Constitution of the Republic of Belarus is read as follows: "Everyone is equal to the law and has the right, without any discrimination, to equal protection of rights and legitimate interests [1]". According to this article of the Constitution, "everyone is equal to the law," this wording says that equality should be maintained in the country, regardless of what status or position a person occupies in the society. The second element of this statement is "discrimination". This is an important aspect when it comes to people with disabilities. Disabled people in the modern society are subject to discrimination and, in accordance with the constitutional legislation of the Republic of Belarus, the state's goal is to eliminate this discrimination. Thus, the problem of recognizing the rights of people with disabilities is relevant on the territory of the Republic of Belarus.

The Law of the Republic of Belarus "On Social Protection of Disabled People in the Republic of Belarus [5]" was adopted in 1991. Since 1991, the Law of the Republic of Belarus "On Social Protection of Disabled Persons in the Republic of Belarus [5]" has been amended and supplemented 9 times, this suggests that the issue of recognizing the rights of people with disabilities does not stand still, but is relevant for the modern society. The law aims to balance the rights of people with disabilities and ordinary citizens in various spheres of life. The issue of the discrimination is fundamental in the Law of the Republic of Belarus "On Social Protection of People with Disabilities in the Republic of Belarus [5]". This is how E.F. Grechcheva – the Associate Professor at the Department of Political Science of the Belarusian State University – commented on this issue: "One of the first important legal acts on the protection of people with disabilities from discrimination was the Law "On Social Protection of People with Disabilities", which contained a provision, according to which discrimination of people with disabilities is prohibited by the law. In the new edition, the Law emphasizes that the Belarusian legislation is based on the principles of non-discrimination. And although such a formulation, in our opinion, is not sufficiently defined, the existence of such a norm is a very important factor for the further improvement of the legislation in this area [6]".

According to the Law of the Republic of Belarus "On Social Protection of Disabled People in the Republic of Belarus [5]": "A person with a disability is a person with persistent physical, mental, intellectual or sensory impairments that, when interacting with various barriers, interfere with his/her full and effective participation in the life of the society or the citizens [5]". Let us highlight the following features of the concept of disabled:

- A disabled person is a person who has persistent physical, mental, intellectual or sensory impairments to health;
- A disabled person is a person who has limited opportunities due to health;
- A disabled person is a person who cannot effectively participate in the life of the society on an equal basis with others.

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The definition of the term “handicapped person” in the Law of the Republic of Belarus “On Social Protection of Disabled People in the Republic of Belarus [5]” and the Convention on the Rights of People with Disabilities does not differ. From this it follows that the definition of a disabled person in the Belarusian legislation was borrowed from the international experience.

In 2008, the Law of the Republic of Belarus on Prevention of Disability and Rehabilitation of Disabled People was adopted [8]. According to this regulatory and legal fact, the Republic of Belarus returns to the definition of the concept of a disabled person, which is written down in the Convention on the Rights of People with Disabilities. The Law of the Republic of Belarus “On Prevention of Disability and Rehabilitation of Disabled People” provides an opportunity for citizens to familiarize themselves with the responsibilities of the state in the field of rehabilitation of disabled people. The law has a list of state programs that are aimed at regulating the rights and freedoms of people with disabilities, providing them with social assistance and rehabilitating their rights in various public relations. According to the Article 41 of this Law, the Council of Ministers controls the implementation of this Law on the territory of the Republic of Belarus. The Resolution of the Ministry of Health of the Republic of Belarus, dated on August 12, 2002, No. 61 "On Approval of the Instruction for Determining the Disability Group and the Instruction for Determining the Cause of Disability [7]" was adopted in 2002. The Resolution sets out the basic terms and concepts that are closely related to disability. The main function of the Resolution is to determine the group of disability in accordance with the legislation of the Republic of Belarus.

The Resolution of the Ministry of Health of the Republic of Belarus, August 12, 2002 No. 61 “On the Approval of the Instructions for Determining the Disability Group and the Instructions for Determining the Cause of Disability [7]” gives the following definition to the concept of a disabled person: “A person who is due to some limitations in abilities because of some physical or mental disabilities needs social assistance and protection [7]”. Let us highlight the following features of the concept of disabled:

- A disabled person is a person who is limited in abilities due to physical or mental disabilities;
- A disabled person is a person who needs social assistance;
- A disabled person is a person who needs social protection.

The definition of the term “disabled” in the Resolution of the Ministry of Health of the Republic of Belarus, dated back to August 12, 2002 No. 61 “On Approval of the Instruction for Determining the Disability Group and the Instruction for Determining the Cause of Disability [7]” is the first in the history of the sovereign Republic of Belarus. The definition was developed by Belarusian scientists. However, this definition is not widely used in the Republic of Belarus.

The most important event in recognizing the rights of people with disabilities on the territory of the Republic of Belarus was the ratification of the Convention on the Rights of People with Disabilities. The Convention on the Rights of People with Disabilities was ratified in 2015. In 2016, a National Action Plan was developed to implement the provisions of the Convention on the Rights of People with Disabilities in the Republic of Belarus. The National Action Plan for the implementation of the provisions of the Convention on the Rights of People with Disabilities in the Republic of Belarus has a time frame and must be implemented within 8 years, starting from 2017 to 2025. The National Action Plan for the implementation of the provisions of the Convention on the Rights of People with Disabilities in the Republic of Belarus contains: general provisions , terms and definitions, positions of people with disabilities in the Republic of Belarus, goals and objectives of the National Action Plan for the implementation of the provisions of the convention, the mechanism for the implementation of this plan, a number of activities that are necessary on the territory of the Republic of Belarus. The main directions of the National Plan are:

- Implementation of the Convention on the Rights of People with Disabilities;
- Non-discrimination of people with disabilities;
- Granting all possible rights and freedoms;
- Social protection;
- Equality in the society; etc.
- Protection and support for people with disabilities in the Republic of Belarus.

Thus, the Belarusian legislation has its own regulatory legal acts that regulate the recognition of the rights of people with disabilities on the territory of the Republic of Belarus. At the same time, the Republic of Belarus does not refuse the international regulation of these same rights. The Convention on the Rights of People with Disabilities and the Laws of the Republic of Belarus have similar features, norms, regulations. In my opinion

it is meaningless to conduct a comparative analysis of these acts. The Convention on the Rights of People with Disabilities and Belarusian legislation is a well-coordinated mechanism that aims to recognize the rights of people with disabilities and to protect and to support them in the modern society.

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**ELECTRONIC PETITIONS IN THE REPUBLIC OF BELARUS:  
APPROXIMATE LEGAL MODEL**

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*The article considers idea of the development of the institute of electronic petitions in the Republic of Belarus. There is a necessity of borrowing some mechanisms from foreign states. The article provides a new mechanism for supplying and considering petitions at the legislative level.*

The institute of petitions is dynamically developing in foreign countries. This trend is explained by processes of globalization and modernization, development of the Internet and its dissemination. Having considered the experience of foreign countries, we can create a project of making electronic platforms to supply petitions in the Republic of Belarus.

Nowadays, a definition of "open government" is ever more often used. It appeared under the influence of the development of informational technologies and their introduction into politics. This concept implies governance's system which has free information exchange between the state and the citizens, active participation of the society in the preparation and the implementation of the authorities' conclusions, improvement of quality and accessibility of state's services to satisfy the needs of population, development of civil control over the authorities. The state must adopt laws, which recognize this concept on the legal level and regulate it with a goal of achieving success in this kind of activity. The open government encompasses such concepts as e-government, e-budget, e-filing and consideration of citizens' appeals, the system of e-identification of the citizens, e-government services. All these are necessary to improve the conditions and activate the democracy in the country [1].

In foreign countries, the experience in working with electronic petitions has been used for more than 10 years. During this period, legislative regulators were created, the means of action and implementation processes were improved and changed. Foreign mechanisms, which are now developed at a sufficiently high level, can serve as a model for creating our electronic petitioning platform.

In general, the procedure for presenting and considering a petition can be represented as follows:

1. Presenting a petition on a specifically created website;
2. Collection of signatures (25 thousand votes of citizens) for the consideration by a special commission (administration of the website).

The administration of the website is authorized to:

- Conduct the initial review;
- Submit a petition for further consideration to the authorities (taking into account the required scope of the issue);
- Place advertisements, responses on the website.

3. Commission's consideration of the petition in within one year from the date of submission if there is the required number of votes. The petition must be considered by the commission within 30 days from the date of receiving the required number of signatures. The procedures for considering petitions may be extended up to another month by the commission's decision, if its members have any problems during the deliberation.

For considering the petition, the following conditions must be fulfilled:

- The required number of citizens' signatures (within a year after submission);
- Relevance of the issue (comments, citizens' feedback, repetition of petitions of the same content);
- Presence of the necessary evidence, if the petition is about any serious incident (thereby showing relevance of this issue);
- The question (content) must be in the context of the permitted topics.

If the required number of signatures is not collected or the petition does not meet the "parameters", the petition will be rejected (there will be a notification on the website).

4. Filing a petition to the authorized bodies or other officials in case of having all necessary conditions;
5. Consideration of a petition.



The deadline for consideration of the petition by the competent government agency is 90 days from the date of filing. But if more time is needed to consider the petition, then it is necessary to notify the citizens about this (the maximum period is 2 months).

6. Consideration results announcement. The answer (positive or negative) will be given on the website, where all interested parties can learn about it.

Such a procedure is not so complicated, but it can be quite effective. Also on this electronic platform, a “dislikes” system can be created so that it would be clear whether it is necessary to accept some innovations or change some existing objects or whether the system of the website is comfortable for citizens and understandable for communication with the government.

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## TEACHING DIALOGUE IN SECONDARY SCHOOL: RESULTS OF EXPERIMENT

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*The article focuses on the process of teaching dialogue skills in secondary school. The problems students encounter in the learning process are outlined. The results of the experiment are analyzed, the criteria of assessment are provided.*

Communication is an important part of human civilization and it is a means of cultural transformation. Verbal interaction can be conducted in two ways: orally and in a written form. Unlike written language, spoken language involves paralinguistic features such as timbre, voice qualities, tempo, loudness, facial and bodily gestures, as well as prosodic features such as intonation, pitch, stress, rhythm, and pausing. The oral form of a language can be realised in the way of a monologue or a dialogue. To the majority of people, mastering the art of speaking is the most important aspect of learning a foreign language, and success is measured in terms of the ability to carry out a conversation in the language because everyday communication inevitably takes the form of a dialogue. Thus, a dialogue is a communication tool serving as a natural means of communication between members of community that allows people to understand other viewpoints, respect and understand each other.

According to the National Curriculum in Foreign Languages, any school graduate should master a list of required skills including developed dialogue skills at a particular level and of a certain volume. Today, individuals need English in order to communicate with others at an international level. It emphasizes interaction as both the means and the ultimate goal of learning a language. Another reason for practicing dialogue is that it is an effective way of providing conditions for practicing newly encountered language features. Based on the experience of teaching at secondary school we have faced the problem that pupils do not own a skill of dialogue communication at a required level, have problems with foreign-language communication and do not feel confident while speaking.

Thus, a hypothesis of our research was formulated that the process of acquiring dialogue skills will be more effective if teachers:

(a) use a complex of exercises including their three types: non-communicative (drills), partially-communicative and communicative;

(b) include the so-called «standard» dialogues based on everyday situations in the learning process;

(c) provide a smooth transition from mastering standard dialogues to the dialogues based on any topic, the so-called «free dialogues».

The current textbook for the 8<sup>th</sup> form was analysed to determine the number of exercises aimed at the development of dialogue skills [1]. The analysis revealed 63 exercises that are supposed to involve a communicative approach. According to Collins dictionary, the word 'communicative' means relating to the ability to communicate [2], so a communicative exercise should give an opportunity to communicate as a result of its accomplishment. The number of the exercises appeared to be enough but their tasks are not aimed at communication. The tasks to these exercises include such definitions as «Discuss», «Interview your partner», «Answer the questions», «Ask a friend from...» but in fact, this is an activity called «Prepared talk» when a pupil makes a presentation on a topic. Such talks are not designed for informal spontaneous conversation. The book lacks pattern-practice drills that are necessary at the initial stages of mastering dialogue communication. There are no activities that are aimed at introducing or providing practice for particular types of interactive exchanges. Teaching dialogue should be based on real-life situations that require communication. Using the textbook only, it is impossible to create real-life communication. In addition, it should be mentioned that there are no dialogue models that are specific for standardized situations, such as «In a shop», «In a café», «At the airport» etc. The analysis of the textbook revealed that the number of the communicative exercises directed towards dialogue skills development is not enough. After the analysis of the National Curriculum in Foreign Languages, it was considered necessary to find and select the appropriate exercises for creating our own complex of exercises aimed at dialogue skills development.

To measure pupils' skills in oral dialogue communication two tests were drawn up. Diagnostic tests and final tests consisted of two parts: written and oral. In the first part, pupils were offered exercises in order to use the correct responses to stimulus phrases, formulate the correct stimulus phrases, put the sentences of a given

dialogue in a logical way. The second part comprised a communicative task aimed at creating pupils' own dialogue in a given situation. To evaluate pupils' skills we have elaborated a set of criteria. It was suggested that the assessment should be focused on such aspects as speaking process organisation, use of verbal means, orientation in the situation of communication and speech tempo.

The diagnostic test revealed that pupils' dialogue skills did not meet the required criteria. There were problems concerning the use of the appropriate clichés, filler words; pupils had difficulties starting the conversation and communicating in logical way. Pupils were likely to make mistakes that included the misuse of language and speech tools, unsuitable lexical units and slow speech tempo. Hesitation pauses were too long so they impede communication, these pauses were not filled with the appropriate filler-words, so the speech tempo was low. The use of appropriate phrases while reacting to the partner's phrase was also difficult. Pupils had problems with asking questions to clear any doubts, gather more information or simply start a conversation using clichés, arranging dialogue components in a logical manner for communication. That was the reason why communicative aim could not be fulfilled, and their communication often reached an impasse. Linguistic and speech means that they chose often did not correspond to the situation and communicative intention. Pupils were shy and not confident while speaking, many of the pupils felt anxious in a speaking class and some were likely to keep silent. According to the test, the indicators of the criteria were quite low. It means that dialogue communication skills were not formed on an appropriate level (See fig. 1). Taking into account that the indicator '0,7' is considered to be sufficient it is seen that pupils didn't manage to reach this level on a single criterion. After the diagnostic test the control group continued studying with the use of the textbook, while the experimental group used our complex of exercises aimed at dialogue skill development. Experimental learning took three terms.

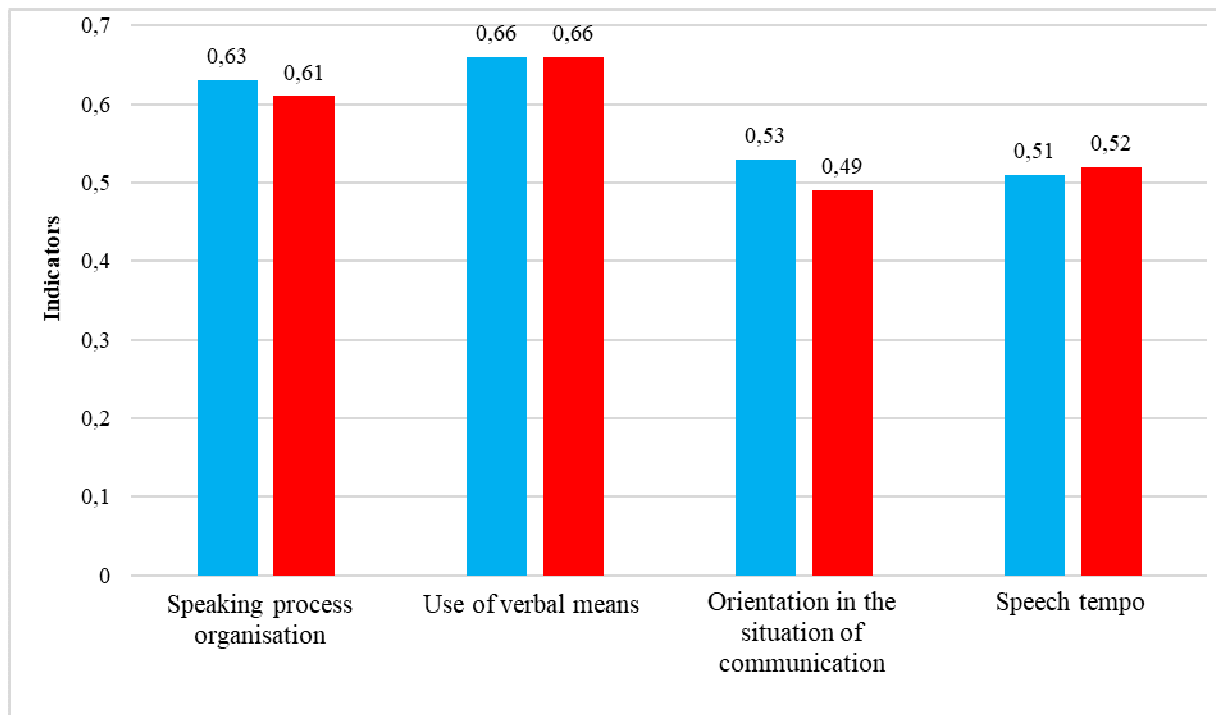
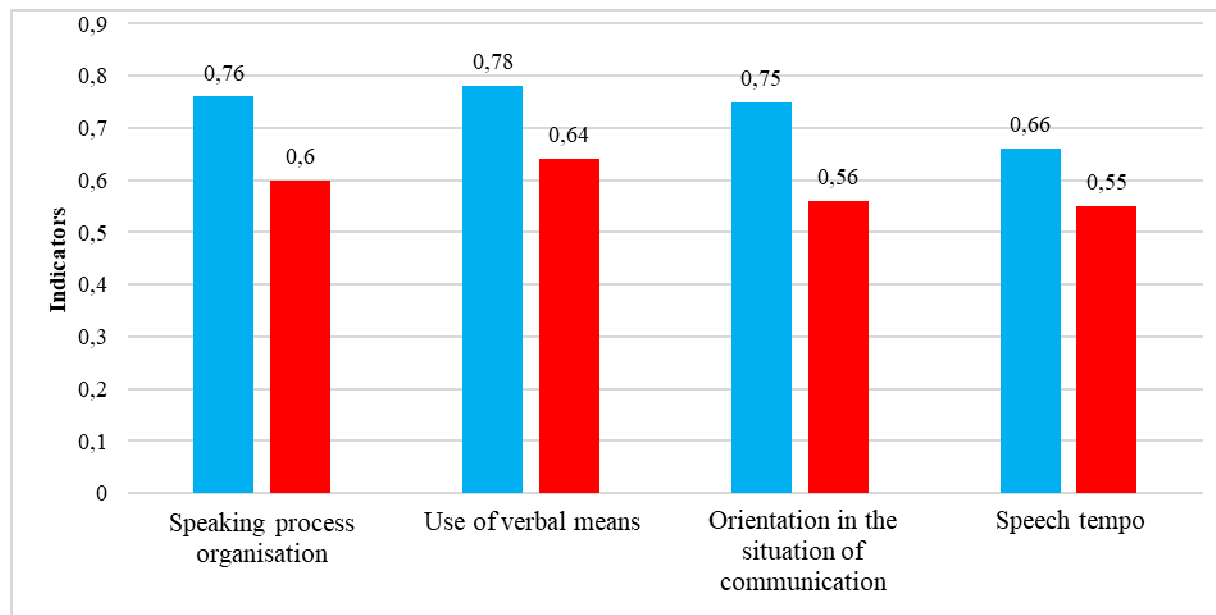


Figure 1. – Pupils' diagnostic test results  
 (Experimental group is marked with blue, control group is marked in red)

The material was selected according to the topics of the National Curriculum in Foreign Languages and applied in experimental learning. The developed complexes were based on the structure including 3 types of exercises: non-communicative (drills), partially-communicative, communicative exercises. The coursework in the complexes was built in the way that it started from a given dialogue-model of a standard type and continued along with the exercises aimed at choosing appropriate clichés, formulating stimuli, choosing appropriate answers, using correct filler-words and building a dialogue in the logical way. The dialogues were taken from authentic sources; the vocabulary and daily expressions used in them were of high level frequency. A predictable set of phrases like greetings, apologies, clichés used in different spheres of life, invitations and other functions

that are influenced by social and cultural norms were presented in the complexes [3]. There were activities such as getting information or booking tickets, situations where the relationship between speakers and their phrases can often be anticipated. Making the pupils aware of the scripts for different situations is necessary so that they can predict what they will hear and what they will need to say in response. The complexes included visual support in the form of cards. We tried to make them entertaining and motivating the students. The purpose of any dialogue is maintaining social relationships. These activities aimed at providing the learners with opportunities to communicate in a natural situation. The developed complexes were combined with working with the current textbook.

After the experimental learning, the groups were tested again and as it can be seen in the diagram the experimental learning was successful, the pupils from experimental group improved the results by 23% (See fig. 2).



**Figure 2. – Pupils’ final test results  
 (Experimental group is marked with blue, control group is marked in red)**

There is a certain improvement to all the indicators. Concerning the criterion of speaking process organization it should be noted, that pupils did not have difficulties with the usage of correct clichés or filler-words in hesitation phrases. Their hesitation pauses did not break the communication and the appropriate fillers were used in the pauses. Formulating the phrases to start a conversation is no longer a problem because in the work pupils got acquainted and drilled a lot of clichés from different spheres of life. The choice of linguistic and speech means was consistent with the communicative task. In producing their own dialogues pupils put the dialogue components in a logical way and their hesitation pauses were of an appropriate length, so the speech tempo was fine. Communicative aim was mostly fulfilled. Due to the fact that all the drilled dialogues from the complexes were of the «standard» type, it simplified producing «free» dialogues in further learning. Constant practicing made pupils speak as naturally and communicatively as possible. Producing their own dialogues, the self-confidence of hesitant pupils increased, because in role-play and simulation activities, they had a different role and did not have to speak for themselves, which meant they did not have to take the responsibility.

In conclusion it is necessary to say, that it becomes clear to us that dialogue communication is considered an important language skill for language learners even though. Today at school, dialogue skills are not treated as equally important to other language skills. It is also apparent that to speak is not only to convey a message that someone else needs or to get information which has not been known, but, more importantly, to interact with other people. To develop dialogue skills it is necessary to include dialogues of «standard» type to ensure and simplify the process of producing dialogues of «free» type. It is also essential to use three types of exercises to ensure a high level of learning retention.

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## CLASSROOM INTERACTION AND LEARNING ENGLISH

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*The article focuses on the problem of classroom interaction in the process of learning a foreign language. The concept of classroom interaction is analyzed and learning strategies are described.*

The idea that classroom interaction should take place in the classroom is becoming more popular in the foreign language classroom. Studies have revealed that through classroom interaction knowledge is constructed and skills are developed. Therefore, students are supposed to be given opportunities to use language naturally rather than only remembering dialogues.

It is usually a mistake to plan a conversation into a lesson. Planned conversations usually degenerate into silence or involve only a small number of students. This is inevitable – if the topic is too general it will not excite interest, if it is too specific some students will be interested, and others not. The natural conversation outside the classroom is spontaneous and different people communicate in different ways. Some people are naturally talkative, while others are naturally quiet. For these reasons, it is unwise to expect similar contributions from all students in a classroom conversation. As far as possible, the features of natural conversation should be included in the classroom activity.

Classroom conversation will be most effective if it arises naturally and spontaneously from the text, an example, a remark made by a student or something which happens during the lesson. The noise of a heavy lorry passing the window is more likely to stimulate comment from the class than any discussion which you have decided in advance. Spontaneity is not a recommendation for classroom conversation, it is essential [1, p. 118].

In most face-to-face conversations people interact with each other and adapt what they are saying to the listener's reactions. Some situations, however, give one participant a more directive role than the others; one person can be the 'leader' who takes the initiative, the others are 'followers' who respond to it. For example, an interviewer has the right to guide the conversation and to ask questions that would be out of place in other situations. 'How old are you?' addressed to an adult is unthinkable except in an interview. In the classroom this overall 'leader' role falls to the teacher. The exchange of turns between listeners and speakers is under the teacher's overall guidance, overtly or covertly. So, not surprisingly, a teacher's talk makes up about 70 percent of classroom language [2, p.156].

A classroom exchange has three main moves: (a) *initiation* when the teacher takes the initiative by requiring something of the student, say through a question such as 'Can you tell me why you...?' The move starts off the exchange; the teacher acts as a leader; (b) *response* when it is the student who does whatever is required, answering the question. So the move responds to the teacher's initiation; the student acts as a follower; (c) *feedback* when the teacher does not go straight on to the next initiation but says whether the student is right or wrong. The teacher evaluates the student's behaviour and comments on it in a way that would be impossible outside the classroom. This three-move structure of initiation, response and feedback – or IRF as it is known – is very frequent in teaching [2, p.157].

It should be noted that even in lectures, teachers sometimes use feedback moves with comments such as, 'That was a good question.' Some styles of language teaching rely heavily on this classroom structure. IRF was, after all, the format of the classic language laboratory drill. Other styles of teaching, such as the communicative, may discourage it because it is restricted to classroom language rather than being generally applicable. In other words, the classroom seems as something artificial rather than being a real situation for its participants and teaching styles of interaction using IRF may interfere with ordinary communicative interaction.

The literature on teaching foreign languages presents several terms to refer to conversation in the classroom, but the two that have been widely used are *interaction* and *negotiation*. This term generally refers to conversational exchanges that arise when participants try to accommodate potential or actual problems of understanding, using strategies such as comprehension checks or clarification checks. Such an exercise is also perceived to promote the learners' processing capacity specifically by helping them with conscious noticing required to convert input into intake [3]. Characterizing such a definition of interaction as limited and limiting, it is beneficial to isolate three interrelated dimensions of interaction using Halliday's macrofunctions of language: textual, interpersonal, and ideational. In the context of classroom communication, we should talk about

interaction as a textual activity, interaction as an interpersonal activity, and interaction as an ideational activity [4, p.66].

If interaction as a textual activity focuses on formal concepts, and interaction as an interpersonal activity focuses on social context, then interaction as an ideational activity may be said to focus on ideological content. If the first enables learners to modify conversational signals, the second encourages them to initiate interactional topics, the third empowers them to construct their individual identity. If first measures quality of interaction in terms of gains in linguistic knowledge, the second measures it in terms of gains in sociocultural knowledge. The three types of interaction produce three types of discourse: (a) *interaction as a textual activity* produces instructional discourse resulting in better conversational understanding; (b) *interaction as an interpersonal activity* produces informational discourse resulting in superior social communication; and (c) *interaction as an ideational activity* produces ideological discourse resulting in greater sociopolitical consciousness. These three types of activities, however, should not be viewed as hierarchical, that is, they should not be associated with the traditional levels of proficiency – beginning, intermediate, and advanced. From a language-acquisitional point of view, they make it easier for learners of various levels to notice potential language input, and recognize syntactic-relationships embedded in the input, thereby maximizing their learning potential [3, p. 75].

Foreign language learning is aimed at educating a person who manages to communicate in all sorts of unlikely situations. Language learning is not an easy task. Therefore, both teachers and students should take responsibility for learning. The teachers should encourage the students to develop independence inside and outside the classroom. The students are able to assess how well they are doing themselves. Students can master a language in different ways. It is a well-known fact there are good language learners (GLLs) and not so good ones. There seem to exist six strategies shared by GLLs.

A GLL strategies include 6 steps: (1) finding a learning style that suits you: some GLLs supplement audio-lingual or communicative language teaching by reading grammar books at home, others seek out communicative encounters to help them compensate for a classroom with an academic emphasis; (2) involving yourself in the language learning process, e.g. listening to the news in the second language on the radio or going to see foreign films; (3) developing an awareness of language both as a system and as a communication process: GLLs do not treat language solely as communication or as academic knowledge, but as both; (4) paying constant attention to expanding your language knowledge, e.g. making guesses about things they do not know or checking whether they are right or wrong by comparing their speech with the new language they hear, etc.; (5) developing the second language as a separate system not relating everything to their first language; (6) taking into account the demands that learning a foreign language imposes: it is painful to expose yourself in the classroom by making foolish mistakes and a GLL perseveres in spite of these emotional handicaps [2, p. 114-115]. The most frequently used techniques by GLLs include having contact with native speakers; listening to the radio, TV, records, movies, commercials etc.; reading anything: magazines, newspapers, professional articles, comics, etc.; repeating aloud after teacher and/or native speaker; making up bilingual vocabulary charts and memorizing them; following the rules as given in grammar books or textbooks and having pen-pals.

Summing up, what the students are doing in a classroom may be quite different from the 'natural' ways of learning language they would experience in an uncontrolled situation. The classroom, at best, exploits this natural learning, and at worst puts barriers in its way. What happens in class has to be as 'natural' as possible. A teacher plays a big role in facilitating students' language learning. Teachers should not only provide students with a list of learning strategies, but also teach them in an appropriate way. It is particularly important to plunge themselves into the language, 'pushing' themselves into the foreign language as often as possible. Training students to use particular learning strategies indeed improves their language performance.

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FEATURES OF MOTIVATIONAL READINESS OF UPPER PRE-SCHOOL CHILDREN FOR SCHOOLING

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*The article reveals the concept of psychological readiness, the essence of one of its components - motivational readiness, the structure of motivational readiness and internal position of a pupil. The received data from testing of 5-6 and 6-7-year old children with different motives is analyzed.*

**Introduction.** At the pre-school level the personal development foundation is laid, individual inclinations are formed, culture of feelings, children's abilities are being developed. Attending school brings important changes to a child's life. The leading activity and the main task is knowledge acquisition, learning. For 11 years a pupil will live, learn **and develop in a new social environment for him. Therefore,** it is important to form an adequate attitude to schooling of a senior pre-school child. A child should master elementary forms of learning activities, knowledge and skills, that will serve as a foundation for successful learning at school.

**Task formation and methods of research.** Pre-school education is the first educational stage; one of the goals of this institution is to prepare children for systematic schooling. In doing so, the preparation for systematic education at school is not the only goal of preschool education; it successfully fits into the meaningful and emotional game-related activity of a child, satisfying his needs and interests during the entire period of preschool childhood. However, preparation for school includes not only theoretical and practical knowledge that kindergarten children gain in activities and at home, but also psychological readiness to change the leading activity from playing to learning.

Despite the fact that in many works of psychologists and educators great attention is paid to the psychological aspect of preparing children for school, this issue does not lose its relevance even now. The problem of the psychological readiness of preschool children to learning at school is reflected in the writings of the following researchers: B. G. Ananyev, L. A. Wenger, L. S. Vygotsky, I. V. Dubrovina, L. A. Grigorovich, D. B. Elkonin, T. I. Babaeva, A. N. Leontyev, N. V. Durova, A. K. Markova, N. G. Luskanova, V. S. Mukhina, T. A. Nezhnova, N. V. Nizhegorodtseva, E. E. Sapogova, L. I. Tsekhanskaya, E. E. Kravtsova, V.I. Yashina.

Readiness for schooling is investigated as a set of stages in the development of child's psychological qualities, his main characteristics. The formation of these qualities is necessary, since they are prerequisites for child's safe immersion in an unfamiliar social environment and development of learning-related activities.

**Results, their discussion and perspectives.** Psychological readiness acts as a new formation, which manifests itself in preschool age, is necessary for a child to adapt to dramatically changing social conditions in children's groups and his family. The system of requirements imposed by school determines the essence of psychological readiness. Such requirements include management of one's own actions, meaningful attitudes towards learning and school attributes, and establishing relationships with peers and adults in joint activities. Eventually, a child has to behave from the sense of identity as a subject of learning-related activity.

There are the following components of psychological readiness: **motivational, intellectual, emotional-volitional.** To achieve good results at school a child, first, should have the willing to study, that is, to be motivated to study at school. One of the main tasks for preschool institutions is to create a motivational sphere for the start of the school year. However, the concept of "motivational readiness" includes not only a child's desire to go to school, but also his understanding of rules and degree of readiness for their acceptance. Only an awareness of one's own actions can induce a child to carry out duties that he will acquire in transition to a new social environment, systematically and conscientiously, and for this purpose, it is necessary to form strong and stable motives at the preschool institution.

Unfortunately, sometimes preschool children who have a good level of mental development in primary school may fall into the category of **low-performing pupils** and those who do not succeed. The main reason for this phenomenon is their "immaturity", the lack of adequate learning motives.

A large number of authors (L.I. Bozhovich, N.I. Gutkina, M.V. Matyukhina, L.S. Slavina, A.K. Markova, T.A. Nezhina, V.D. Shadrnikov, etc.) in their research papers focus not only on the child's intellectual sphere, but also on the personal development sphere. Motives accompany a child's life at every stage of his activity,



constituting its foundation. The child will not start the activity if the choice is not determined. Thus, the type of motive will depend on the activity and its result. In addition, the child's assessment of himself, the result of his activities depends on the nature of the motive [1].

**Motivational readiness** is a child's willingness to learn, the desire to acquire knowledge, to get a new social role. According the research by L. I. Bozhovich, by the time a child enters school he should have already formed adequate motives for learning activities. The child must be ready to become a subject of learning activity, that is, to gain consciousness in the performed activity. Learning is his desire, not the oppression of his parents and people around him. Speaking about the motives of a first-grader his main motives should be cognitive and social, as well as achievement motives [2]. Summarizing the above mentioned, it is possible to say that motivational readiness includes positive ideas about school, a desire to learn in order to gain knowledge, cognitive skills, as well as a formed position of the pupil [3]. What does exactly provide this readiness? According to L. I. Bozhovich, a child's necessary component of readiness for school education is the formation of an internal position of a pupil.

**The pupil internal position** is the degree of a child's awareness of himself as a subject of educational activity, and his attitude to systematic, targeted schooling, which influences his behavior in a learning-related situation. The formation of this position in an upper preschooler is manifested through his positive attitude to school and its attributes, it creates new needs, thanks to which at school a child will be ready for systematic, new, serious, socially significant activities. In addition, vice versa, if an internal position of a pupil has not been formed or it is unattractive for him, then the activity performed by him will not cause interest. The upper preschool age is sensitive for the formation of an internal position of a pupil.

In our study, we use the classification of motives proposed by A. N. Leontiev, which implies both the possibility of measuring them as a result of testing and emphasizes their close interconnection. The scientist identifies the following types of motives that in the future may determine the attitude of preschoolers to learning:

- social - external motives aimed at communication with other people, at desire to enter into a new social role - a pupil's role;
- educational (cognitive) - internal motives aimed at the subject of study, focus on acquisition of knowledge, desire to learn in order to obtain knowledge;
- assessed - based on the need for social approval of an adult, his praise, positive assessment;
- positional - based on a child's interest in school attributes, a new situation, a social role;
- external - manifested in a child's unwillingness to attend school, and to do it out of necessity, because adults demand it from him;
- game-related – inadequate to learning activities [4].

In the Education Code of the Republic of Belarus, the "age limit" of systematic education in a comprehensive school is marked as following: "Children who are six years old or more are admitted to the 1st grade on September 1 of the corresponding academic year" (Code Article 159) [5]. That is, a child can go to school at the age of seven. Therefore, in the institution of preschool education, there are senior groups with both 5-6 year old children and 6-7 year old.

We assume that there is an interconnection between the formation of motivational readiness components and the child's age. The purpose of our research is to study the age characteristics of the children's motivational readiness to schooling. Our research involves the children of the senior group - 30 children. The senior group is 15 kids, the second year of the senior group is 15 children.

The method of M. R. Ginzburg "Determining Study Motives" was chosen for the research of upper preschool children motivational readiness for school. The results of the research are presented in the table.

Table. – Testing of Learning Motives

Age	Motives					
	External	Educational	Game-related	Assessed	Social	Positional
6-7 years	13%	27%	7%	13%	33%	7%
5-6 years	13%	7%	27%	20%	13%	20%

According to the received data, we can conclude that the 5–6-year-old children of the senior groups use the following leading motives: game-related, assessed, and positional, which confirms our assumption that motivational readiness has not yet sufficiently formed. In the second year of the senior groups (6-7 years), the

dominant motives are social and educational, that is, the prerequisites for acceptance of a new social position of a pupil are almost ready and the motivational readiness is adequately formed. Sufficient development of educational (cognitive), social, and assessed motives will have a positive impact on academic achievement. These motives should be developed in a complex in order to achieve an optimal result, therefore special attention should be paid to studying motivational readiness for school education.

**Conclusion.** Thus, the motivational sphere is the core of the personality. Building a strong foundation in the form of an internal position of a pupil, well-formed adequate motives help a child to prepare for further successful learning at school. If a child doesn't have the learning motives by the end of preschool age, it will be harder for him to study at school: adapting to new conditions, group, responsibilities - all this can lead to school maladjustment. The received data presumes the need for optimization of the process of motivational readiness formation, taking into account the age characteristics of children.

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UDC 342

## IMPLEMENTATION OF HUMAN RIGHTS ON THE INTERNET

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*Because of rapid development of information technology and in particular cryptocurrency the issues of anonymity, free expression and security on the internet have become increasingly common. Further, in this scientific work some of them will be considered, and possible solutions are proposed.*

There is a so-called "clear net" this is what we use every day or what we can see on the Internet search. Clear net takes only 4 percent of the information throughout the Internet. There is also a "Deep Web" which takes 96 percent of the information not indexed by Internet search. These are archives, databases and the stuff like that. And just in the deep web's lies the dark net, access to which is opened through special browsers that encrypt the ip address with vpn technology, i.e., they constantly change your Internet address, which allows you to remain anonymous. The popularisation of cryptocurrency is not accidental, as it implies decentralisation, reliability, security, and, above all, anonymity. This is the main currency used in the darknet. The darknet, although it has its advantages, also contains a huge number of hidden sites where illegal services are provided. Entire stores of stolen credit cards, with large amount of money. Sale of passports of any country, both fake and original. I.e, representatives of the authorities by themselves, commit corruption crimes, selling or passports, as mentioned earlier, or, for example, goods confiscated at customs.

Even after the small part that was listed, it is clear that through the use of the darknet, many offenses and crimes are committed, so it makes sense to consider a couple of examples of how states are fighting them. The fight against drug trafficking on the Internet includes receiving and checking information about network resources which offer to purchase drugs, including those made known by the appeals of citizens. In 2015, the Department of the Federal Drug Control Service of the Russian Federation (Federal Drug Control Service of Russia) in Moscow checked about two hundred network addresses presumably involved in drug trafficking. Information on some sites sent to Roskomnadzor (rkn) to block access. Operational-search activities are being conducted to identify and suppress the activities of the organizers of the online drug business. Fighting against financial fraudsters is lead by banking servers. As soon as a suspect enters a stolen account or e-wallet, outgoing traffic begins to slow down on the server. Despite the secure connection used by the criminal, the same delays will appear in his encrypted traffic - this is how it can be proved that he committed the crime. [1]

In the UK, special services were created to fight against pedophilia in darknet. This project involves the Government Communications Headquarter and the National Crime Agency. The goal is to "destroy the secret digital shelters of pedophiles," according to GCHQ head Robert Hannigan. What is already happening: the year is not over yet, but there were already a thousand British criminals in the prisons, five times more than they managed to catch last year.

Very popular social network Vkontakte is also the subject of crimes, as hackers sell their services in darknet, and, in fact, often hack profile pages to steal correspondence and personal data. Also there are sold training certificates and high-quality fake currency. In addition to all this, the darknet has a huge number of various kinds of secret state archives, court registers and much more. According to Articles 25 and 28 of the Constitution of the Republic of Belarus, the State provides the freedom, integrity and personal dignity, and everyone has the right to have protection from unlawful interference with his / her privacy, including from encroaching on the secrecy of his correspondence, telephone and other communications, his honor and dignity [2]. If we talk about the stock exchanges of information, then we can give a recent example of Novaposhta (the most popular postal service in Ukraine). Information archives were hacked, and then were placed on the open spaces of the darknet. Passport details, names, phone addresses. All this could be obtained for a few hundred dollars. Although Novaposhta refutes all this data and tries to refer to the fact that it could be data of any other mail, however in these files there is a direct confirmation of the opposite. In our country, in the Republic of Belarus, the actions of the Novaposhta would be considered by the article 28 of the law on Information, Informatisation and Information Protection [3]. Since they were obliged, to provide reliable protection of the information of their users and prevent this offense. There are also information exchanges with personal

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correspondence and documents of public servants and important or media personalities. A recent example is bought on a darknet, and then published for all people personal information of Dmitry Kiselyov. From this information it is clear that his speeches are written to him by a scientist Fedotova, and not for free, but for salary. Also from his correspondence it is clear that TV channels release pro-gang information. There are letters from the Minister of Culture of the Russian Federation (Vladimir Medinsky), who asks to employ his friend in the Russia. Today news agency headed by Kiselyov. You can also contemplate how his wife buys a thesis. And of course this is not all that we can talk about.

Which conclusions can be drawn after this? With the development of cryptocurrency, Internet users have the opportunity to make purchases anonymously, which gave rise and impetus to such system as a darknet. A lot of people are fighting for their independence on the Internet, not understanding what consequences this can lead to. Human Rights Council of the United Nations held a meeting according to which anonymous use of the Internet, encryption of personal data and communication media are an inalienable human right. Members of the Council concluded that anonymity on the Internet is an important tool for free expression in the digital age [4].

A Council of Europe and European Court have developed a certain legal position about the right to anonymity. For example, the Committee of Ministers of the Council of Europe adopted declaration on freedom of communication on the Internet. Principle 7 of the document provides that:

“In order to ensure protection against online surveillance and to enhance the free expression of information and ideas, member States should respect the will of users of the Internet not to disclose their identity. This does not prevent member States from taking measures and co-operating in order to trace those responsible for criminal acts, in accordance with national law, the Convention for the Protection of Human Rights and Fundamental Freedoms and other international agreements in the fields of justice and the police”[5].

This is one of the main advantages of the darknet, as some states simply do not allow people to speak on the Internet under the threat of sanctions. But on such a plus, there are a huge number of disadvantages that were listed earlier. By using the survey data of Centre for International Governance Innovation, we can see that the 70% of respondents approve the closure of the darknet [6]. But taking into account the problems that some countries have to block access to one site, it can be concluded that closing more than 7,000 hidden entry points to the darknet will be simply impossible. A way out of this situation may be Internet access via identity confirmation. That is, when registering with the provider and at the website of any social network, passport data will be required. In our vision of this situation, this will happen like this:

a citizen who wants to get an Internet connection will give his/her passport data to the provider, in addition to connecting to any network, even for example wi-fi in a cafe, will also be required to enter passport information. In the future, this will allow law enforcement agencies to more quickly carry out both verification and capture of offenders and criminals, as providers, by police request, will give the data from previous Internet sessions of the suspects. This will not be in conflict with the law, as article 23 of the Constitution of the Republic of Belarus says:

Restriction of personal rights and freedoms shall be permitted only in the instances specified by law, in the interests of national security, public order, protection of the morals and health of the population as well as rights and freedoms of other people. This will not affect the use of the Internet by the law-abiding population, as the anonymity of the Internet will be saved (as entered passport data will only be entered into the provider database), and law enforcement will be able to stop more crimes.

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**REFORMING THE ECONOMIC SYSTEM OF THE COMMONWEALTH  
IN THE SECOND HALF OF THE 18TH CENTURY****ANDREI VALEVKO****Polotsk State University, Belarus**

*The article analyzes the state of the economic system of the Polish-Lithuanian Commonwealth in the beginning of the reign of Stanislaw Poniatowski. Preconditions of economic reforms are revealed. The influence of changes in the economic sphere on the centralization and strengthening of the state power of the Commonwealth*

The process of formation of the Belarusian state and the legal system is very rich and unique. During the long history the territory of Belarus was part of various countries, with different legal systems.

The first half of the 18th century in the history of the Commonwealth was marked by the deep crisis of the state. A kind of state system in conjunction with the dominant among the ruling elite ideology, and a number of foreign policy factors put the society and public institutions into the impasse. Numerous wars on the territory of the state, including the particularly serious consequences of the Great Northern War, destroyed economics and prevented even the possibility to restore and develop further. The struggle between the big magnate clans for dominance in the Commonwealth reached unprecedented proportions.

The existing order completely outlived its usefulness and did not correspond to the reality that emerged in many European countries. S. Kutrzeba characterizes the political and social system as the Republic of Poland "ossified", "preserving the features of the Middle Ages" [1, p.177]. In order to successfully overcome the crisis and the implementation of the reform there was the need of strong foundation, "is already generating awareness of the need for these reforms," [1, p.178].

The first concept of the reform program in the Diet, in his speech presented the Chancellor corona A. Zamoyski, during which the participants, apparently, first heard about the idea of Montesquieu of the threefold division of power [3, p. 212]. Zamoyski spoke in favor of tax reform and economic development of the state, the need for changes in the position of citizens and peasants, for the independence of the ecclesiastical courts in the Commonwealth of Rome. The concept of reform A. Zamoyski largely went beyond program "names" [3, p.212].

Resolution of convocative Sojm regarding monetary and financial policy of the state had one of the main objectives of government restrictions podskarby. For this purpose specialized collegial bodies - with official commission were created. Decisions at meetings of the Commission shall be taken by a majority vote, which excluded the possibility of the sole for action on the collection and distribution of public revenues [2, p.185]. Resolution of the Sojm provides that the exercise of their official authority commissioners Economic Council were obliged to look after the interests of the state, rather than their own interests, not to receive another card, except for a certain state for their service, and in all cases be guided by objectivity and fairness [4, p.129].

The convocative Diet abolished private duties and established the "main duty", a uniform and mandatory for all residents of the state, not excluding the nobility, the priesthood and the king himself. Thus the taxes were paid by all categories of the population. Local taxes are liquidate other than income taxes for the maintenance of roads and bridges, however, and they were charged with restrictions. Changes have also occurred in relation to the Jewish population. The tax for the total number of Jews was abolished, and instead they had to pay a poll tax [2, p.186]. There have been some changes in relation to cities in their favor was taxed not only the petty bourgeoisie, but also know that has property here. Diet has eliminated the middle class duty free to allocate the apartment after the Diet and participants gentry Congresses.

The country's economy was devastated by armed conflicts and there was a need to restore and further develop. Restoring gentry and peasant farms to the mid-century, it had been largely completed and became a pose for further economic development. This greatly contributed to changes in the organization of economic life. A significant reduction in the population, the destruction of draft animals and productive animals, removal from economic circulation of large areas of arable land forced the owners to look for new, more effective ways of reconstruction and economic development [3, p. 184]. The economic system that existed at that time in the state was not effective. This was particularly noticeable in the case of royal canteens economies [3, p. 185]. Most

of the land of the royal economy is in the use of large feudal lords on different grounds. Some feudal king bestowed upon the land for his services to the state, the second gave the estate for a specified period as a fee for borrowing money, the third - the temporary holding on terms of payment of the rent in cash treasure [3, p. 185]. Temporary tenants of royal lands were not always are interested in the prospects of economic development and its preservation in good condition. In an effort to increase their income, holders are often violated, "charter" economies, forced farmers to pay heavy dues or develop number of days on serfdom, repaired the other injustice. In addition, holders of temporary stay had a tradition with the payment to the treasury of the money earmarked from the leased lands [3, p.185]. Thus, the state treasury often did not receive adequate income from the land. This situation was one of the reasons for the search for new approaches to the procedure of use and management of state property. One of the ways of increasing the efficiency and centralization of economic and financial activity in the Polish-Lithuanian Commonwealth was the creation in 1764 by official commission to deal with all the financial affairs of the state. It was the first step towards reforming the Polish economy in accordance with the requirements of time.

The next stage in the development of the economy of the Commonwealth were A. Tyzenhauz's reform. He also reached certain political goals. The main reason for the weakness of the Commonwealth A. Tyzenhauz as many supporters of the reform of the state apparatus saw in the weakness of the central government. The court therefore considered podskarby its main objectives the strengthening of royal power, depriving its dependence on money and political support magnates organizing support to medium and small nobility. In a number of problems standing and financial independence from the King of the Sojm [3, p. 185]. These factors could provide strengthening and centralization of state power, which is necessary to overcome the disastrous effects of the crisis in the Commonwealth.

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**DIDACTIC GAMES AS A TOOL OF ECOLOGICAL EDUCATION  
AND UPBRINGING OF PRE-SCHOOL CHILDREN**

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*Currently, environmental education is one of the urgent problems of pedagogy. The solution of problems of ecological education should be started from preschool age. It is at this age that a child develops an emotional-value attitude to nature, and the foundations of moral and environmental position are formed. The most effective means of environmental education is a didactic game.*

**Introduction.** Interest in ecology and ecological education has increased in modern society. People are part of nature: we cannot live outside of it; we cannot break natural laws of the world around us.

The ecological education of children is a new area in pedagogy, which has appeared in recent years. It has replaced the traditional acquaintance of children with nature that was presented in educational programmes.

Ecological education is understood as the upbringing of a child with conscious perception of the environment and awareness of need to preserve nature.

The ecological education of pre-school children is understood as a continuous process of education, upbringing and development of a child, aimed at shaping their ecological culture. Ecological culture is manifested in an emotionally positive attitude towards nature and the world, in a responsible attitude towards the health and the environment, and in observance of the moral norms, in the system of values [3].

There are four main components in the content of ecological education of preschoolers. They are similar to components of ecological education of schoolchildren. They are cognitive, value, normative and activity orientated components [4].

**Task formation.** The aim of our study was to determine the importance of didactic games for environmental education of preschool children.

**Methods of research.**

We used a comparative analysis of scientific and scientific-methodical literature, a formative experiment, a test of Gocharovoj and E. V. Moiseeva, L.V. [1].

**Results, their discussion and perspectives.**

Our study on the formation of environmental education through didactic games showed that purposeful work in this direction with the use of special didactic games is effective. The study involved two groups of senior preschool children, 20 boys and girls (a control and an experimental group).

We studied levels of knowledge about permissible and unacceptable actions with plants, an ability to evaluate the results of human interaction with nature. The results of the ascertaining experiment are presented in figures 1 and 2.

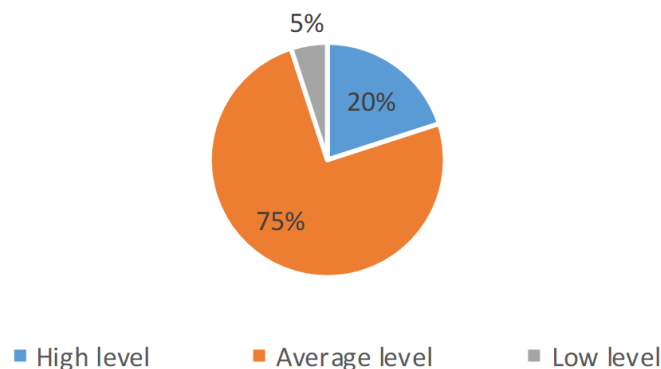


Figure 1. – The level of knowledge about the permissible and unacceptable actions with plants of children of the control group at the ascertaining stage



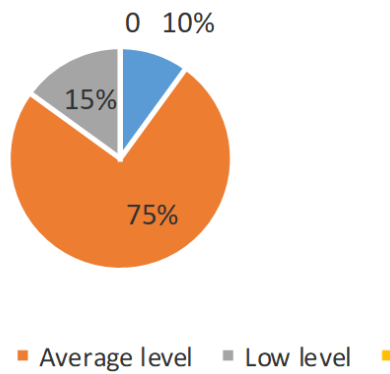


Figure 2. – The level of knowledge about the permissible and unacceptable actions with plants of children of the experimental group at the ascertaining stage

The results of the control experiment are shown in figure 3 and figure 4.

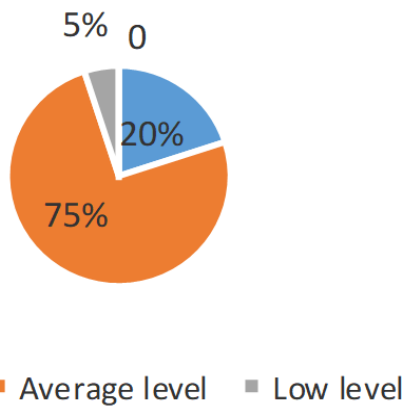


Figure 3. – The level of knowledge about the permissible and unacceptable actions with plants of children of the control group at the control stage

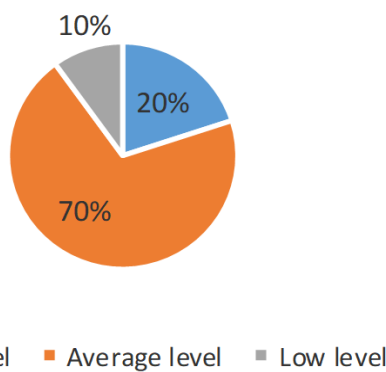


Figure 3. – The level of knowledge about the permissible and unacceptable actions with plants of children of the experimental group at the control stage

It can be concluded that there is a positive dynamics in the formation of environmental perceptions and attitudes of children. However, it is necessary to continue work in this direction, as the maximum result has not yet been achieved.

The study showed that the children of the experimental group have the level of knowledge about the permissible and unacceptable actions with plants slightly lower than in the control group. In general, the majority of the children are at the average level.

Education, Social Studies, Law

The main criteria for the selection of methods in the process of ecological education are:

- Providing opportunities for learning of a system of ecological ideas, moral-ecological concepts, intellectual and practical skills.
- -Providing a scientific approach to the consideration and analysis of modern environmental problems.
- Aiming at the formation of new ecologically conscious behaviour and at activities in the natural environment, and their introduction into daily practice of interaction with nature.
- Involving preschoolers into the process of their active learning, providing opportunities for independence, cooperation, responsibility and an ability to make ecologically conscious decisions.
- Development of willingness and ability to constantly discover and explore the environment, providing contribution to maintaining its ecologically friendly state.
- Ensuring direct contacts of preschool children with the natural environment of their emotional communication with nature [2].

The most effective activity of preschool children is a didactic game; it is through it we can lay the foundations for ecological education.

A. N. Leontiev gave an axiological analysis of the value of didactic games for the development of the child's personality. The scientist points to two aspects that determine the role of this type of gaming activity. The first aspect is that the games create the conditions in which "a child's independent conscious assessment of its specific capabilities and abilities" appears for the first time. The second aspect relates to the moral concept contained in games with a double task (didactic and educational). "And there ... it is important that this moral concept appears in the child's activity, actively and practically for him, and not in the form of an abstract morality." G.V. Shchedrovitskaya emphasizes that the value of didactic games noted by A. N. Leontiev, gives the possibility of using them to educate preschoolers [7].

A didactic game is a means of education, which affects an emotional, intellectual sphere of children. It stimulates their activity, in the process of which independent decision-making process is formed and received knowledge is acquired. Cooperation skills are developed, and important social personal traits are formed [6].

The analysis of the literature during the study of didactic games allowed us to single out several areas that were leading at certain stages in the development of the theory of preschool pedagogy. These areas include the following- the study of a didactic game as a means of educational work, as a special form of education, as a means of stimulating creative activity of children, providing personal development, as a method of comprehensive education of children, as a means of forming a need for validation.

Understanding the meaning of didactic games implies the following requirements for them.

Each didactic game should give exercises that are useful for mental development of children and their upbringing.

It is necessary to have an exciting challenge in didactic games, where a solution requires some mental effort, overcoming some difficulties. A. S. Makarenko said the following words about didactic games "A game without an effort, a game without an intensive activity is always a poor game" [3].

Didactic elements in a game should be combined with entertaining, some jokes and humor. Interest in the game mobilizes mental activity, facilitates tasks.

A didactic game is a multifaceted pedagogical phenomenon, which also serves as a play method for children education at preschool age, as a form of learning, as an independent play activity, and as a means of harmoniously comprehensive development of the personality of a preschool child. The main components of the structure of didactic games are a plan, a purpose, content, rules of the game, game actions and the result.

The following types of didactic games are used in the process of ecological education of preschool children:

- Subject games;
- Board and print games;
- Verbal games;
- Creative games.

A didactic game contributes to the full development of preschool children.

Firstly, it contributes to cognitive development of a person: children obtain new knowledge, summarize and consolidate it; this type of a game assimilates socially developed means and methods of mental activity. There are many complex phenomena (including natural phenomena) in the process of didactic games. They are divided into simple ones and vice versa, individual games are generalized; therefore, analytical and synthetic activities are carried out. Some didactic games do not seem to bring new knowledge to children, but they are

beneficial for teaching children to apply existing knowledge in new conditions. During such games, children refine, consolidate and expand their ideas about objects and natural phenomena, plants and animals. At the same time, games contribute to the development of memory, attention, and observation; they give an opportunity for children to operate with the objects of nature, to compare them. In addition, they help to see changes in individual external signs.

Secondly, didactic games cause a certain emotional attitude to nature, so, in other words, they enrich sensual experience.

Thirdly, they develop children's speech: didactic games increase and intensify vocabulary, a coherent speech develops. A number of games are successfully used to develop the phonemic side of the language. For example, an exciting play action encourages children to repeat the same sound combination many times. The repetition of sounds does not get boring, because children are interested in the game, they play the role of a bird, the role of a moving car, and the more passionate the child is, the more actively he reproduces the necessary sounds, the more effective the pedagogical effect is.

It should be added that such games provide social and moral development of a preschooler. They develop relationships between children, adults, objects of wildlife and lifeless nature. Children shows a sensitive attitude to each other, learns to be fair, to yield if necessary, to help in difficult situations, to feel sorry for other people, etc.

Fourthly, games promote an artistic and aesthetic education. During the performing of an action, children thinks how beautiful it is, how correct it is and whether it is appropriate in a particular situation. They follow expressiveness of their speech and speech of others, their creative fantasy develops when bright artistic image is transferred.

Didactic games can be held with children both collectively and individually, making them more difficult due to the age of the children. Complications depend on expansion of knowledge and developing mental operations and actions. Didactic games are organized in leisure time, in the classroom and outside.

**Conclusion.** Thus, ecological education is the education of morality, spirituality, and intelligence. Preschool age is an optimal age for learning the basics of ecological knowledge, since children perceive nature more emotionally.

Preschool age is the first stage in the development of the ecological culture of an individual. At this age, a child begins to separate himself from the environment; he develops an emotional-value attitude to the environment. Moral and ecological positions are formed with the help of interactions with nature. Taking into account the specifics of the preschool age, it is necessary to conclude that the most effective means of promoting a more complete and successful solution of the tasks of the ecological education of the preschool children is a didactic game.

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## BLOCKCHAIN TECHNOLOGY IN LEGAL PRACTICE

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The article is devoted to the study of the prospects of using blockchain technologies in the legal sphere. The basic provisions on blockchain technologies and possible directions of their use in legal practice are considered: smart contracts, legal certification of information, etc.

The blockchain (from the English. Block-block, Chain-chain) - a digital decentralized database, which is a sequence of blocks containing information about the operations performed by the participants of this service [1].

Principles of functioning of databases based on blockchain technologies [2]:

Principle of decentralization. When carrying out any operations on the Blockchain platform, the information is distributed among all participants who have access. The positive thing about this feature is that there is no Central data collection node.

The inability to change already made data. This principle speaks of the security property inherent in the Blockchain. You cannot delete or change information.

Openness and transparency. This principle follows from the above-mentioned principle of decentralization. The data is available to all participants in one way or another. To some extent, this can be attributed to the shortcomings.

With the spread of blockchain technology, it professionals are discovering new ways to use this database. Areas of application can be divided into: financial and non-financial. If the financial sphere is operations related to the cryptocurrency market (for which the Blockchain technology was originally created), the non-financial sphere provides the creation of data banks, its storage and transfers the information. This means that there are prospects for reducing the range of responsibilities of some professionals by introducing them into their professional activities. Further details are about the possible variants of the use of the service in the practice of law.

– The technology of “smart contracts” is developed on the basis of blockchain technologies. Smart-contract is a software code that provides automatic conclusion of an agreement between the parties or other legal actions upon the occurrence of certain conditions stipulated by the parties [3].

– Performance of some actions which according to the legislation, are made by notaries. Acceptance of documents for storage; transfer of applications and other documents from one legal entity to another; Deposit of money and securities can be replaced by a certificate through blockchain technology

– In some countries, the development of a “Lawyer” platform, which also works on the basis of blockchain-technologies. Its main objective is improving the convenience of the interaction of individuals with government representatives, i.e. the improvement of the Institute of citizens' appeals to state authorities.

– The same technology has found application in the field of copyright. Namely-providing the authors of works the possibility of creating virtual documents (certificates) confirming the authenticity of the subject and its authorship.

– Many insurance companies in the US, Singapore and a number of other countries use Blockchain in the performance of their direct duties. Namely, they conclude electronic insurance contracts on the basis of the studied service. But it is worth noting that at this stage the services of such insurance are mainly used by large business companies [4].

– There is also a prospect in the field of real estate transactions. Storage of information on real estate transactions in the blocks of the data Bank, the ability to make statements from the register, to certify the rights to real estate.

This list is far from exhaustive and currently there are various proposals for the implementation of blockchain technologies in many spheres of life.

In conclusion, I would like to note the positive and negative features of the technology under consideration: the decentralized principle of data distribution increases the security of their storage and use, the immutability of the information already entered, the interaction of participants without intermediaries.

The system has a certain transparency, which in some cases gives a rather negative effect (for example, in matters of confidentiality of transactions). The speed of operations may increase significantly. The disadvantages include a large amount of electricity consumed by the equipment for blockchain technologies. The spread of technology provides an opportunity to create a cryptocurrency, the creation and use of which is a significant change in the economy of the state.

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## BACKGROUND ON SOCIAL DISCRIMINATION AGAINST WOMEN

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*The article is devoted to the problems of social discrimination against women in society on the basis of a study of historical events, as well as the search for solutions to eliminate problems in this area of law enforcement.*

An integral part of the social policy of any state is concern for respect for human rights. In this case, it is necessary to talk about women's rights in the context of human rights. Women are a socio-demographic group of the population that especially needs social protection. In terms of numbers, women make up 53 per cent of the population and perform the main social and family function – childbearing.

Social discrimination against women is the restriction or deprivation of rights based on gender in such spheres of public life as labor, socio-economic, political, spiritual, family and domestic. Social discrimination is a form of violence against woman's personality and a threat to her security, which leads to a deterioration of woman's social status [1]. The idea of equal rights for men and women presupposes their equal opportunities, because a woman is not inferior to a man in terms of her intellectual and physical potential. There is no such mental and physical labor that is inaccessible for women to do. There is no such law that prohibits a woman to engage in this or that business, to master this or that profession. A woman's natural right is full freedom to choose any kinds of activity for her self-realization.

The origins of social discrimination against women should be found in ancient times. Even then, scientists and politicians covered up women's unequal status in society, their oppression and exploitation of disputes about whether a woman is a human and whether she has a soul. The idea that women are inferior is reflected in the theological and philosophical works of the ancient world. Although a woman performs the most important reproductive function for the continuation of the human species, but it did not give her any social benefits even in primitive society. Moreover, until the 20th century, her civil rights were prejudiced.

For the first time, the ideologists of the French Revolution were interested in the issue of the equal rights of men and women. In 1791, the Law on Women's Education was adopted, according to which women were given certain civil rights. But during the Thermidorian Reaction these rights were not exercised properly. In Great Britain, the Law on ten-hour day for women was passed in 1847, and a teaching profession was available for women. In 1848, married women in the United States acquired the right to own property. In 1880, women were given the opportunity to become members of trade unions. In 1893, women exercised the right to vote for the first time in New Zealand [2].

At the present time, many government and public figures, scholars and sociologists are against the concept of "social discrimination against women." It is replaced by calls to fight for equality with men. But this is not the same thing. The basis of this concept is overcoming all forms of infringement of the rights and interests of women. Having so many views on the problem of discrimination against women, one should not forget the fact of historical significance. The October Revolution in Russia of 1917 gave an opportunity to solve the key issue of equality of women and men in all spheres of life, including civil and legal rights, at work and in education, in family. But discrimination against the "weaker sex" remained during Soviet rule. Women couldn't serve in the armed forces and other law enforcement agencies [1]. Women were legally denied access to the "heavy" and "harmful" industry, which completely excluded the freedom of personal choice.

The Second World War, as a result of which whole nations were on the verge of destruction and which led to countless disasters for millions of people, affected the entire population of the warring countries, regardless of gender or age. It made the problem of gender discrimination more important, which was expressed in the search for a mechanism for their protection. Therefore, on December 10, 1948, the United Nations, created in June 1945, adopted the Charter of Human Rights - the Universal Declaration of Human Rights. The Universal Declaration of Human Rights is considered as a common standard of achievement for all peoples and all states [3].

The women's rights continue to be one of the most pressing problems of international human rights law. Since the development of the Universal Declaration of Human Rights, it forced to review a lot in understanding this problem. The idea of equality of people goes back deep into the past. But it took centuries to ban discrimination against groups of people for one reason or another.

One of the most important provisions of the Universal Declaration of Human Rights is that everyone should have all the rights and freedoms proclaimed in the Declaration, without any differences, such as race, color, sex, language, religion, political or other beliefs, national or social origin, property or other status. On the basis of this article of the Universal Declaration of Human Rights, in the next fifty years of the 20th century, all international and national anti-discrimination legislation was developed.

The Universal Declaration of Human Rights begins with the words: "All people are born free and equal in dignity and rights" [3]. As for half of humanity - women, the above definition of human rights does not take into account the fact that depends not only on nature and the person himself, but also on society: the true freedom of the individual means not only equality of rights, but also equality of their enjoyment. Namely, during the entire epoch of patriarchy, women did not have such opportunities. The Second World War provided the understanding of the commonality of women's collective destinies, their dependence on men, women of the West, occupying leading posts in the state, society and the economy. At the beginning of the war, the States parties called on women to replace men who had went to the front for jobs, and when the war ended there was a massive dismissal of women. The reason was the same everywhere: women were dismissed as unwanted competitors of men who came back from the war of post-war state-building. The state must influence social reality in order to create genuine and equal freedom that could really exist in society.

In recent years, only a few areas of sociology have achieved such development, or occupied a central place in this discipline, as the study of gender relations. To a large extent this reflects changes in society itself. Women are limited to the "glass ceiling" that does not allow them to occupy leadership positions, and they often face the so-called "hidden" discrimination in the labor market. There is also a tendency of a sharp decline in women's participation in the decision-making process and in the political life.

The objective reason for the discrimination against women is that in the course of the society development, the role of "earners" was initially for men, and the role of "keepers of the hearth" is for women. Over time, men changed the ways of earning a livelihood, but the role of "earner" still belonged only to them, which allowed them to occupy a leading position. Women were engaged in raising children and doing housework.

In connection with these two gender roles, other gender stereotypes about sex began to appear, for example, that women are confined to family and household activity, while men are mostly confined to the "public sphere", where power and property differences have their origin. Their world is a well-paid job, production and politics. It is also believed that men are more ambitious, rational, independent and unemotional, while women are more gentle, sensual, emotional and sociable. The presence of such obviously certain attitudes in society formed the further different social position of men and women in society.

But the content and seriousness of gender stereotypes changed throughout history in one and the same culture along with gender roles, and when a huge gap in rights between a man and a woman became obvious to everyone, the world was confronted with the concept of "women's emancipation." There were good reasons for this: women had no equal rights with men in social, labor and family life: they could not vote and be elected, get an education, work and receive the same salary as men, women had no economic independence.

In the French Civil Code, after concluding the marriage contract, a woman lost her civil capacity: her property passed into the management of her husband, she could not take any action without her husband's consent. Violation of marital fidelity is punishable by law only with a fine; if this happens on the part of the wife, then it is punishable by imprisonment for two years. In Russia, a married woman could not conclude a personal labor contract without the permission of her husband. The wife must live at her husband's place of residence. If in other countries laws are less severely related to women, then the principle of subordination of the legitimate wife to her husband is emphasized to a greater or lesser extent [4].

In the modern world, sustainable society development is impossible without achieving gender equality. The third millennium is often called the era of gender equality, when women can fully realize their abilities and abilities in relation to the whole spectrum of human relations, including business, politics and public service. The basis of this process is the generally recognized international norms, enshrined in a number of documents, including the Convention on the Elimination of All Forms of Discrimination against Women, the Declaration and the Platform for Action of the World Conference on the Advancement of Women [5].

Today, the role of women in society has increased in the economic, social and political spheres of public life. But all this is the result of a long and hard struggle of women for several centuries, sacrificing everything: family, well-being, and sometimes their own lives. A woman is often wiser than many men and, therefore, she

has been in power for a long time, as evidenced by the rule of Queen Elizabeth and Prime Minister of England Margaret Thatcher.

It follows from the above that discrimination can take place in different places and circumstances. Women face many challenges due to the high level of discrimination in society that has developed over the centuries. Special attention to the social and economic role of women is not only important in its nature, but also a necessary condition for achieving sustainable development and improving the well-being of society as a whole. Defending the principle of gender equality, we stand for equality of rights, social justice, labor productivity and business development. Thus, making one more step towards universal social progress.

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UDC 378

ABOUT MEANS OF DEVELOPMENT OF STOCHASTIC THINKING OF STUDENTS  
 IN THE SYSTEM OF SECONDARY VOCATIONAL EDUCATION

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*This article presents specificity of the learning process of mathematics in the OSS system. It makes the attempt to reveal the structure of stochastic thinking and presents the principles and means of teaching mathematics, contributing to the improvement of stochastic competence and the model of teaching mathematics in the OSS system with the aim of developing stochastic thinking of students.*

While speaking about theoretical justification and practical development of the technique of students stochastic thinking in the system of secondary professional education (further SPE) the concepts of development of thinking (in particular – mathematical) have been already mastered; the attempt to reveal the notion of the concept "stochastic thinking" is made. We carried out the analysis of the conceptual works of Arzumaniyan N.I., Dvoryatkina S.N., Ponomareva Yu.I., Tarasov L.V., Shapovalenko T. G., Skol S.V., etc. according to the purpose of the dissertation research. Having analysed the conceptual framework applied by researchers in the field of problems of the development of stochastic thinking and also believing that stochastic thinking is a part of mathematical thinking, we presented the model reflecting the main components of stochastic thinking:

In Fig. these components are presented. The first three blocks of the scheme (located above) are components of stochastic thinking by means of which stochastic thinking is formed. Other three blocks of Fig. (located below) are components of stochastic thinking by means of which this type of thinking is shown. By means of the allocated components it is possible to estimate the level of development of students' stochastic thinking.

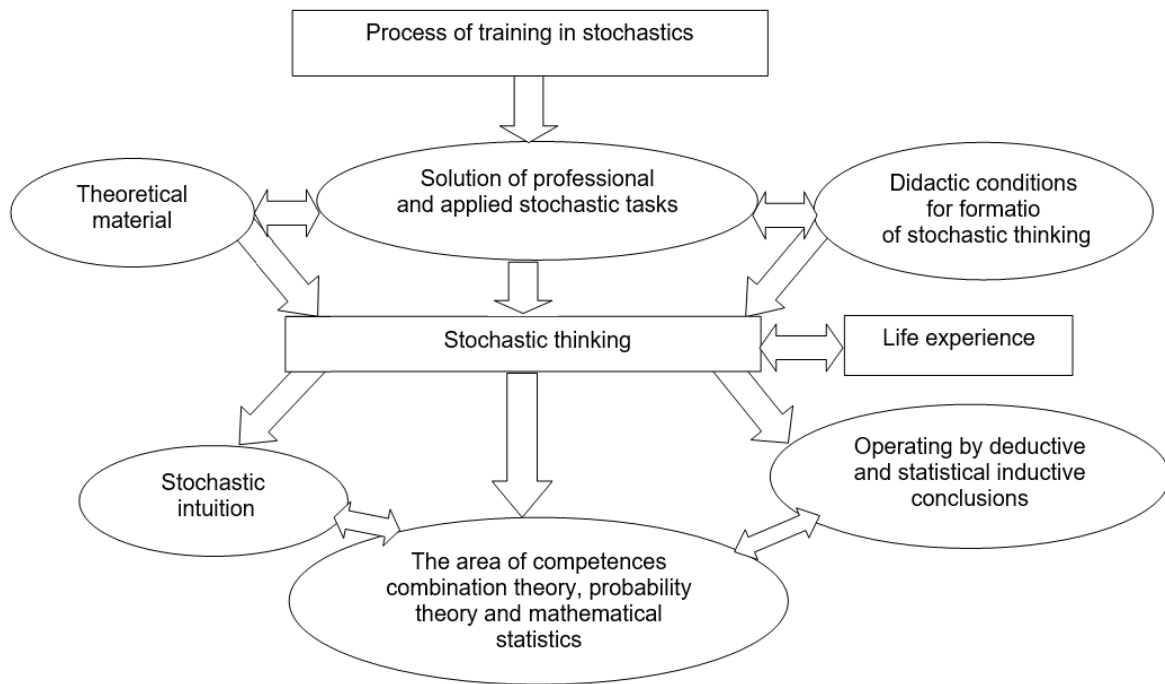


Figure. – The model of interrelation of the main components of stochastic thinking

At the same time stochastic thinking is generally formed as a result of purposeful training in elements of stochastics and, partially, - with acquisition of "knowledge of life".

The results of primary diagnostics of development of students' stochastic thinking in the SPE system that we have carried out allow us to claim that the main characteristics of stochastic thinking which are listed above

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are not related to the most of the students of the SPE system at a rather high level. Therefore, having chosen the improvement of students' stochastic competence as an objective of training in mathematics, it is necessary to realize that the level of students' primary stochastic representations is very low. It is necessary to proceed from these entry conditions to the design and development of the technology of the organization of educational cognitive activity.

At the same time it is necessary to remember that in the SPE system the following provisions can be a theoretical basis for the technique of the development of students' stochastic thinking.

I. Principles of training in mathematics, promoting improvement of stochastic competence of students of the SPE system:

1) Principle of interrelation of the probabilistic, the combinatory and the statistical components of the stochastic line of mathematical subjects.

2) The principle of the continuity between the course of mathematics in the secondary school and the subject of mathematics when training in the SPE system.

3) The principle of integration of the stochastic line into the curriculum of mathematics when training in the SPE system.

4) The principle of stage-by-stage development of the actions (including intellectual) which is difficult for this category of students.

II. The didactic conditions contributing to the development of stochastic thinking of students in the SPO system in the course of training in mathematics:

1) Creating of the favorable educational environment for the emergence of positive motivation for training in mathematics.

2) The use of active forms and methods of the training, also using them in the organization of independent students' cognitive activity.

3) The organization of search activity in the process of training in mathematics.

4) The differentiated approach in development of stochastic thinking of students with a support on their objective experience.

The above mentioned principles and conditions which should be observed for the development of stochastic thinking of students in the SPE system have to be applied while developing the functionality of the stochastic line of mathematics curriculum.

The theoretical material that is necessary for mastering competences in combination theory, probability theory and mathematical statistics, and, therefore, for the development of stochastic thinking is presented in the form of basic abstracts. The basic abstracts are composed during the lesson together with the students (some of the basic abstracts are prepared by a teacher in advance).

The realization of the activity approach in training is expressed, in particular, in carrying out educational experiments by students (for example: carrying out a stochastic experiment "throwing of a cube", the comparing of the classical definition of the probability and the formula expressing its statistical sense).

At the phase of investigating new facts, together with the teacher students analyze the situations presented in the picked up series of professional and applied stochastic tasks. As we understand the task arising in a real life situation or professional activity of the expert of a certain direction, containing mathematical terms in the majority and adapted for pupils taking into account a training profile which solution requires attraction of the stochastic device" [5, page 17] For example "a professional and applied stochastic task: 1. "In a sushi restaurant we have an offer: "Order any two sets of rolls and pay for only more expensive one", and they offer 4 types of rolls: Philadelphia, California, Alaska and Canadian. The visitor ordered two sets of rolls. What probability that these sets are identical?" 2. "The student learned only 6 out of 11 questions for an examination. In the examination card there are 3 questions. If the student answered at least 2 of them, would he pass the examination with a good mark? What is the probability to pass the examination?" [3, page 19]

At this stage the process of the solution of such tasks is not implemented by students independently. This work is carried out together with a teacher through the discussion of task texts, the problem situations, the discussion of the plan of the problem. The elements of a problem method of training are used, and students have an opportunity to address the basic abstracts which are partially completed by them independently.

At the stage of the use of the studied material while solving the problems it is appropriate to use different types of work developing communicative competences of the students: group and pair ones, combining them with individual forms of work. In the course of training the differentiated approach is

implemented, in particular, split-level tasks are offered for a student to choose. In the process of taking the decision students have to be ready to explain each step. They create stochastic model of the situation given in the task.

The teacher, first of all, acts as an organizer of educational and research activity, implements individual assistance to students.

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**FORMATIVE ASSESSMENT AND ITS APPLICATION IN TEACHING ENGLISH  
AS A FOREIGN LANGUAGE WITHIN FSES IN RUSSIA**

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*This article is about formative assessment in teaching foreign languages. It briefly describes historical evolution of assessment methods and shows how formative assessment satisfies new requirements of educational standards adopted in Russia for TEFL.*

Assessment is an inseparable part of teaching: everything that is taught sooner or later should be assessed. In teaching a foreign language assessment performs a special role due to a variety of its methods and forms. Historically this variety occurred as a result of development in theory of language acquisition and following changes in teaching methods which led to new approaches to assessment.

In the 1950s and 1960s, on the base of behaviorism, assessment involved discrete-point tests and translation exercises. Tests developers and teachers considered vocabulary and grammar as an important part of learning languages. In the 1970s and in the early 1980s integrative tests in the form of dictations and cloze tests became more popular. With the arrival of communicative language teaching assessment became more communicative too and included new forms, for example, task-based one and integrative tests [2]. Today there are different approaches to assessment in teaching a foreign language (TEFL).

Brown points out new trends in assessment construct [3]. They are: informal and formal, formative and summative, process and product. Informal assessment is an unplanned teaching action and following feedback to elicit students' performance, but not to record their results and judge about student's language skills. The major part of informal assessment is called formative assessment which captures how students are forming their competences and skills in order to help them in their learning. Thus, formative assessment is tracking the process of learning.

On the other hand, formal assessments have their particular purpose that is to assess what students have learned to do in terms of their skills and knowledge. Such assessments are undertaken regularly and limited in time. They are often summative since they assess students' achievements for a definite period of time (a lesson, unit, or a course) and tend to focus on the results of learning a language.

Another approach is to classify assessments according to their levels of formality. Brown suggests two opposing assessment processes: traditional and alternative ones [3]. The alternative assessment is continuous long-term, formative, criterion-referenced scored and oriented to process. It has untimed free-response format, contextualized communicative tasks and fosters intrinsic motivation. It supports students' open-ended, creative answers and interactive performance.

Two characteristics out of this list have become two directions in the modern teaching language assessment. They are formative and summative assessments.

Hughes believes that assessment is formative when teachers use it to check on the progress of their students, to see how far they have mastered what they should have learned, and then use this information to modify their plans. Summative assessment is undertaken at the end of the course (a semester, a term) to measure students' achievement [4].

The majority of teachers, language learners and their parents experienced summative assessment which means that they received their assessment after teaching and learning. However, today there are some reasons to pay attention to other methods of assessment. First of all, raising standards of learning is a priority in education systems of different countries. Federal State Education Standards (FSES) accepted in Russia also declares the need for programme evaluation with a purpose to improve teaching and learning [1]. However, in practice "a focus on standards and accountability that ignores the process of teaching and learning in classrooms will not provide the direction that teachers need in their quest to improve" [5, p. 19 – 20].

In order to overcome this problem there is a need to study what is happening in the classroom. Black and William call the classroom a black box [6]. They say that there are certain inputs such as pupils, teachers, other resources, management rules and requirements, parental anxieties, standards, tests with high stakes,

and so on – are delivered into that box. More educated students, higher tests results, teachers' satisfaction are expected as outcomes. In this scheme there is no place for direct help and support for teachers' work in the classrooms. The whole responsibility lies on teachers, they have to work better.

The researchers give two reasons why this is not a good idea [6]. First, some changes in the inputs can be counterproductive and will not allow teachers to raise education standards. Teachers themselves cannot cope with raising standards. Professionals should provide teachers with direct help and support in achieving better learning. In addition, further development in theory of education shows the need for alternative assessment, for example, some changes in teachers' attitudes to students' mistakes and to the area of error correction demand such assessment. It is considered that for effective learning students should have freedom "to experiment, to try out their own hypotheses about language without feeling that their overall competence is being "judged" in terms of these trials and errors" [3, p.402]. To deal with these issues formative assessment seems to be an effective tool.

Apart from language competence students will develop their self-confidence since one of the features of formative assessment is to follow an individual language development. Formative assessment is based on criteria. This allows teachers to follow an individual student's achievements without comparing students with each other.

The meaning of the word "assessment" in Latin means "to sit beside". Bearing in mind that observation is a key feature of any assessment it seems very suitable. Besides, any assessment involves interpreting the observed information about students' performance and making judgments concerning the future teaching plan on the base of such information. These basic features of assessment have been transformed into the following characteristics of formative assessment: sharing criteria with the students; active involvement of learners; effective feedback; constant adaptation of teaching on the base of students' performance; self-assessment and peer assessment [6]. Apart from language competence students will develop their self-confidence since one of the features of formative assessment is to follow an individual language development.

These characteristics correspond with the requirements of modern approaches to teaching a foreign language such as dialogic classrooms, learner-centered teaching, the need for development critical thinking skills and reflection.

It is important that this assessment is carried out by three agents: a teacher, a student and a peer. Everyone performs a definite role and achieves certain learning aims. The students are a source of information about each other's learning progress. On the base of this evidence students and teachers adapt their further teaching and learning.

New trends in assessment seem to be suitable for new educational standards in Russia. FSES (Federal State Education Standards) impose some requirements for an education system [1]. Firstly, the Standards establish certain teaching objectives. The document mentions three types: language skills and communicative competences, cognitive skills and personal development. While summative assessment aims at language competences, the other two are left out without any evaluation. In order to pursue these goals it is possible to use formative assessment.

Besides, formative assessment coincides with the whole format of a modern lesson according to FSES: the students are asked to set the goals of the lesson, develop some criteria of assessment and reflect on their performance. This similarity means that students will master their skills and become more confident. FSES focuses on individual student's achievements, use different methods, instruments and types of assessment (standardized oral and written tests, projects, competitions, field works, creative competitions, self-reflection, self-assessment, observation, any kinds of tests). In order to achieve these goals it is important to carry out different forms of assessment. Broadly speaking it might be formative and summative types. For external evaluation of learning in Russia there are different types of summative assessment: NEF (National Examination Format) and SFE (State Final Assessment). For internal evaluation formative assessment will be suitable to examine what is happening in the classroom. Together with summative assessment educators will receive a fuller picture of quality of teaching and learning.

In teaching English as a foreign language (TEFL) there is a wide range of assessment types [2]. Its complex nature can be explained by the object of assessment – a foreign language. Teachers have to assess language skills: listening, speaking, writing and reading. There are different assessment techniques to do in each skill. In addition, other skills (or language aspects) should not be overlooked either. Besides, there are integrative procedures. This implies that different assessment activities can be performed by different agents (teachers, students and peers). This fact lends itself to the requirements of FSES for a diverse range of teaching procedures.

Formative assessment also can influence another aspect of testing, i.e. washback. This is a positive effect from assessment and in particular tests to learning. Hughes gives the following definition of washback: 'the effect of testing on teaching and learning is known as backwash, and can be harmful or beneficial. If a test is regarded as important, if the stakes are high, preparation for it can come to dominate all teaching and learning activities. And if the test content and testing techniques are at variance with the objectives of the course, there is likely to be harmful backwash' [4, p.1].

It is connected with some negative aspects of test preparation. First of all, exam preparation will focus on some topics and a certain range of grammar and vocabulary. This can result in narrowing the scope of learning. Teachers and students' obsession with exams results can be harmful to learning. Secondly, there is a possibility instead of teaching a foreign language to rely on rote learning during the exam preparation. Formative assessment can regulate programme content to avoid this disadvantage and together with summative assessment provide students with a diverse range of language and texts for developing their language skills.

To conclude, formative assessment has some advantages which are applicable to the modern system of language education in Russia. The opportunity to involve students in their own learning and development of different skills complies with the requirements of FSES. In addition, it has positive effects on students' psychological conditions because it gives them a sense of achievement and boosts their self-confidence and self-esteem.

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## LEGAL REGIME OF VIRTUAL TOURS

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*The research deals with the current issues related to the legal regime of virtual tours and their characteristics. The concept of virtual tour is studied in the article and the process of its creation is analysed. The article analyses such features of a virtual tour as an electronic (digital) form; interactivity; virtuality; the presence of a computer program in the structure and others.*

**Introductory part.** The intensive development of multimedia technologies and the emergence of new data visualisation tools help to improve access to the museum. At present, virtual tours, which allow access to the museum exposition in the virtual space, have become widespread.

The topic of virtual tours is touched upon in the theses of museum studies specialists, considering the introduction of new information technologies into the practical activities of museums. In particular, virtual tours were considered in the works of M.N. Chesnokova, [1] L.S. Imennova, [2] I.I. Makarova, [3] M.Yu. Krjazhevskih, [4] V.A. Sarkisov. [5]. The legal assessment of virtual tours is given in the work of E.S. Grin, who does research on virtual tours as a kind of multimedia product. [6]

Despite the existence of studies on the problems of the legal regime of virtual tours, Russian and Belarusian legal science lacks comprehensive theoretical and legal research on this topic.

Therefore, a comprehensive study of this phenomenon seems to be reasonable, so as to determine the legal nature of a virtual tour more accurately.

**Legal regime of virtual tours.** There is no mention of virtual tours in the legislation of the Republic of Belarus. In the Russian Federation, the Technical Recommendations for the creation of virtual museums contain a concise definition of a virtual tour – a tour of the exhibits on display. [7]

I.A. Menshikov considers a virtual tour to be a combination of 360-degree photos (spherical or cylindrical), located in a certain way. [8] Other authors offer a similar definition: a collection of several spherical virtual panoramas, representing a photorealistic way of demonstrating volumetric space. [9, p.9]

Based on the above definitions of the virtual tour, it can be concluded that there is no uniform understanding of the phenomenon under study in the doctrine. To clarify the concept and definition of the distinctive features of the object under study, we are to consider the process of a virtual tour creation.

The process of creating a virtual tour involves several steps:

1. Taking photos of objects to be included in the virtual tour;
2. Photo processing, panoramas creation;
3. Programming the effects of interactivity, making a virtual tour. [10, p. 245]

At the final stage, virtual panoramas are combined into virtual tours. "Transition points" are embedded in the panorama to move between panoramas, as well as to gain access to additional content (video, photos, text blocks, animation, etc.).

The legal regime of a virtual tour is not defined by Belarusian legislation. In the Law of the Republic of Belarus "Concerning copyright and related rights", [11] there is no reference to virtual tours as items subject to copyright. E.S. Grin relegates virtual tours to multimedia content forms [6].

So as to consider the matter of the possibility of classifying virtual tour as a multimedia content form, we shall analyse the characteristics of multimedia content forms.

According to S.A. Sudarikov the important feature of a multimedia work is its existence in the digital environment and digital form. [12, p. 188] V.V. Lebed emphasises that the classification of one or another object as a piece of multimedia work requires all of the following characteristics: the presence of several diverse creative results in the structure, including a computer program; interactivity; virtual reality. [13, p. 76]

Summarising the features of a multimedia work offered by the doctrine, the following can be considered to be the main qualifying elements of a multimedia work: the presence of several heterogeneous protected results of intellectual activity, which are the independent objects of copyright, in the structure; the availability of an electronic format (digital format); functioning in the process of interaction with the user (interactivity); the

imitation of objective reality or display of the fictional world created by the author with the help of computer technology (virtuality); the presence of the computer programme in the structure.

Let us consider if there is any evidence of virtuality elements in a virtual tour. Virtual [lat. virtualis] - possible; one that can or should manifest itself under certain conditions. [14, p. 106] Virtual reality is a product of processing the information by a computer that creates the effect of presence and the ability to manage a new reality created by modeling with the help of modern computer equipment [15, p. 96].

Thus, virtuality can be characterised as a feature of the intellectual activity result, manifested in the creation of an objective reality imitation or display of the world invented by the author with the help of computer technology.

Virtual reality - the imitation of physical laws and their visual demonstration - is the heart of any virtual tour.

Later on, we shall look into the matter of virtual tour's matching the criterion of interactivity.

Therefore, interactivity is the feature of a multimedia work, illustrating its functioning in the process of interaction with the user through a computer programme. The user must take an active part in the interaction with the multimedia work.

Moving between panoramas along with moving through active points to additional content allows you to expand the interactive communication with the visitor of a virtual tour.

When a virtual panorama is opened, a fragment of a panorama with an angular size of 360 degrees in the horizontal plane is displayed on the user's device. Such an angular size is suitable for the human sight angle as a rule.

When viewing a separate virtual panorama, the user can tour the exhibits presented in the museum by controlling the keys on the screen, or device, or by means of a computer mouse moving around the panorama. The user can also zoom in or zoom out the exhibit, look around, look at the exhibit carefully at the desired angle.

For example, several virtual tours are presented at the National Art Museum of the Republic of Belarus. Visitors can see the panorama of the hall, the exposition of Russian art of the XVIII - beginning of the XX century, the exposition of the ancient Belarusian art, the exposition of the European art of the XVI - beginning of the XX century and the art of the Orient of the XIV - beginning of the XX century, the exposition of the Belarusian art of the XIX - first half of the XX century and the exposition of the Belarusian art of the XX century.

The user can move through the halls of the museum, zoom in the museum exhibits, and change the viewing angle of the exposition.

Consequently, it can be stated that virtual tour can be characterized by its interactivity.

The next feature of a multimedia work is the presence of several heterogeneous creative results in the structure, including a computer programme. A multimedia work usually contains such objects of intellectual rights as computer programs, literary components, images, music, a website as a composite work and other components [16, p. 20].

The operation of virtual tour and the user interaction is provided by a computer programme. Moreover, a virtual tour may contain different items subject to copyright: literary and musical works, graphic and design works, audio and video recordings, photographs, 3-D models, etc. The specification of items incorporated in a virtual tour may vary in dependence to its type and scale.

**Conclusion.** Based on the study, it can be concluded that the virtual tour is a complex result of creative activity presented in electronic (digital) form by means of spherical or cylindrical panoramas built on the interactive communication between the user and the virtual environment through a computer program.

The operation of virtual tour and the user interaction is provided by a computer programme. Moreover, a virtual tour may contain different items subject to copyright: literary and musical works, graphic and design works, audio and video recordings, photographs, 3-D models, etc. The specification of items incorporated in a virtual tour may vary in dependence to its type and scale.

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## BENEFITS OF E-LEARNING

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*The article gives brief information about e-learning system and its profits that belong to this system in the way of educational process to reap the goals. Distance learning requires numerous steps, deals to reach the expected results, as it would be impossible to gain successful consequence by only placing information on the slides. Thus, this paper embodies numerous vital factors to be followed while utilizing distance learning system.*

**Introduction.** Since ancient times, people wanted to know about nature, the explanation of natural phenomena, understanding the language of animals. In Ancient Greece and Ancient Rome, children of noble families were trained in special schools, where they could be educated in mathematics, history, diplomacy and politics. In medieval Europe, families invited tutors to their houses in order to train their children. Accessibility of such teaching was difficult to reach the waited result. At present, the growth of high technologies give you a chance being educated in spite of financial status, social status or age. Rapidity of developed world demands usage of the fastest as well as the cheapest way of generation and transmission of cognition.

**Task formation and methods of research.** E-learning is an independent form of learning and it is a term used in relation to a wide range of educational programs and courses, ranging from refresher courses without accreditation to accredited higher education programs that enable learners to closely interact with their tutors and fellow students, as is the case with full-time study. In distance learning course an interactive electronic facility, information delivery, especially internet and corporate networks of companies are used, but one can not exclude other ways, such as CDs. E-learning system includes software and hardware solutions. It requires a special database, which contains learning content and monitoring system.

**Results, their discussion and perspectives.** Psychological readiness acts as a new formation, which manifests itself in preschool age, it is necessary for a child to adapt to dramatically changing social conditions in children's groups and his family. The system of requirements imposed by school determines the essence of psychological readiness. Such requirements include management of one's own actions, meaningful attitudes towards learning and school attributes, and establishing relationships with peers and adults in joint activities. Eventually, a child has to behave from the sense of identity as a subject of learning-related activity.

There are the following components of psychological readiness: **motivational, intellectual, emotional-volitional**. To achieve good results at school a child, first, should have the willing to study, that is, to be motivated to study at school. One of the main tasks for preschool institutions is to create a motivational sphere for the start of the school year. However, the concept of "motivational readiness" includes not only a child's desire to go to school, but also his understanding of rules and degree of readiness for their acceptance. Only an awareness of one's own actions can induce a child to carry out duties he will acquire in transition to a new social environment, systematically and conscientiously, and for this purpose, it is necessary to form strong and stable motives at the preschool institution.

Unfortunately, sometimes preschool children who have a good level of mental development in primary school may fall into the category of **low-performing pupils** and those who do not succeed. The main reason for this phenomenon is their "immaturity", the lack of adequate learning motives.

A large number of authors (L.I. Bozhovich, N.I. Gutkina, M.V. Matyukhina, L.S. Slavina, A.K. Markova, T.A. Nezhina, V.D. Shadrikov, etc.) in their research papers focus not only on the child's intellectual sphere, but also on the personal development sphere. Motives accompany a child's life at every stage of his activity, constituting its foundation. The child will not start the activity if the choice is not determined. Thus, the type of motive will depend on the activity and its result. In addition, the child's assessment of himself, the result of his activities depends on the nature of the motive [1].

**Motivational readiness** is a child's willingness to learn, the desire to acquire knowledge, to get a new social role. According to the research by L. I. Bozhovich, by the time a child enters school he should have already formed adequate motives for learning activities. The child must be ready to become a subject of learning activity, that is, to gain consciousness in the performed activity. Learning is his desire, not the oppression

of his parents and people around him. Speaking about the motives of a first-grader, his main motives should be cognitive and social, as well as achievement motives [2]. Summarizing the above mentioned, it is possible to say that motivational readiness includes positive ideas about school, a desire to learn in order to gain knowledge, cognitive skills, as well as a formed position of the pupil [3]. What exactly provides this readiness? According to L. I. Bozhovich, a child's necessary component of readiness for school education is the formation of an internal position of a pupil.

**The pupil internal position** is the degree of a child's awareness of himself as a subject of educational activity, and his attitude to systematic, targeted schooling, which influences his behavior in a learning-related situation. The formation of this position in an upper preschooler is manifested through his positive attitude to school and its attributes, it creates new needs, due to which at school a child will be ready for systematic, new, serious, socially significant activities. In addition, if an internal position of a pupil has not been formed or it is unattractive for him, then the activity performed by him will not cause interest. The upper preschool age is sensitive for the formation of an internal position of a pupil.

In our study, we use the classification of motives proposed by A. N. Leontiev, which implies both the possibility of measuring them as a result of testing and emphasizes their close interconnection. The scientist identifies the following types of motives that in the future may determine the attitude of preschoolers to learning:

- social - external motives aimed at communication with other people, at desire to enter into a new social role - a pupil's role;
- educational (cognitive) - internal motives aimed at the subject of study, focus on acquisition of knowledge, desire to learn in order to obtain knowledge;
- assessed - based on the need for social approval of an adult, his praise, positive assessment;
- positional - based on a child's interest in school attributes, a new situation, a social role;
- external - manifested in a child's unwillingness to attend school, and to do it out of necessity, because adults demand it from him;
- *game-related* – inadequate to learning activities [4].

In the Education Code of the Republic of Belarus, the "age limit" of systematic education in a comprehensive school is marked as following: "Children who are six years old or more are admitted to the 1st grade on September 1 of the corresponding academic year" (Code Article 159) [5]. That is, a child can go to school at the age of seven. Therefore, in the institution of preschool education, there are senior groups with both 5-6 year old children and 6-7 year old.

We assume that there is an interconnection between the formation of motivational readiness components and the child's age. The purpose of our research is to study the age characteristics of the children's motivational readiness to schooling. Our research involves the children of the senior group - 30 children. The senior group is 15 kids, the second year of the senior group is 15 children.

The method of M. R. Ginzburg "Determining Study Motives" was chosen for the research of upper preschool children motivational readiness for school. The results of the research are presented in the table.

Table. – Testing of Learning Motives

Age	Motives					
	External	Educational	Game-related	Assessed	Social	Positional
6-7 years	13%	27%	7%	13%	33%	7%
5-6 years	13%	7%	27%	20%	13%	20%

According to the received data, we can conclude that the 5–6-year-old children of the senior groups use the following leading motives: game-related, assessed, and positional, which confirms our assumption that motivational readiness has not yet sufficiently formed. In the second year of the senior groups (6-7 years), the dominant motives are social and educational, that is, the prerequisites for acceptance of a new social position of a pupil are almost ready and the motivational readiness is adequately formed. Sufficient development of educational (cognitive), social, and assessed motives will have a positive impact on academic achievement. These motives should be developed in a complex in order to achieve an optimal result, therefore special attention should be paid to studying motivational readiness for school education.

**Conclusion.** Thus, the motivational sphere is the core of a personality. Building a strong foundation in the form of an internal position of a pupil, well-formed adequate motives, we thereby help a child to prepare for further successful learning at school. If a child does not have the learning motives by the end of preschool age, it will be harder for him to study at school: adapting to new conditions, group, responsibilities - all this can lead to school maladjustment. The received data presumes the need for optimization of the process of motivational readiness formation, taking into account the age characteristics of children.

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## THE PROBLEM OF PRIVACY BOUNDARIES ON THE INTERNET

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*The article deals with the problem of privacy boundaries on the Internet, pays attention to such concepts as "Internet advertising", "consumer society", "consumer choice", "psychological targeting". The causes and consequences of the largest scandal between the social network Facebook and the British analytical company – Cambridge Analytics are analyzed. The possible negative results of high technologies use in the people's private life in the near future are considered.*

Considering the problem of privacy in the information society we can refer to the case when the biggest scandal between the social network Facebook and the British analytical company Cambridge Analytics occurred in March last year. The articles have "flashy" names: "Facebook – Intelligence company", "What will be with the scandal about the leakage of personal data from the social network", "We hacked Facebook" and others.

The main question of the scandal was how did Cambridge Analytics get the data of 50 million social network users without their knowledge? The fact is that having access to the user personal data of the social network and applying some analysing methods, it is possible to identify the individual's priorities based on the "like" marks left by him/her, this information provides an opportunity to show the user adverts according to his/her interests. And this is just one example. After analysing all the items on a user's page, someone can gather all the information of interest to analysts and thus, providing him with "random" advertising based on his interests, one can control both public opinion and the formation of the needs of an individual.

Therefore, the question arises: "Are there any limits of privacy in the information space in the modern world?"

It is necessary to understand that in network interaction the power of communication and information flows can not be controlled. Consequently, the Internet is becoming a technological tool for influencing people's thoughts, a fundamental source of power.

There is a reason to believe that today there is a replacement of traditional forms of the youth involvement in the public sphere to the interaction within the interactive field and replication of information products. As a result, a wave-like network communication is created. Information in social networks is constantly changing, penetrates into the individual network space, affecting consciousness and forming local thinking of people.

To ensure that the information influence does not weaken and does not cease to influence the participants of the Internet space, a news impulse is needed to continuously maintain the effect of wave-like network communication, without this, the chain of local influence will gradually weaken.

The emergence of network socialization mechanism is observed, when the traditional theory of socialization proposed by T. Parsons is actualised in the dynamics of network interaction, where the participant of the online community "absorbs" common values in the process of communication, as a result, compliance with generally relevant regulatory standards becomes part of its motivational structure, its need.

The course of the dynamically developing information process indicates the need for a new organization of interaction with young people. Network communications today should be seen as a giant empirical object containing digital "traces" and predictors of social consciousness and social action. The content materials distributed on the Internet form the basic attitudes of the network subjects with regard to the events and phenomena of the socio-political sphere, enlighten, promote their integration or disintegration, exchange of ideas that are used for the benefit or harm to society. Today, youth virtual communities have increased the flow of information quickly flowing from the social system to the political one [6, p.4].

Internet networks can be seen as a means of young people social mobilisation. The formation of the global information society and the massive spread of network technologies have led to the evolution of modern youth life. Today, the sphere of Internet communication, forming a virtual dimension of reality, is a new habitat for youth interactive communities and the implementation of political communications. Network studies of youth attitudes allow to analyse the emerging processes in society and to design solutions that allow to equalise the possible negative phenomena in the society life [5, p.4].

Education, Social Studies, Law

The modern period of society development is characterised by the intensive involvement of young people in the globalization processes, the penetration of new information and communication technologies. This redefines traditional forms of civic engagement and transforms the nature of youth engagement in political processes. The development of principles and technologies for the organization of dialogue interaction of political and social actors, individual strategies for the implementation of active citizenship of young people today is of national importance. Therefore, it is important to study not only the behavior of the young generation in the development of network technologies, but also the development of relevant tools and mechanisms for political and public discussion in the conditions of media policy, as well as more active and broad inclusion of Belarusian youth in state-building.

In March 2018, there was an incident in which Cambridge Analytics received data from 50 million users of the social network without their knowledge and may have brought Trump's victory in the election. The fact is that having access to the user personal data of the social network and using some analysing methods, it is possible to identify the priorities of the individual based on the marks "like" left by him/her, this information provides an opportunity to show the user advertising according to his/her interests. And this is just one example. After analysing all the items on the user's page, you can collect all the information of interest to analysts and thus, providing him with "random" advertising, based on his interests, you can manage both public opinion and the formation of the needs of the individual [4, p.4].

Analysing the problem of the existence of privacy boundaries in the information space, we would like to note some innovations in the modern world for example the emergence of new surveillance cameras. In public places, the state and the business community are watching us even more comprehensively. And gradually, society begins to say: "Enough!" But if we want to see significant progress in our society for the better, then society itself must make sure that our voices are heard: it must demand our privacy, and must demand it right now [1, p.4].

Thanks to IT-technologies, the government will be able to watch people in any area of business: people walk along the street or use the Internet - there are cameras in the city streets, and the information entered in the Internet space is recorded and stored in Cookies.

There is a real threat that the socialisation of future generations will take place on the Internet under the vigilant control of corporations and regulatory authorities. In fact, user data does not belong to the users themselves and users do not have the ability to control their data. As a result, we can talk about blurring the boundaries of privacy both online and offline [4, p.4].

Only two corporations, Google and Facebook, own a similar array of personal data. And if the first stores user data in a closed access, then the second one reads it much easier. This conclusion can be drawn because of the largest scandal that occurred between the social network Facebook and the British analytical company Cambridge Analytics.

The modern consumer society can be called "the advertising society", since it is in consumerism that the impact of advertising on the mental sphere of people is maximalised. And it is the Internet that is a new and very promising field of increasing advertising influence on the society.

Consumption has long gone beyond the real world, becoming one of the most important forms of all sorts of interactions in the virtual world. Today, with the help of various Internet technologies, the creators of a particular product, as well as representatives of the service sector, have an excellent opportunity to significantly expand the boundaries of their business. The concept of e-commerce and virtual business has long come into use. A huge number of sites offer their services in the "promotion" of online business. And this is already a whole virtual industry, every year gaining its momentum and expanding its scale. In addition, in recent years, the number of buyers making purchases through the Internet has increased significantly [3, p.4].

Following the virtualisation of the economic system, the process of consumption and the consumer of economic benefits also undergo changes: items in a consumer society are characterised, first of all, not by their intended purpose, but by a symbol, symbolic function, due to which their owner becomes the owner of the prestigious status of the owner.

The main feature in modern marketing is the need for personification and individualisation of the consumer, development of personal relationships with consumers. Success in this business brings the greatest profit. The achievement of this goal is largely promoted by the Internet environment, which allows for a short time to learn the customers opinions (through reviews, virtual surveys, various forums, etc.) about goods and services, their preferences [7, p.4].

Today, a special direction in the field of marketing has appeared called psychological targeting, which is a "new marketing tool on the Internet that can highlight the part of the audience that, according to its psychological qualities, meets the pre-determined characteristics of the customer" [7, p.4].

With the help of this technology, representatives of the sphere of virtual business have the opportunity to increase the number of potential users-buyers, as well as maximise the impact of the advertising campaign.

In a consumer society, human needs are not just met (people at all times necessarily meet their needs), they are produced, purposefully constructed by marketers and "embedded" in the minds of people through the media.

But the field for advertising new generations of goods and services is the global Internet.

The modern consumer has undoubtedly become more selective. Today, people increasingly feel the need for unique products, interesting work, and entertainment.

The formation of electoral consumption is largely promoted by advertising, widely represented in both the real and virtual worlds [7, p.4].

People trust recommendations in social networks more than traditional forms of advertising. Realising agents, realising this, began to adapt to consumers, placing allegedly on behalf of the buyer of the goods laudatory remarks on websites and forums. True buyers are usually stingy with excessive praise, their messages are sincere, they often, along with praise, mention the negative characteristics of the product in accordance with the principle of "fly in the ointment" [2, p.4].

More than half of young people (age from 18 to 35) are captured by the Internet, they can't imagine how it can be otherwise, how do live without daily visits to social networks, news feeds, gaming and entertainment sites. The Internet is the most important technology of the modern society, is the source of the new economy and is becoming a determining factor in social development. At the same time, the Internet is created by people, adapting it to their needs, interests and values. In fact, the Internet is a reflection of society as a whole and people living in this society. It is necessary to understand that in network interaction the power of communication and information flows can not be controlled. Consequently, the Internet is becoming a technological tool for influencing people's thoughts, a fundamental source of power.

Every year more and more cases of identity theft occur, Cambridge Analytics is accused of interfering in elections around the world, manipulating voters with the help of IT technologies and stealing their personal data on social networks.

It can be concluded that a person does not have guarantees for the security of his/her personal data entered on the Internet. But at the same time, for registration, social networks require you to enter real personal data, notifying the user about non-disclosure, so there is no way to hide your personal data and protect yourself. A recent scandal related to the social network Facebook, indicates that the rules of personal data security are not respected.

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INTERCULTURAL COMMUNICATION AND ENGLISH IN THE PROCESS OF GLOBALIZATION

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*The article deals with the main problem concepts of "communication" and "intercultural communication" in connection with the intensive introduction of the English language in the process of international communication. Approaches to the definition of "globalization" are analyzed. The article draws attention to the factors that elevate the English language to the international status, and focuses on the role of the international English language in the process of intercultural communication.*

Considering the role of the English language in intercultural communication in the globalizing world, it is necessary to pay attention to the key concepts "communication", "intercultural communication", "globalization".

**Communication** – the mechanism by which it becomes possible the existence and development of human relations – all the symbols of the mind, together with the ways of their transmission in space and preservation in time (Charles Horton Cooley). Also, the term "communication" means "the transfer of information from person to person, a specific form of interaction between people in the process of their cognitive-labor activity mainly with the help of the language" [1, p. 220].

Currently, the situations of intercultural communication are of particular importance. **Intercultural communication** is a stable mutual understanding of the subjects of communicative activity belonging to different ethnic groups, which is characterized by their interaction, as well as patience and desire for international consciousness in different areas of social life. Delving into the definition of intercultural communication and the works of the famous American anthropologist and researcher Edward Hall with the scientist Trager George Leonard at the Institute of Foreign Service Institute, we can distinguish three types of intercultural communication and communicative process:

1. Verbal intercultural communication;
2. Non-verbal intercultural communication;
3. Paraverbal intercultural communication [2, p. 44].

At the same time, it should be noted that there are different approaches to the definition of "globalization". We can agree with the Russian researcher V.V. Shcheglov, who believes that the universalism of globalization is often underestimated in scientific works. Within the framework of this article **globalization** is considered as an objective process of convergence, internationalization, interdependence in all spheres of life of the countries and peoples of our planet [3, p. 160-161].

In the intercultural communication, the process of globalization provides for the creation and functioning of a mechanism for the global interaction of various cultures. This process of globalization has brought intercultural communication to a whole new, more advanced level of its interpretation.

In intercultural communication language is the main means of information transmission. The German scientist W. von Humboldt wrote: "Language is a world that lies between the world of external phenomena and the inner world of man, which is unique powerful repeater of culture" [4, p. 160]. A satisfactory process of intercultural communication, processing and interpretation of information by individuals requires a language used for communication by a significant number of people around the world. To refer to this concept is also used the term "language of world importance", or as it is commonly called – the international language [5, p. 14].

Languages that are considered international, have the following characteristics:

- The language of the native is determined and fixed in a large number of individuals;
- In the process of communication, the language is spoken in many countries and on several continents and is defined in different cultural circles;
- This language is used as an official language by international organizations, international conferences and large international companies;
- According to the British philologist David Crystal, the language acquires the status of international and global only if it plays a special role recognized and quoted in each country [6, p. 173].



In the last decade as a result of world globalization and integration, we can observe the rapid growth of intercultural contacts, for example, the diversity of situations of intercultural communication – educational process, tourism, integration and cooperation of foreign corporations, internships, conference, company, exchange, etc. Hence the study of, immersion and knowledge of foreign languages is an important communicative component in the process of intercultural act and is vital for successful adaptation in an intercultural social space.

The scale of modern globalization and its ensuing consequences are an absolutely unique phenomenon and its development is directly related to the intensification of intercultural communications, covering the whole world and transforming it into a single communicative space [7, p. 308].

At the moment, in the world of social relations there is a situation in which the most likely hypothesis is about the integration, implementation and widespread in the international communication of the natural language – English, which in our reality is recognized as the "universal language of communication of our time" (Merryl win Davies, Ziauddin Sardar) or "lingua franca" (language or dialect, systematically used for communication between people whose native languages are other languages) [8, p. 115].

Consider the objective reasons for the formation of the English language at the international level. Firstly, the impact and widespread use of the language is directly related to the historical factor of development, globalization and heritage. One of the good reasons – the domination of Great Britain (in the XIX century) and the United States (in the XIX - XXI centuries) on the world stage, as well as the colonial policy of Great Britain, especially the colonization of North America and Australia; their conquest of different lands and, as a consequence, distribution and integration of the British and Americans of its traditions, culture, way of life. Secondly, we must remember an active promotion of the English language after the Second world war. A significant impact on the process of acquiring the status of the international English language has had an economic factor. The United States of America and the United Kingdom are recognized world financial centers with a large percentage of the concentration of business life of the largest companies and international financial organizations. For example, London Stock Exchange – the largest financial institution, which accounts for about fifty percent of international stock trading. About sixty countries are integrated into this process and, as we can assume, English is recognized as an official language in the process of their interaction [6, p. 201].

It should also be noted that the United States of America and the United Kingdom from the early stages purposefully led language policy towards globalization, including the market. The key factors of this policy are the creation of the Internet and computers. These means of instantaneous dissemination of information have greatly contributed to the globalization of the English language.

A significant reason for the formation of the international English language was the so-called "americanization" – a process in which the United States of America were known around the world and the degree of influence of the United States on mass culture, business models, language and policies of other countries was extremely high.

In addition to all of the above, English uses Latin script, which is the most common in the world.

Today, English has a number of characteristics of the international language. If we take as a basis the concept of the scientist and researcher A. Karasev, the main postulate of his conclusions was the origin and further functioning of a new linguistic phenomenon, which involves not only the introduction in various fields, such as media, advertising, film industry, music, tourism, international business and security, but also the prevailing use of English or anglicisms in these areas now [9, p. 81].

Consider the role of the international English language in the process of intercultural communication and globalization on several important examples:

1) English is the official language of international symposia, conferences, meetings, business negotiations. It bears the "label" of the language of the international communication.

2) Looking at English through the prism of business communications, we see that its role in international and multinational corporations is very high. An example is a foreign company (Porsche), where the staff communicate in English.

3) About 71.4 % of international communication takes place through the exchange of information in English (mail, telegrams, messengers, messages).

4) The total share of content analysis of the global Internet shows that about 85% of the information on various resources is in English.

5) English is the most widely spoken and widely known foreign language in schools. The most prestigious universities in the world are English-speaking.

6) Major TV companies around the world broadcast in English (NBC, CBS, BBC, ABC). Thus they also popularize the role of English in intercultural communication. After all, awareness of information in our century

is one of the main components. English is the language of communication in countries where people speak several languages [10].

Therefore, in modern social realities, the English language takes its confident position. English has become a truly global language of intercultural communication. The increasing presence of the English language in the processes of globalization, communication and all kinds of intercultural acts will be key and positively dynamic.

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UDC 347

A ROBOT IS A SUBJECT OR AN OBJECT FROM THE PERSPECTIVE  
OF THE CIVIL LAW OF THE REPUBLIC OF BELARUS

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*Artificial intelligence begins to enter our lives more actively. A new category appears on the legal horizon - robots. This article explores the concept of the role of robots from the perspective of the civil law of the Republic of Belarus. The article examines the question if robots can have copyrights or not.*

**Introduction.** Today the artificial intelligence system is actively developing in the world. A large number of robots are created to perform various functions: vacuum cleaning robots, parking robots, robots-judge, or medical robots. A completely new category is emerging - robots, as well as new relationships with the participation of robots that must be regulate properly.

**The main part.** Many theorists, who have devoted themselves to this field, share their experience and misleadings about the legislation of robots. For example, Israeli law theorist Gabriel Gallevi shares: "Today we are in a vacuum- a legal vacuum. We don't know how to treat these beings". In turn, Bill Gates said that robots must pay taxes to the state treasury because they occupy jobs.

The American legislation treats a robot as a programmable machine that fulfills the will of a person. So, the creators are responsible for the actions performed by robots. This approach causes a lot of controversy. For example, at the plants of the company "Tesla robots" one hundred kinds of robots are involved. It is clear that it is impossible to determine who should be responsible for the emergency caused by the fault of one of these robots.

The most radical speakers are of the opinion that the existing norms of administrative and civil law should be disseminated to robots. Proceeding from this, we can observe that there is a lot of controversy as to whether the robot is an object or still a subject [1].

So, we should clearly determine who the robots are from the point of the civil law.

So, the first question is who or what robots are?

A robot is an automatic device that is controlled either by the program or by an operator [2].

The term "robot" is often understood as something that copies a person or performs his or her work with the help of artificial intelligence.

In general, a robot is a machine that perceives, thinks and acts [3].

If we want to classify a robot as a category, first we need to have an idea what the subject and the object of the Civil law is.

The subjects of the civil law are holders of civil rights and obligations [4].

The objects are things like money and securities, other property, including property rights of the results of intellectual activity and means of individualization of participants in civil turnover, goods, intangible goods [5].

There are three approaches to robots and their attribution to the object or subject of the civil law.

The first approach notes that some scientists believe a robot cannot be a subject of the law, since robot can perform only simple, autonomous actions, like animals, and animals according to the legislation of the Republic of Belarus are considered as objects only.

The second approach notes that a robot is a subject of the law, which should be ensured with the truncated rights of people in the Civil Code and that we should not equate robots to animals.

The third approach notes that some scientists consider that it is important to create a separate category of so-called "electronic persons" [6].

We believe that robots are quite complicated device to equate it with animal on the one hand, but it is not intelligent enough to compare it with a person on the other hand, so a robot cannot be a subject of the law. We agree with the third option mainly, which assumes that the creation of a separate category of "electronic persons" is right, which will fully and comprehensively reflect the essence of robots.

3) Who will be responsible for the damage caused by robots?

Well, there are three laws of robotics that was formulated by Issac Asimov in his short story "Runaround".

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1) A robot may not injure a human being or, through inaction, allow a human being to come to harm.

2) A robot must obey orders given by human beings except when such orders would conflict with the First law.

3) A robot must protect its own existence as long as such a protection does not conflict with the First and the Second laws [7].

According to these laws, each robot must be automatically programmed not to violate these three laws of robotics. But there are many cases confirming that robots can be dangerous for people. There are some examples to prove it. In the city of Hanover a robot dropped a steel beam on a human in May 2014 [8]. In Germany a robot killed a person at Volkswagen plant in June 2015 [9]. Those examples show us that the development of robotics and artificial intelligence can be very hazardous for people's life.

4) Who will be responsible for robots?

After all, a robot is still not a living creature, it is programmed to perform certain actions and if some kind of malfunctions occur, the robot will not be able to react quickly, accurately and instantly to it, like a person does. A robot will not even understand what happened and will just continue its work.

Proceeding from the fact that the robot program is established by the creator of the robot, then the responsibility must entirely lie on the creator of this invention [10].

5) Is there a legal definition of robots in the legislation of the Republic of Belarus?

There is no legal definition of robots in the legislation of the Republic of Belarus and the legal relationship with the participation of robots is also not settled. We believe that we need to create a law about robots because the robotics is developing and it is very important to avoid any blank spaces in the law that can be between a person and a robot. For example, The Russian Federation has such concept bill about robots. The team of Dentos together with Dmitry Grishin who is the founder of Grishin Robotics has prepared the concept of a bill that could become the first fully-fledged law about robots.

The concept is based on the idea that robots can be viewed as the property with certain similarities to animals. But, at the same time, robots could be used as autonomous agents. This Federal concept of the bill is called: "Amendments to the Civil Code of the Russian Federation with regard to the improvement of legal regulations of the relations in the field of robotics".

- This introduces the concept of the robot agent, its types and the state registration.
- It proposes to apply the Civil law to robot agents with the analogy to the legal entities or properties.
- The law introduces the concept of the owner of the robot agent and the responsibilities for the actions of the robot [11].

6) Can a robot have copyrights?

To answer this question, we need to understand what is meant by the concept of "product" and who can act as the author of the product. Despite of the active use of the term "product" in national legislation, the content is not disclosed. The category "product" is blank in international unified agreements in the field of copyright. The specified gap is filled in the legal doctrine:

"A product is the accumulation of ideas, thoughts, images that have been expressed as a result of the creative activity of the author in a particular form, being accessible for perception by human's feelings, allowing its reproduction".

In accordance with the article 992 of the Civil Code of the Republic of Belarus, to recognize a product as a copyright object it must be considered as a result of the creative activity and must be expressed in a real form.

Thus, to be recognized as a copyright object, a product created by a computer program must be result of creative activity. A distinctive feature of the works created by a computer program is the technicality and algorithmization of the creative process.

However, creativity is an activity that is not performed automatically and mechanically, it is an expression of human consciousness, it is "spiritual intellectual activity, as a result of which a person reveals his or her individuality and creates a qualitatively new, previously non-existent result.

Therefore, it is more expedient to give copyright not to the robot, but to the person who had created this robot and its program.

**Conclusion.** To draw the conclusion, one can say that a robot is a quite complicated device to equate it with an animal, but it is not intelligent enough to compare it with a person, so a robot cannot be a subject of the law. So, the creation of a separate category of "electronic persons" is right, and it will fully and comprehensively reflect the essence of robots.

There are many cases that show us that robots can be very dangerous for us and we must take care about them and though there is no a definite law about robots in the Republic of Belarus, mostly because this sphere is not well developed here, it is necessary to put great attention to this topic.

That is why it would be great to introduce a law about robots in the Republic of Belarus in order to avoid legal problems in the future and to regulate the relations or issues between a person and a robot.

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## GENDER EXPERTISE OF LEGAL ACTS IN THE LAW-MAKING PROCESS

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*The article aims to describe the place of gender expertise in the legislative process, and its importance for protecting the constitutional rights of citizens. The article provides some examples of gender methodology for assessing legal acts for compliance with the principle of gender equality. The prospects of introducing the institution of gender expertise into the legislative process of the Republic of Belarus and the creation of special act on gender equality based on a general anti-discrimination law are considered.*

Gender expertise of legal acts is a type of one of the possible expert examinations of both current legislation and draft regulatory legal acts.

Gender expertise of legal acts can be defined as the activity of a specially authorized state body or other legal entity entrusted with the implementation of such activity, evaluating a legal act or its project for compliance with the principle of gender equality, the principle of ensuring equal rights and opportunities for men and women.

1. Linguistic component of gender expertise of legal acts.

Ensuring gender equality should be achieved using gender-neutral categories in the texts of legal acts. The categories "woman", "man", "mother", "father", etc. should be used only for consideration in the legal regulation of the biological characteristics of the sexes, but not social roles. For example, in Article 184 of the Labor Code of the Republic of Belarus [1] devoted to maternity leave, the use of the category "woman" is justified, since only a woman is able to bear and give birth to a child, and therefore needs such special social leave.

In turn, for example, articles 166 and 168 of the Labor Code of the Republic of Belarus also use the category "woman". Article 168 regulates the conditions for granting labor vacations for the first working year. According to the general rule of this article, work leave for the first working year is granted not earlier than six months of work for the employer, but for women with two or more children under the age of fourteen or a disabled child under the age of eighteen, this rule is made an exception. The specified category of women-mothers can receive labor leave at their request before the expiration of six months of work with the employer in the first working year.

Article 168 regulates the sequence of labor leave and according to the general rule of this article - the sequence of labor leave is determined by the employer (the employer can take into account the opinion of the employee about the desired time of his leave, but is not obliged to do so). However, for women with two or more children under the age of fourteen or a disabled child under the age of eighteen, an exception is also made in this rule. The specified category of women-mothers is entitled to receive leave at the desired time (for example, in the summer or other convenient time).

Probably, such norms are caused by the state's concern for the interests of children and are designed to create favorable conditions for their upbringing, for example, in the summer, when children do not attend school and there is a need to take care of them throughout the day. However, these norms are a clear example of violation of gender equality and are caused by a gender stereotype, according to which the main role of a woman in a family is childcare and education. These articles of the Labor Code of the Republic of Belarus discriminate the interests of fathers, who, for example, may also have a need for summer leave to organize the rest of two or more children under the age of fourteen or a disabled child under the age of eighteen.

Of course, the norms analyzed by us should equally contribute to the fulfillment of their family function by both women mothers and men fathers, by using gender-neutral structures, for example, "an employee who has two or more children under the age of fourteen ...".

It should be noted that the use in the legal act of concepts with gender load ("woman", "man", "mother", "father", etc.) is justified not only to be taken into account in the legal regulation of biological characteristics of the sexes, but also to fix temporary measures of positive discrimination aimed at eliminating the imbalance between the opportunities of women and men (for example, by establishing the quota of women in the collegial body of government).

2. Assessment of the regulatory impact of the draft legal act on the situation of various gender groups - men, women, boys, girls.

In this case, we are talking about the assessment of a legal act from the standpoint of possible indirect discrimination of a particular gender group, about the indirect impact of the act on the rights and possibilities of a particular gender group. This direction of gender-legal expertise involves the assessment of standards that do not have a direct gender content on the ability to influence the position of certain gender groups.

This can be illustrated by the example of the constitutional right to pension and the legislative changes related to it. Article 47 of the Constitution of the Republic of Belarus guarantees the right to social security in old age, in the case of illness, disability, loss of a breadwinner and in other cases provided by law. The right to pension benefits guaranteed by the Constitution is realized through the Law of the Republic of Belarus of April 17, 1992 No. 1596-XII "About pension benefits" [2] and other legislative acts.

Such legislation also includes the Decree of the President of the Republic of Belarus of September 3, 2013 No. 389 "About some issues of pensions and social insurance" [3], which since January 1, 2014 is the insurance experience (work experience with the payment of compulsory insurance contributions to the budget of the state extra-budgetary fund of social protection of the population of the Republic of Belarus) for receiving a labor pension (by age and long service) increased from 5 to 10 years. As of January 1, 2015, the length of service that gives the right to retirement and long-service pensions has been increased to 15 years by Decree of the President of the Republic of Belarus of December 8, 2014 No. 570 "About pension benefits" [4].

Subsequently, from January 1, 2016, by the Decree of the President of the Republic of Belarus of December 31, 2015 No. 534 "About social security issues" [5], such insurance period was increased to 15 years 6 months, and it was determined that from January 1, 2017 The specified work experience annually from January 1 is increased by 6 months until reaching 20 years, which will occur on January 1, 2025.

In fact, for a two-year period, the amount of insurance experience required for the appointment of a labor retirement pension for age and long service has been increased from 5 to 15 years. There was a situation in which a citizen could plan to receive a labor pension and carried out activities that do not constitute insurance experience, for example, training in educational institutions, leave to care for a child until they reach the age of three years, care for a disabled person of group I or a disabled child in under the age of 18, as well as a person who has reached the age of 80, etc., however, due to legislative changes, can no longer apply for a labor pension.

These periods are not included in the insurance period, since the payment of compulsory insurance contributions to the budget of the state extra-budgetary fund for social protection of the population of the Republic of Belarus is not made. They are still included in the seniority, however, for the appointment of an old-age pension, you must have a certain length of employment and insurance experience.

Such changes in the pension legislation deprived a whole category of citizens of the right to decent pension provision, and a significant part of this category of citizens is women, since in Belarusian society leave for child care until they reach the age of three years, care for a disabled person of group I or a disabled child up to 18 years old, as well as a person who has reached the age of 80, is traditionally a female obligation. From the point of view of gender-legal expertise, the changes in the pension legislation discussed above can be assessed as violations of the principle of gender equality and entail a worsening of the status of women.

As part of the assessment of the regulatory impact of a draft regulatory act on the situation of various gender groups, it is assumed not only to evaluate a regulatory legal act from the standpoint of possible indirect discrimination of a particular gender group, but to develop measures aimed at overcoming such indirect discrimination when excluding such a norm from the normative text. Legal act is impossible.

3. The inclusion of special measures to ensure gender equality.

Here we are talking about gender expertise of legal acts that are directly related to the problem of achieving the equal status of women and men and the formation of a society of gender equality. When examining such acts, special measures to ensure gender equality should be checked. For example, when assessing a legal act in the field of education, such a special measure to be assessed during gender-legal expertise may include the introduction of a norm prohibiting inclusion in curricula, textbooks, etc. stereotypical ideas about the role of women and men. In turn, when evaluating legislation on mass media, advertising can check the presence in the text of a regulatory legal act of a mechanism to prevent the use in the media and advertising materials that reproduce or strengthen discriminatory ideas about the social roles and responsibilities of women and men, approve or provoke discrimination gender or gender-based violence, including sexual abuse.

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Thus gender expertise of legal acts is the activity of a specially authorized state body or other legal entity entrusted with carrying out such activities to evaluate a legal act or its project for compliance with the principle of gender equality, the principle of ensuring equal rights and opportunities for men and women.

Gender expertise of legal acts is a basic element of legal support for gender equality, which is both the fundamental value of human rights and an important condition for the political, social and economic development of the state.

In the Republic of Belarus, it is necessary to create a general anti-discrimination law with the inclusion of a special chapter on gender equality and on ensuring equal rights and opportunities for men and women. The General Anti-Discrimination Act will ensure the consistency and complexity of the regulatory framework and ensure that intersection is taken into account in the area of combating discrimination. In turn, the norms on gender equality in the general anti-discrimination law should introduce the institute of gender expertise of legal acts. The optimal solution for the implementation of gender expertise will be to include it in the institute of mandatory legal expertise.

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UDC 342.7

## THE CONCEPT AND CONTENT OF THE RIGHT TO HEALTH

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*This article deals with the right to health, the concept and content of the right to health in international and national normative legal acts, its relationship with other human rights, addresses the need for public regulation of this right.*

In the modern world the problem of realization of the right to health is especially important by virtue of the rapid development of society, scientific and technological progress, the spread of previously unknown diseases. Rapid growth of the world population, industrial influences on the environment, and, as a result, environmental degradation, widespread armed conflicts have created new obstacles to the realization of the right to health, factors such as resource distribution and gender differences are taken into account.

Health is a fundamental social good, without which the realization of other human rights becomes difficult, whether the right to work, education or a decent life. Without a minimum level of health man cannot fully participate in the social life of the community, to exercise their political rights, thus undermining the economic development, stability and security of societies. The right to health should be considered in conjunction with such rights as the right to a safe environment, health care, safety, and equality and independence. The right to the protection of health refers to the second generation of human rights, the so-called social rights, such as the right to work, education, housing, decent life, social security and social protection, etc. and was introduced into scientific parlances somewhat later than first generation rights (civil and political). The right to health has all the qualities and characteristics of social rights: social rights form an integral part of the system of inalienable human rights; the main characteristic of social rights is that they are intended to ensure the identity of the satisfaction of essential life needs, without which there can be no normal human being; social rights are the basis of a truly welfare state; the realization of social rights becomes problematic in the face of a lack of material and financial resources.

It should be further determined what is included in the definition of "the right to health". The Constitution of the World Health Organization, 1946, the concept of "health" is defined as *a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity* [1]. This document marked the beginning of the inclusion of the social right in various international treaties and conventions. A critical step towards the development of socio-economic rights of man became The Universal Declaration of Human Rights, which was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. The Declaration enshrines the right of every person to has a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control [2].

With regard of the definition and implementation of the right to healthcare, from our point of view, the International Covenant on economic, social and cultural rights, adopted in 1966, is of particular importance. States parties to the present Covenant recognize *the right of everyone to the highest attainable standard of physical and mental health* (article 12) [3]. With the adoption of the Covenant the "adequate" level of health protected by the Universal Declaration of human rights has moved on to *"the highest attainable standards"*. In accordance with the Act of the Republic of Belarus "On health care" health is also defines as *a state of complete physical, mental and social well-being and not merely the absence of disease* [4].

It should be noted that the concept of "health" is much wider than the concept of "right to health" because the state of absolute health practically unreachable and includes both hereditary characteristics and influence of environment, proper physical and mental education, healthy lifestyle. The State has no obligation to heal the person from any disease, including incurable. Rather, the right to health is the right to use the services of a variety of goods, institutions, the conditions necessary for its implementation.

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It seems to us the most appropriate definition of "health" as "complex of political, economic, legal, social, cultural, scientific, social-hygiene, anti-epidemic and medical nature, aimed at the preservation and enhancement of the physical and mental health each person maintaining his long life, providing an accessible medico-social assistance. [5, c. 296-297].

With regard to the content of the right to health, for example I.I. Pljahimovich cites the following directions of activity of the State, aimed at maintaining and promoting health:

- medical assistance;
- sanitation, anti-epidemic measures;
- environmental protection;
- ensuring safe working conditions, rest, education;
- control over the production and realization of food products;
- development of physical culture and sports. [6, c.830].

In turn, for example, the Covenant on economic, social and cultural rights leads an indicative list of commitments of member countries: the provision for the reduction of the stillbirth-rate and of infant mortality and for the healthy development of the child; the improvement of all aspects of environmental and industrial hygiene; the prevention, treatment and control of epidemic, endemic, occupational and other diseases; the creation of conditions which would assure to all medical service and medical attention in the event of sickness. [3].

The right to health, along with other rights, implies both freedoms, which include the ability to control one's health and body (for example, sexual and reproductive rights) and the right not to be subjected to interventions (e.g., torture and medical intervention, experimental research without consent), and rights, for example, to use the system for the protection of public health, which provides equal opportunities for all in order to maintain the highest attainable level of health.

These measures are provided in the State of a sufficient number of functioning institutions, goods and services of adequate quality in the field of health care. The availability of these institutions is not only physical accessibility, but also the economic ability of the population to enjoy this kind of services, without discrimination on any ground. In the concept of availability also includes availability and right to information, with the exception of sensitive personal health data. Health care institutions should be in conformity with the principles of ethics, the culture of individuals, minorities, peoples and communities, take into account the requirements a gender mainstreaming.

It is only the legislative framework that can and should be used by States as a basis for national legislation making additions specific to a particular country.

Therefore, the right to health has evolved in treaties and declarations from modest mentions as the main human values, to an independent right which is implemented with the growing set of measures for the protection and realization of the most sensitive important health factors.

This right is an inalienable human right, belonging to him since birth and ends with death, and requires protection by the state against attacks on its various components, whether the right to a favourable environment, access to health facilities, favourable sanitary-epidemic conditions or drinking water and food quality, health education and gender equality. The right to health is enshrined both internationally and at the national level and imposes on the state a number of clear commitments to allocate the maximum possible resources to achieve objectives, to eliminate possible discrimination on the basis of race, age, ethnicity or any other conditions. To implement the tasks of the state of universal coverage of health services requires strengthening of physical and mental health of citizens, well-being, development of new humanist principles of existence, the upbringing of the younger generation values based on healthy lifestyles, development of physical culture and sports, legal culture, ensuring an adequate level of access of citizens to information.

States should take specific measures for the realization of the human right to health, fund the programmes for the protection and promotion of health, implement actions to promote public and private health systems.

The priority directions of state policy should be caring for the health of the population, the development of physical culture, sport and tourism, provision of sanitary-epidemiological well-being, upbringing and education of citizens, access to information and protection of the rights of the patient. All these measures confirmed the public interest of the state to issue health, improve the environment for the realization

of the right to health care, improving the quality of medical services and disease prevention. These factors are integral parts of the national security of any state.

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## TRADITIONAL KNOWLEDGE ASSOCIATED WITH GENETIC RESOURCES

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*In the modern world the quantity of innovations is increasing in the sphere of medicine, ecology, biology and other industries. Such technologies as genetic engineering, biochemistry, biotechnology have also taken an advantage. With the development of these types of technologies, there is a huge importance in the usage of traditional knowledge as well.*

*The society is concerned about the provision of environmentally friendly or safe treatment, about food as well as the state of environment in general. Therefore people have begun to use traditional medicine and national secrets of various communities and communes even more often.*

In the context of access and benefit-sharing, traditional knowledge refers to the knowledge, innovations and practices of indigenous and local communities (ILCs) related to genetic resources. This traditional knowledge is developed through the experiences of communities over centuries, adapted to local needs, cultures and environments and passed down from a generation to a generation [1].

There is no exact definition for a given concept, but it is considered by means of the wide list of objects. It is possible to refer to them:

- traditional knowledge;
- genetic resources;
- folklore.

**Traditional Knowledge** can refer to, for example, agricultural, environmental or medicinal knowledge, or knowledge associated with Genetic Resources. The examples include, among thousands of others:

1. the knowledge about traditional medicines;
2. the traditional hunting or fishing techniques;
3. the knowledge about animal migration patterns or water management.

Genetic Resources are defined in the Convention on Biological Diversity (CBD). In short, they are parts of biological materials that:

1. contain genetic information of value;
2. are capable of reproducing or being reproduced [2].

Examples include the material of plant, animal, or microbial origins, such as medicinal plants, agricultural crops and animal breeds.

In particular, we will consider traditional knowledge as the bound to genetic resources as all these objects immediately intertwine with each other.

Traditional knowledge is relevant for certain groups:

- Indigenous and local communities (ILCs);
- Users;
- Competent National Authorities (CNAs) [1].

Taking into account various scientific doctrines, **indigenous and local communities** are owners who create, develop and use the biological resources throughout many centuries. **Users** are consumers and others who look for these biological resources in order to carry out a scientific research in various areas and also who use them for various commercial actions, in particular, for development of marketable products. **Competent national authorities** is also an important part of this list because due to exactly legal regulations they are in force to organize and create the balance between communities users and also to use this knowledge in the sphere of development of absolutely new genetic products.

Returning to value of traditional knowledge and genetic resources, one may say that they are absolutely various in all regions. It promotes the coming out entry into the market with a huge advantage to those regions, the cities and communities which possess rich biodiversity. Therefore genetic resources and traditional knowledge are the potential tools which are relevant for the integration of the least developed regions into economically developed ones [3].

The benefit from the use of genetic resources and traditional knowledge is obvious: in 1995 market value from the pharmaceuticals of folk remedies was estimated as billions of dollars [4].

In Nagoya Protocol it is written down that parties allude to actuality of the article 8 of The Convention on Biological Diversity, as it applies to traditional knowledge, related to the genetic resources, and to sharing on just equal basis of benefits from application of such knowledge [5].

Considering the Article 8 of the Convention on biological diversity, it is possible to find out that each contracting party is possible and expedient as far as it:

- creates the system of the protected areas or areas where it is necessary to take special measures for the conservation of biodiversity;
- promotes protection of ecosystems, natural habitats and preservation of viable populations in the native habitat;
- on condition of keeping the national legislation respects, maintains knowledge, innovations and practice of the indigenous and local communities, reflecting a traditional way of life which matters for preservation and steady use of biological diversity, and promotes their broader application from approval and with participation of owners of such knowledge, innovations and practice and encourages equitable distribution of the benefits resulting from the use of such knowledge, innovations and practice [6].

In this regard the solution of exercising the large international agreement which is valid in Belarus is important - The Convention on Biological Diversity which can make impact on how the traditional knowledge associated with the usage of genetic resources is subject for protection and distribution.

Recognizing the great value of intellectual property for legal protection of genetic resources and traditional knowledge, the membership countries of this Convention have offered to develop technically correct and balanced provisions of the relation of genetic resources and traditional knowledge concerning intellectual property to specialized bodies of the United Nations - World Intellectual Property Organization [3].

It follows that traditional knowledge and genetic resources are not only under legal defense, but also under IP protection. IP protection for traditional forms of creativity and innovation, which are under the conventional IP system and are regarded as being in the public domain, and thus are free for anyone to use. Indigenous peoples, local communities and many countries reject a "public domain" status of TK and TCEs and argue that this opens them up to unwanted misappropriation and misuse [2].

Local people and communities have particular requirements and values. Therefore IP considers their historical, cultural, spiritual and biological property. Taking into consideration this fact, one can consider these aspects as well as their weak points, IP after all provides the protection of TK and TCEs. Also it involves other legal issues, as well as ethical and cultural sensitivities, reaching far well beyond IP.

As it was already written above, Belarus is a participant of the international agreement between a number of countries, namely, The Convention on Biological Diversity. For implementation of provisions of this Convention the resolution of Council of ministers of the Republic of Belarus, dated on June 26, 1997 N 789 "About the approval of National strategy and the action plan for preservation and steady use of biological diversity of the Republic of Belarus" was adopted [7].

The analysis of the implementation of the specified documents shows that the Republic of Belarus has made considerable efforts on preservation and steady use of biological diversity [8].

For example, The Republic of Belarus participated in the Global UNDP-GEF Project «Strengthening Human Resources, Legal Frameworks, Institutional Capacities to implement The Nagoya protocol» for 2016-2018 which provides technical and financial support to develop the national ABS systems. The national ABS system should include legislative and administrative parts, as well as the part related to the legal mechanism of public participation in the decision making process relevant to access genetic resources and benefit-sharing [9].

Summing up the results, it should be noted that traditional knowledge has become an integral part of the modern world. In particular, genetic resources have a huge value for each country, especially for member countries of the Convention. It is bound to huge biological diversity of various regions. At this stage, there is a set of regulations and international treaties, regulating this sphere. But it doesn't cancel the fact that values, culture, identification of each people demands a bigger protection than it does now. Regarding the Republic of Belarus, there is a desire to note a huge aspiration and participation of the state in all cases of biodiversity and preservation of ecology that puts the country to a higher level.

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CONTRACT MATCHES IN FOOTBALL: PROBLEMS OF IDENTIFICATION AND RESPONSIBILITY

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*The article deals with a problematic phenomenon in sports - contractual matches in football. The characteristics of these violations of the law and sports discipline are given. The studied phenomenon is considered at the international and domestic levels, as well as in the context of legal regulation at the level of the CIS countries. Taking into account the public danger of match-fixing and the harm caused by these offenses, it is proposed to introduce amendments and additions to the Criminal Code of the Republic of Belarus.*

Currently, sport is a multifaceted phenomenon that performs many social functions. However, having the big achievements in the development of sports, experts identify a number of problems in this area. They are contract matches and different kinds of fraud at the stakes on the results of sports competitions (this category may include sports competitions, the result of which was influenced by other factors than sports competition) [1].

The problem of contractual matches takes a special place in the sport, as the detection of violations, influencing the result of matches is complicated due to several reasons:

- the acts are carefully hidden by the participants of the committed frauds;
- there is no single mechanism for identifying and suppressing relevant activities, as well as for bringing those responsible to justice;
- internationalization of professional sports (this concept in a particular case can be used in two contexts - a significant number of foreign citizens in the field of professional sports (athletes, coaches, agents, sports functionaries and managers), as well as holding sports competitions in full or in any part of them territories of foreign states) [2, p. 473].

Football match is the most common manifestation of crime in the field of professional sports. The problem of contractual match is faced not only in the Republic of Belarus or neighboring countries, but also abroad. There are examples of detection and elimination organized groups, managers and players decided the result of football matches with criminal advantage, particularly in China, Germany, Poland and Turkey [3].

The largest number of contractual match takes place in South America. Specifically, Brazil and Argentina are champions of the dishonest games. Quite a large number of contractual matches in Italy and Ukraine, also in Spain, France, Portugal, Holland. In Germany and England contractual games are holding rarely [4].

Despite the fact that this problem is a large-scale, to invent new ways of dealing with this type of crime in football is not necessary, because there is a great second experience of legal regulation and practice in different countries. In this regard, there is also special support from the International Football Federation (FIFA), the Union of European Football Associations (UEFA).

In the sports law doctrine it is quite common to believe that contractual matches are matches, the result of which is determined in advance, as a result of an agreement, a contract of two or more people, for material gain. There is a legitimate question: who are the people entering into such agreements?

First of all, an agreement is made between the clubs, or their directors, or coaches. It should also select a group of people consists of Court, bookmaker's, etc. they are the people who may be interested in receiving a certain benefit.

According to the International Criminal Police Organization (Interpol), often money obtained by illegal means are laundering through bookmakers. There are cases when agents were enriched by organizing fake matches and making bets on them [5]. As a rule, these acts are committed by an agreement about the result of match between the clubs, engaging in a criminal act bookmaker, who took bets on the match from the representatives, aware of the agreement, to get some interest. As practice shows, criminals always spend a lot of money on bribing players, coaches, management, judges, etc.

Recently, the number of contractual matches in football has reached impressive numbers. Only in the period from 2012 to 2014, 67 major scandals around contractual match occurred worldwide. According to Interpol, from 2000 to 2010, the contractual character of 2089 matches was proved, of which 53% are in Europe and 70% are in football matches [5].

Contractual matches were held even in the Republic of Belarus. During the period of the history of football in Belarus carrying out contractual match is not a frequent occurrence, however the fact of considered offenses with the participation of Belarusian football players were recorded.

According to the statistics from the Ministry of Internal Affairs of the Republic of Belarus [6], from 2001 to the present, Art. 253 "Bribery of participants and organizers of professional sports competitions and spectacular commercial competitions" of the Criminal Code of the Republic of Belarus two criminal cases were initiated.

On September 25 in 2017, the Pervomaisky district court of the city of Minsk proceeded to the consideration of a criminal case, Belarusian football players were judged for Contractual matches. According to law enforcement agencies, former athletes who had connections with representatives of the Ukrainian football world accepted them in Belarus, looked for contacts with specific football teams and subsequently organized contractual match. The size of the bets depended on the category of the match. For the first league match - from 1 to 4 thousand dollars, the highest league and the Cup of Belarus - from 10 to 18 thousand dollars. The main bets were made in Asian and European bookmakers. According to the investigation, the citizens of Ukraine and Russia transferred money to the players of the teams of the Belarusian championship, which were supposed to affect the result. Subsequently, large sums were set for the programmed result of the match in foreign bookmakers offices. The case file featured five matches from 2015 to 2016. 15 people were accused in the case, two of whom were coaches, who were sentenced to restriction of liberty, and the rest were football players who were punished by the court with fines ranging from 400 to 1,200 base units [7].

International sports organizations and national sports federations are taking possible measures to counter contractual matches.

In 2005 FIFA founded the Early Warning System (EWS). It is a non-profit organization that monitors bookmaker bets on games to prevent bets that have a negative effect on matches. The EWS has agreements with more than 400 bookmakers and organizations around the world that provide data on strange bids for matches and other suspicious information [8].

UEFA, in order to prevent contractual matches, uses the Fraud Detection System for betting (Betting Fraud Detection System - BFDS). This system tracks UEFA matches, as well as games of national championships in the first and second divisions [9].

In the national European football federations, including the Association "Belarusian Football Federation" (BFF), honesty officers have been established who are contact with law enforcement agencies of foreign countries, including Interpol, experts from UEFA and FIFA, specializing in tracking of illegal betting rates [10].

P.V. Krashennikov argues that "contractual matches have complex legal nature: they are violations of the scope of the so-called soft law, i.e. ranging from regulations and other regulatory documents of FIFA, UEFA, the Russian Football Union, as well as the scope of criminal law. The most effective means of combating corruption in football are the methods of criminal law. Criminal prosecution for crimes related to corruption in sports, it is becoming increasingly topical" [11, p. 26]. Obviously, in order to reduce the holding of such matches, it is imperative to tighten the responsibility for committing fraudulent acts.

The holding of a contractual match in the Republic of Belarus in 2017 led to tougher penalties for holding one. The Football Federation of Belarus has toughened penalties for contractual match. From now on, for an attempt of cheating the organization individuals will be punished by a fine of 500 basic units and up to two years' disqualification, legal - a fine of up to 5000 basic units and removal from the club 10 points [12].

For the actual organization of a contractual match, individuals will be charged up to 500 basic units and disqualified for up to five years, and from legal entities - 5,000 basic units in addition to removing 15 points from the club, its possible exclusion from the competition and the first division in the division below [12].

In the criminal legislation of the CIS countries, the rules providing for criminal liability for bribing participants and organizers of sporting events are contained in Art. 253 of the Criminal code of the Republic of Belarus, art. 184 of the Criminal Code of the Russian Federation and in art. 220 of the Criminal Code of the Kyrgyz Republic.

Article 253 of the Criminal Code of the Republic of Belarus "Bribery of participants and organizers of professional sports competitions and spectacular commercial competitions" allows to bring to criminal responsibility for the organization and participation in contractual matches.

According to Art. 253 of the Criminal Code of the Republic of Belarus under the bribery of participants and organizers of professional sporting events involving criminal liability means the receipt of money, securities, other property or property-related services by an athlete, sports judge, coach, team leader or organizer of sports competitions to influence the results of the competition or the provision of such a reward. Part 2 of this article provides for the commission of such a crime again [13].

As international practice shows, contractual matches are not held once and alone. Usually, this is a bribery of participants or organizers of matches, committed by a group of individuals. Organizers of contractual matches is not carried out these games once, often many more. An example is the holding of a number of contractual games in the Republic of Belarus. In the period from November 2016 to July 2017, 5 played-up matches were conducted, the organizers of which were a group of 15 people.



Thus, it seems necessary to provide for a rule supplementing part 2 of Article 253 of the Criminal Code of the Republic of Belarus, defining punishment for committing criminal acts to bribe participants and organizers of professional sports competitions not only repeatedly, but also by a group of individuals. Namely: "the commission of actions stipulated by part 1 of Article 253, committed repeatedly or by a group of persons".

According to P. Krasheninnikov: "Dealing with contractual match issues is the prerogative of both specialized sports structures, including the Control and Disciplinary Committee and the Ethics Committee of the RFU, as well as state law enforcement agencies (the Russian Interior Ministry) and international law enforcement agencies (Interpol) [11].

In the Republic of Belarus, there are no specialized units of law enforcement agencies that would deal with corruption in the sphere of physical culture and sports. The reason for this is the lack of assumptions for their creation. However, it is not known how many contractual matches are held, which law enforcement agencies and sports federations do not know about. In order to improve the legislation, it is necessary to consider the creation of an interdepartmental group on combating corruption in the field of sports, including representatives of the General Prosecutor's Office of the Republic of Belarus, the Ministry of Internal Affairs of the Republic of Belarus, the Ministry of Sports and Tourism of the Republic of Belarus, the Ministry of Justice of the Republic of Belarus, sports federations and public associations.

In conclusion, it should be noted that one of the main principles of sports is the principle of fair play. To ensure his work requires the tightening of legislation for the commission of criminal acts in sports, as well as control over the conduct of competitions and other sports events

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THE FORMATION OF HISTORICAL KNOWLEDGE  
AND UNDERSTANDING IN PUPILS OF THE AUXILIARY SCHOOL THE DIAGNOSTIC BASIS

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*The article analyzes the results of experimental study of the features of the formation of historical knowledge and skills of high school students with intellectual disabilities. The author considers the possibility of formation of historical knowledge and ideas in students in this category on a diagnostic basis.*

**Introduction.** For pupils of the auxiliary school socialization is often an issue, the resolution of which may contribute to the study of the history of Belarus. The study of the history of Belarus in the secondary school provides great opportunities for the necessary training of children with intellectual disabilities for conscious participation in public life. The study of the history of Belarus is a good mean of correction and social adaptation of students. The auxiliary school for children with intellectual disabilities studies the initial course of history of Belarus, which introduces students to the important events of the country's history, its life at the present stage, provides the growth of national consciousness and spiritual renewal of the nation.

Due to this subject, students with intellectual disabilities learn to navigate much better in the world around them, they have a sense of themselves, their country, a kind of relationship of times and generations. In addition, the history lessons of Belarus are aimed at the formation of personal qualities of each student, preparation of a child with intellectual disability to life, social, labor and legal adaptation of the student in the society [1]. Implementation of these tasks contributes to the individualization of the learning process on a diagnostic basis.

Specificity of formation of historical knowledge and understanding in pupils of a secondary school were engaged in such scientists as N. P. Dolgoborodova, L. V. Petrova, Yu. F. Kuznetsov, I. I. Loginov, N. M. Nosovich, V. P. Puzanov and others. In their works they revealed that the formation of historical concepts are an important link in the correction of mental development of children in this category [2]. For the formation of historical knowledge and ideas in children with intellectual insufficiency of a school – the term education and upbringing is not enough. Such education should take place, should be included into the framework of extracurricular activities.

The process of formation of historical knowledge, ideas and concepts among high school students with intellectual insufficiency is characterized by a number of specific features, which include: a tendency to sensitive interpretation of historical knowledge; the fragmentation and neuroscience of historical knowledge; the blurring of concepts, i.e., an arbitrary transfer of persons, events, phenomena in space and time; the difficulty of comprehension of historical knowledge; a unilateral approach to the assessment of historical events, phenomena, historical figures; generalization of isolated facts (isolated case brought to the level of aggregation); the occurrence of false stereotypes (combine events from different centuries); the personification of the socio-historical events (categorical assessments of historical events); mechanical assimilation of historical knowledge.

**Task formulation.** A purposeful study of the level of formation and characteristics of historical knowledge and ideas of students with intellectual disabilities was conducted in February – March 2018 in the GUO "Auxiliary school № 26 of Vitebsk". The total number of people included in the study is made up of 14 people with a diagnosis of F 70's ICD -10. The study involved students of three classes: 8 "A", 9 "A" and 10 "A". The age range of the subjects is from 14 to 17 years, including 8 girls and 6 boys. Each of the subjects performed the same set of tasks in similar conditions, namely alone with the researcher, in complete silence, this allowed to ensure the objectivity of the evaluation results.

**Methods of research.** The study of the level of formation of historical knowledge and ideas of students with intellectual disabilities was carried out in the following areas:

1. Diagnostics of the level of formation of historical knowledge and ideas in accordance with the training program.

2. Diagnosis of the level of formation of knowledge and ideas about the Republic of Belarus, the city of Vitebsk and historical events associated with it.

**Results, their discussion and perspectives.** When interpreting the data of experimental study of the level of formation of historical ideas and knowledge in high school students with intellectual disabilities, the following results were obtained.

The study of the level of formation of historical knowledge at school showed that most students know the historical names of cities and can relate them to modern names. Therefore, when performing a task in which it was necessary to connect the historical names of cities with their modern names, 64% of students with intellectual disabilities coped with this task without errors, 29% of students made minor mistakes, so they coped with the task partially. However, it should be taken into account that in some cases the correct answers were due to the similarity of writing the names of cities and their correct correlation was the principle of guessing. 7% of the subjects did not cope with the task, which was caused not only by the lack of necessary knowledge, but also by difficulties in understanding the essence of the assignment for correlation (for example: Olya T. said: "I do not understand how to do it").

Objective difficulties in high school students with intellectual disabilities were caused by the translation task of the proposed years in the century, which is associated with typical difficulties in understanding the essence of historical time, lack of mathematical literacy of students of this category. Only 1 student out of 14 coped with this task in full, some students did not even try to complete the task (examples of comments: "I do not remember, "I do not know", "We never did this).". Some students associated the proposed year with a historical event and tried to talk about them. For Example, Dima Sh. about 862 said: "was built Polotsk, there lived Prince." Some of the students hesitantly performed the task and waited for approval from the teacher, many asked leading questions: "Perhaps this is so?" or "you need three?" that demonstrates the attempts to guess the correct answer. Yegor K. correctly identified: "1 century is 100 years", but translated years in the century following "862-22 century, 1128-28 century, 1842-18 century, 1967-19 century, 2011-22 century". The results of this task showed significant difficulties in operating by students the concepts of historical time, unformed mathematical time.

Significant difficulties were caused by the task of formulating definitions of historical concepts (without answers). Despite the fact that the proposed historical concepts were considered at the lessons of the history of Belarus as program material, their definition by students with intellectual insufficiency demonstrated the absence of even elementary historical ideas on the relevant topics. A number of concepts were analyzed and explained by the subjects based on the similarity of sound with familiar words. Some historical concepts were analyzed by students with intellectual disabilities due to the presence of a similar word in the modern world, but with a different meaning. For example, Dima S. to the question "What is the site of the old people?" he said: "where are the machine" Andrei V. on the same issue replied that "the Church". To the question "what is "shlyakhta"?" Dima S. and Mike O. said: "mine kind". The need for a definition of "Batleika" Nastya Sh reacted emotionally (laughter) and the answer was: "It's a tool" (with its associated with the word "balalaika").

The pupils of the auxiliary school demonstrated an extremely low level of historical representations when performing the task of recognition of famous historical objects / historical figures when providing them with relevant photos. Noone coped with the tests fully. 57% of pupils partially coped with intellectual disability, 43% of high school students failed with intellectual disability. For Example, Veronica. about the cross of Euphrosyne of Polotsk was able to tell the following: "the Cross belongs to some girl", Nastya sh.: "the Cross belonged to a woman", Andrew V. said that "...this cross, it is baptized, belongs to Jesus Christ", Christina K.: "We were told about it in history. Healed people, during the war was stolen, now made a fake", Yegor K.: "Made of pure gold, 2 times stolen, belonged to the priest." About Francysk Skaryna Natasha G. said: "Prince of Polotsk, published the Bible", Dima sh.: "Read, write taught", Eugene M. said: "I have no Idea." As can be seen, historical knowledge and perceptions are fragmented, undifferentiated and inaccurate.

According to the results of diagnostics of the level of formation of knowledge about the Republic of Belarus, the city of Vitebsk and historical events associated with it, the following conclusions were made.

The task to determine the historical objects of Vitebsk from photographs caused the greatest positive emotional response among students with intellectual disabilities. All students are actively involved in the work with the proposed images. They did not have any difficulties in determining the image of the Memorial complex "Three bayonets", Summer amphitheater, drama theater named after Yakub Kolas. The greatest difficulties were caused by the images of the sculpture "Meeting" and the house-Museum of Marc Chagall (2 subjects), the monument to Alexander Nevsky (5 students), the monument to Prince Olgerd (3 high school students). Some images were named based on their purpose, but students with intellectual disabilities could not give them a

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specific name. So, many of the subjects, considering the image of the Holy assumption Cathedral, replied: "a certain Church". Some high school students with intellectual disabilities have certain ideas about the specific attractions of the city, but they do not know the exact name (for example: Eugene M. about the sculpture "Greeters" said: "it's near the station"). 86 % of the subjects partially or with the help of an experimenter completed this task, 14 % of students with intellectual disabilities did not cope with this task.

The job, according to the definition of knowledge by children with intellectual disabilities information about the sculpture "the Confluence of three rivers," is not projected caused significant difficulties in with the task, failed one. 29% of students partially coped, 71 % of the students failed. The majority of respondents answered "didn't see", "I don't know how it is called", Egor K. said that "...it is on the town Hall, but I don't know what it is", Andrey V. said "...it is a fountain, saw when we went to the Museum of Shmyrev".

At the level of recognition, the high school students with intellectual disabilities were able to show the coat of arms of the city of Vitebsk among all proposed (12 of 14 students coped with this task), only two subjects caused difficulties and they pointed to the coat of arms of the city of Polotsk.

The study of the level of representations of high school students with intellectual disabilities of the plants and factories of the city of Vitebsk showed that 57% of the students coped with that task without errors, 21.5% of students with intellectual disabilities completed the task partly, 21.5% of high school students of the auxiliary school could not complete that task, incorrectly correlated the names of enterprises with the appropriate products. For example, p. grazhina said that "...Vitba produces dairy products," Natasha G. suggested that the factory "Spartak" produces products in the city of Vitebsk.

The assignment to determine the areas bordering Vitebsk region, demonstrated students 'misunderstanding of the intellectual insufficiency of the concept of "region" in this aspect, as well as the lack of formation of the relevant cartographic representations. No one completed the task fully, partially coped-57 % of high school students with intellectual disability, failed 43 %. Basically, the greatest problems arose when they were shown areas that border Vitebsk region. For example, Yevgeny M named as the neighboring regions: "Town, Polotsk, Novopolotsk, Liozno", Dima sh. - "Minsk, Gomel, Brest, Vitebsk", some students had difficulties with showing even Vitebsk region, many students pointed at the Minsk region.

Statistical processing of the obtained data was carried out, using the g sign criterion. Since the critical value  $G=4$  (at  $p=0.01$ ), and the empirical value  $G=3.5$ , then, according to the formula  $GEMP \leq Gkr$ , the data obtained can be considered statistically reliable.

**Conclusion.** Thus, the results of the responses of high school students of secondary school showed that students have significant difficulties in self-reproduction of previously studied historical knowledge, so they need massive help. The reason for these revealed features is both the low level of development of cognitive activity of schoolchildren with intellectual insufficiency, and the peculiarities of behavior, and the lack of emotional and volitional tension, which are required to find adequate ways of solving intellectual tasks. Aborted motivational sphere, lack of mental operations, objective features of memory may hamper the uptake of historical and folklore material.

Therefore, there is a need for specially organized educational activities on the formation of historical knowledge and ideas on the local material, included in the framework of extracurricular activities. As an optimal form of organization of this activity one can use excursions, visualizing historical knowledge, ideas and motivation to study the motherland, taking into account the identified individual characteristics of each student.

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## COMPUTER GAME CHARACTER AS AN OBJECT OF INTELLECTUAL PROPERTY

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*Currently, the computer game industry is going through a period of intensive development, and as a result – there arise questions on the legal regime of a computer game or its separate elements (graphics, music, script, characters). This article will consider the legal regime of computer games, doctrinal approaches to the definition of the legal regime of a character of a computer game, analyzed judicial practice on the topic of research.*

**Introductory part.** In the course of analysing legal doctrine and judicial practice 4 main, possible options for the qualification of relations arising in connection with the turnover of virtual objects were identified:

1. Non-interference of the legislation into this kind of relationship;
2. Application of analogy - using the rules of property law and property rights for treating virtual objects;
3. Qualifying these relationships in the context of existing license and other agreements;
4. Considering objects of virtual property as "other property" and applying to these relations the rules on the relevant types of contracts, torts and unjust enrichment [1].

**Main part.** If we talk about the national legislation of the Republic of Belarus, the issues of intellectual property in the Republic of Belarus are regulated by the Constitution of the Republic of Belarus, the Civil code and the Law of the Republic of Belarus "On copyright and related rights" dated May 17, 2011 No. 262-3. There is no term "computer character" or "computer game" in these normative legal acts, the legislation provides only the category of "computer program", which is protected as a literary work, correspondingly, it falls under copyright protection. Under the computer game, some authors understand "organized in accordance with the rules of the game art virtual space, using for the organization of the gameplay computer program" [2]. From this it follows that a "computer game" is included in the category of "computer program", but what about the computer character? Despite the uncertainty and lack of elaboration of the legal regime of a computer character in the Belarusian practice, there is already a precedent when the couple in the divorce divided a computer character. According to the lawyer of one of the parties, the account in the popular online game was created by the husband, but periodically the character was played by the wife, the family money was spent on the account. Finally, the divorce raised the question of who will own the account further. As a result, as part of the out-of-court peaceful settlement of the division of property, the husband agreed to pay his wife half the value of the character and left the account in his property [3]. This situation only confirms the need to develop legal norms in this area.

In civil law theory there is no general opinion about what kind of objects of civil law include a computer game. For example, in the United States, doctrinal developments have come to the conclusion that virtual objects are intangible objects of a special kind, occupying an intermediate position between intellectual property and classical objects of property rights. Therefore, it is proposed to carry out the regulation applying by analogy the rules on the right of ownership.

The problem of recognizing a computer character as an independent object of civil law is also to clarify the existence of the fact of creativity in its production. Many scientists argue about whether a computer character is the result of creative activity. French courts, for example, based on the law on the protection of literary and artistic property of 11 March 1957, did not consider computer games as objects of copyright. For instance, one decision stated that a simple game such as Pengo could not be considered a protected result of intellectual activity because its components (e.g. character, background) did not have any signs of originality [2]. In the future, the courts began to determine the legal nature of computer games as computer programs (computer programs). At the same time, the difference between the object under consideration and the audiovisual work was justified: 1) the elements of the game created with the help of computer technologies are not sufficiently original; 2) in this object there is an element of the user's influence on it. Thus, the court Of appeal of Frankfurt in one of the decisions ruled that the above-mentioned game Pengo is not original enough to qualify it as an audiovisual work, while indicating that it is a software which makes images appear and disappear on the screen. The same court's decision in another case notes that the fact that users interact with the game,

resulting in different images, makes it impossible to qualify it as a film, since the latter consists of a certain sequence of images.

As shown by the above foreign experience, the game was recognized by a computer program, since such a characteristic was applicable at the very beginning of the development of the gaming industry, when objects were created with the help of a computer and did not have distinct color components that claim copyright protection, for example, as in the game Pong (1972) [2]. But it's too late, game developers are starting to incorporate into their games of different creative elements: scripts, artworks (landscapes), etc. This issue is also complicated by the fact that when creating an image of a computer character involved a considerable number of people (writers, graphic designers, voice directors, etc.). But in fact, the copyright will belong directly to the company-developer of the game, and thus the creative contribution of individual participants in the process of creating an image of a computer character remains without legal protection. However, there is an opinion that the ownership of a computer character belongs to the players who spent their time and money on the development of this character. Although it is obvious that the creators of the game spent much more time producing a character, than the player, who was already directly involved in its development.

Another criterion for distinguishing a computer character as an independent object of copyright is its existence in an objective form. The law provides an approximate list of ways of objective expression: written (manuscript, typewriting, musical notation, etc.); oral (public speaking, public performance, etc.); sound or video (mechanical, magnetic, digital, optical, etc.); image (drawing, sketch, picture, map, plan, drawing, film, television, video, photo frame, etc.); three - dimensional (sculpture, model, layout, construction, etc.); electronic, including digital; and other forms. In this case, the existence of a computer character is provided by an electronic (digital) form.

The law also prescribes such a condition for the recognition of the object of copyright as the possibility of independent use. Under the independent use is understood the possibility to use components independently from the other parts of this work [4]. It is obvious that the use of the character for other purposes outside the computer game is not possible. There are also discussions about the possibility of using the character outside a computer game. Some scientists believe that this is completely impossible, and some talk about using the image of a computer character, for example, for advertising purposes, etc.

**Conclusion.** Summing up and analyzing all the above mentioned facts, it should be noted that at the moment the legal regime of the computer character is not sufficiently defined, although, in modern realities and the rapid development of the world, it is necessary to develop normative legal norms that would regulate the legal status of the computer character and computer game in general in detail. Also, in addition to the regulatory norms, it is necessary to work out mechanisms for the protection of rights in the field of creation and use of computer games and characters. At the moment, there are not so many precedents in the Republic of Belarus, the subjects of which would be computer characters, but their presence fully confirms the relevance of this issue.

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## LEGAL REGULATION AND PROTECTION OF INTELLECTUAL PROPERTY IN THE FASHION INDUSTRY

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*Due to the intensive development of fashion industry in the modern world there is a need for legal regulation and protection of the rights, possessed by professional subjects who are involved in the creative process. The article deals with the peculiarities of legal regulation of intellectual property in the fashion industry in the Republic of Belarus as well as in other countries abroad. The mechanisms of legal protection concerning the results of intellectual activity in the fashion industry are investigated.*

**Introductory part.** FASHION INDUSTRY IS ACTIVELY DEVELOPING IN MODERN COUNTRIES AT THE MOMENT. EVERY YEAR DESIGNERS FROM ALL OVER THE WORLD ARE PRODUCING A HUGE NUMBER OF CLOTHES, ACCESSORIES, SHOES AND OTHER PRODUCTS, ALL THIS BRINGS HUGE PROFITS, WHICH IS ALIKE WITH THE INCOME OBTAINED FROM CINEMA AND MUSIC. IN THE CONDITION OF INTENSIVE DEVELOPMENT OF FASHION INDUSTRY, THERE IS A NEED FOR EFFECTIVE LEGAL REGULATION AND PROTECTION OF THE RESULTS OF INTELLECTUAL ACTIVITY, AS WELL AS ENSURING THE RIGHTS OF PROFESSIONAL SUBJECTS, INVOLVED IN THE CREATIVE PROCESS.

**Main part.** Nowadays the need for legal regulation of relations concerning the creation and the commercialization of the results of intellectual activity in fashion industry is obvious to all countries, both from economic and cultural points of view.

From a cultural point of view, the need to protect the results of intellectual activity in fashion industry is seen from the fact that work process in the fashion industry is directly related to a creative activity, and each new product is the result of the intellectual activity. Designers and fashion designers realize their creativity with the help of their products, through their vision of the world and with the help of the beauty in general. They put a huge amount of effort, involve resources and devote their time in order to create a fashionable product, and, of course, their work and the product of fashion industry itself needs legal regulation and protection.

From the economical perspective fashion industry is one of the most dynamic and profitable sectors of the economy which annually trade billions of dollars. A big problem in this sector of the economy is the problem of plagiarism, associated with the sale and fake creation. Until now, this problem is remaining unchanged, causing irreparable harm to the reputation and designers' profits, as well as to fashion designers and trading companies. Reputation is one of the key components of the success for the largest companies and the most famous designers, as reputation reflects their professionalism and brings fame to their names and brands. Plagiarism causes significant damage to the brands' right holders which is reflected in the loss, due to the decline in sales of their originals, and the fact that when someone detects any defect in purchased goods, goods that are not original, people complain to the real producers of the brand.

Legal regulation of the fashion industry in the Republic of Belarus is not commonly researched in the context of intellectual property. The need for such a research and for the regulation of intellectual property in the fashion industry in the Republic of Belarus covers the rules of civil law, intellectual property rights, trade, commercial, customs law and consumer protection. It should be noted that today fashion industry is profitable both for foreign economy and for domestic business, which can bring great profits to the country. Such a legal institution as the law in the fashion industry should support and protect the rights of subjects in a fashion sphere, which should include designers, fashion designers, makeup artists, trading companies and others.

There is no single approach to the regulation and protection of objects of intellectual property in the fashion industry in the Republic of Belarus. There are several ways of legal regulation concerning the results of intellectual activity in this area.

The first is the copyright protection. The Law of the Republic of Belarus "On copyrights and related rights" does not contain an exhaustive list of objects for copyrighting; in this article, works of art and applied art which are protected by copyrights are mentioned. For the adoption and the exercise of copyrights there should not be any compliance with formalities. The creator of an art object has personal non-property rights, which are protected indefinitely, and he or she has property rights. The exclusive right is valid during the author's life and fifty years after his or her death. The expiry of the exclusive rights to a work of art means that it is in the public domain afterwards [1].

To obtain a patent for an industrial design is another way of legal protection of objects of intellectual property in the fashion industry in the Republic of Belarus. The law of the Republic of Belarus "on patents for inventions, utility models, industrial designs" defines an industrial design as an artistic design solution of a product that determines its appearance. It should be noted that the object of legal protection is not the product itself, but a drawing, a scheme or other design solutions that are used or embodied in the product. As an industrial design, the original design of any product of industrial or handicraft production can be protected. In practice, industrial designs often protect the design of models of clothing and footwear, fabric drawings. The patent for an industrial design is valid for ten years with the possibility of its prolonging for five years more. After the expiration of this period, the industrial design is owned by the public domain and can be freely used by any individual or legal person without anyone's permission and without remuneration, but with respect to the right of the authorship [2]. The main problem of using this method of protection for a fashionable product is that the process of obtaining a patent is long and it is irrelevant for designers who produce seasonal lines of fashionable products. The difficulty appears also due to the fact that the industrial design must have the features which are necessary for its registration: the novelty and the originality. The criterion of novelty is that the industrial design for which the protection is sought must be new to all other designs that have ever been created in the world and have been made available to the public by any means of availability. Originality means that features of created product should be due to the creative work of the author (co-authors) of the industrial design.

The third method is a registration of the trademark. The trademark allows the consumer to identify the manufacturer's products. Verbal designations, including proper names, color combinations, alphabetic, numeric, pictorial, three-dimensional designations, including the form of the product or its packaging, as well as combinations of such designations can be registered as trademarks. A trademark owner has the exclusive right to use and to dispose the trademark, as well as the right to prohibit the usage of the trademark by other persons. Many famous brands try to protect their products by applying the trademark [3].

Many foreign countries have already recognized the need for legal regulation of objects of intellectual property in the fashion industry. Issues of legal protection of intellectual property and the rights of designers, fashion designers and trading companies are resolved differently on the national level of each state.

France was the first country to legislate the protection of intellectual property in the fashion industry. Under the French law, the results of intellectual activity in the fashion industry are protected by copyrights. In chapter 14 of Art. L112-2 of the Code of intellectual property of France it is said that even seasonal production of clothes and accessories is under legal protection. Fashionable products include clothing, furs, underwear, embroidery, shoes, and more [4].

In the USA, both the patent and the copyright law carry out the legal protection and the regulation of the results of intellectual activity in the fashion industry. The copyright law of the United States of America does not specify such a law enforcement object as a model of clothing or a fashionable product. This significantly complicates the ability of designers and trade companies to protect their products, unlike paintings, photographs, which are protected by this law or copyrights [5]. This is due to the fact that clothing is considered to be a consumer product, that is, the subject of "utilitarian purpose" in the USA. This means that copyright protection can only be applied to the creative work of the author. However elements of clothing and footwear design can receive copyright protection only if they are physically or conceptually separated from the "useful" elements of goods and can exist independently from them. But most elements of clothing and footwear models do not meet this requirement.

Speaking about patent protection in the USA it is possible to obtain a design patent for a 14-year period. However, obtaining a design patent is possible only if a product has such features as novelty, original decorative design, and only if it is considered as non-functional [6]. It is worth mentioning that in practice concerning the style of clothing or footwear, this form of legal protection is irrelevant and is not widespread in demand. That is why to fulfill all the requirements for obtaining a design patent is extremely difficult, since most authors take their ideas, being inspired by existing fashion products and designs, so it should be considered not like simple copying, as one must take into consideration the cyclical nature of fashion, in other words it is about the processing of pre-existence. Obtaining a design patent is also a very expensive procedure that young designers cannot afford. In addition, the process of obtaining a design patent is long, and till the time of having obtained a patent, a fashionable product remains unprotected.

In the European Union, the protection of objects of intellectual property in the fashion industry is based on the patent and the legal method of protection. One of the documents related to the protection of industrial



model in the European Union is the European Union Directive 98/71 according to which the concept of "design law" is introduced and legalized in all EU member States. In accordance with this Directive, in order to obtain legal protection with the help of registration an industrial model, the design of clothing must meet such requirements as individual character and novelty. The individual character of an industrial design will be recognized if the overall impression is different from that of another product that is already on the market. With this document the protection for the registered sample of clothing is provided for a period of 5 years and can be extended but for a period not exceeding 25 years. A person who submits an application for registration has the right to prohibit the use of his or her model by a third party without his or her consent on the condition that the model of another person creates a similar or the same impression as the applicant's model [7].

Due to European Council Regulation No. 6/2002/EC the protection for unregistered designs has been introduced. This type of protection is provided when the fashion product becomes publicly available. The protection for an unregistered sample is valid for 3 years, it should also be noted that unregistered samples are protected only from intentional copying; it is also true for all registered samples. This protection of an unregistered design can be useful for designers who create seasonal fashion lines, as it takes a lot of time to register an industrial model. Moreover, after some period of time their products become irrelevant and lose their ability to bring the amount of profit needed.

The results of intellectual activity in the fashion industry in the Russian Federation are regulated in the ways that are similar to the system of regulation and protection of intellectual property in the fashion industry in the Republic of Belarus. Protection of objects of intellectual property in the fashion industry can be carried out by copyrights, obtaining a patent for an industrial design and the trademark registration.

In December 2018, the Russian Federation adopted the Law "on the state registration of industrial model", which became one of the most important documents in the country, aimed at protecting the rights of designers, fashion designers, created models of clothing and footwear that require legal protection and can be registered as an industrial model. The most important innovation of this document is the provision of temporary legal protection of the object declared as an industrial model. Temporary legal protection will become active from the date of publication of information on the application of the industrial model until the date of publication of information on the patent grant. During the period of temporary protection, a right holder will be able to receive compensation from users, provided that the industrial model is registered. This document has made significant improvements for Russian designers and fashion designers [8].

**Conclusion.** At the moment the fashion industry is actively developing all over the world and the need for legal regulation of this sphere and the protection of the rights of its professional subjects is necessary for all countries.

The legal protection of objects of intellectual property in the fashion industry in foreign countries is carried out in different ways, depending on the national legislation in the field of intellectual property, which is improving and updating constantly in order to allow more effective protection of the rights of subjects in fashion industry.

In the Republic of Belarus, there is still no clearly structured legislation in the field of legal regulation and protection of the results of intellectual activity in fashion industry. It is necessary to pay attention to high-quality support and protection of professional subjects of fashion industry because this industry contributes to the development of the economy in Belarus.

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UDC 342

LEGAL MEANS OF PROTECTING COMPETITION IN THE FIELD OF ELECTRICITY

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*The article is devoted to the legal means of protection of competition in the electricity market. Particular attention is paid to the draft law "On electricity", which should be adopted within the framework of the implementation of the single electricity market of the Eurasian economic Union(EAEU).*

The Belarusian energy system is a constantly developing, high-tech complex consisting of regional power systems with a single centralized operational dispatch management, organizations engaged in the construction, installation, repair, commissioning and reconstruction of electric power facilities, research and development, design and construction of power facilities.

The general management of the energy complex is carried out by the Ministry of Energy of the Republic of Belarus. The functions of managing the economic activity of the Belarusian energy system are assigned to the state production association of the electric power industry (GPO) "Belenergo", subordinated to the Ministry of Energy.

The structure of the state production association of the electric power industry includes 6 RUEs (by regions) which, earlier and as of January 1, 2019, are natural monopolists and provide services for the transmission and distribution of electrical and thermal energy, formed on a territorial basis and are vertically integrated companies, which include as the structural units of the power plant, electrical and thermal networks.

In the field of electric power industry (electricity supply), the issue of developing competitive relations, preventing violations of antitrust laws in general is particularly important.

In the Republic of Belarus, the body that monitors compliance with antimonopoly legislation is the MAR of Belarus.

In accordance with Article 13 of the Law "On Counteraction to Monopolistic Activities and Development of Competition", the antimonopoly body monitors compliance with the antimonopoly legislation by business entities, officials of business entities - legal entities, government bodies, their officials, legal entities not related to business entities their officials, individuals who are not related to economic entities;

- reveals violations of antimonopoly legislation, takes measures to counter monopolistic activities, unfair competition, other violations of antimonopoly legislation by business entities, officials of business entities - legal entities, government bodies, their officials, legal entities not related to business entities, their officials , individuals who are not related to business entities;

- promotes the development of competition [1].

The most common means (measure) to protect competition in the electricity sector is to issue a prescription based on the decision of the antimonopoly authority.

From the practice of Ministry of Antimonopoly Regulation and Trade (MART), the following examples can be given:

Among the most frequently encountered are the issuance of instructions by MART to stop the violation of antitrust laws, namely, concerted actions to limit the access of economic entities to the commodity market for the production of electricity and to take actions aimed at ensuring competition. In turn, the subjects in respect of whom such orders are imposed will appeal against them in court.

Price regulation is also an important way to ensure competition in the field of electric power (electricity).

Currently, the Decree of the President of the Republic of Belarus of February 25, 2011 No. 72 "On some issues of price regulation (tariffs) in the Republic of Belarus" has established that prices (tariffs) for electric energy are regulated by the Council of Ministers of the Republic of Belarus (for public services provided to the population (power supply), the Ministry of Antimonopoly Regulation and Trade (for electricity supplied by the organizations of the state production association of electric power industry "Belenergo" (except for ergii, supplied to the population), as well as the electric energy produced in the Republic of Belarus legal persons, not members of the association, and individual entrepreneurs, and releases the energy supply companies of the association)[2].

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One of the problems existing today is the absence of a law on electric power industry, which precisely should create a legal basis for the operation of the common electricity market in the EAEU. In turn, the electricity market of the EAEU uses mechanisms based on market relations and fair competition as one of the main instruments for the formation of a sustainable system to meet the demand for electric energy (power). The draft law "On Electric Power Industry" has long been prepared and approved by the government by the lion.

For example, in accordance with the substantiation of the need to adopt the draft Law "On Electric Power Industry", certain legal entities produce electricity for their own needs [3]. The excess of the electrical energy produced by them must be realized. However, the law does not specify which entities belong to the producers of electrical energy, their rights and obligations, the procedure for connecting these legal entities to the power grids owned by the state.

The energy sector in Belarus is a natural monopoly, including a vertical of all types of economic activity, including the production of electric and thermal energy, its transmission and distribution, as well as sales. The essence of the changes to be implemented in the Belarusian energy system is as follows: the rejection of the state's monopoly in generating electricity, but while maintaining the state monopoly on the transportation and sale of electricity.

The formation of two markets: wholesale and retail, in which electricity will be sold on a competitive basis.

The draft law proclaims the formation of an electricity market in Belarus with non-discriminatory access to it by subjects of the electric power industry and electricity consumers who will cooperate on the basis of contractual obligations. It includes the wholesale and retail markets, where electricity is viewed as a commodity (and not a service, as it is now).

The government will continue to regulate electricity prices for individuals. In turn, the Ministry of Antimonopoly Regulation (MART) will set prices for electricity produced in the combined production of electricity and heat when it is sold on the wholesale electricity market, as well as on electricity sold by energy supplying organizations to consumers in the retail market, and tariffs for services transmission of electricity. The document proposes to apply free prices in the wholesale and retail markets only for a part of electricity that is not covered by government regulation.

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**COMPARATIVE ANALYSIS OF COUNTERACTION OF CORRUPTION  
IN THE REPUBLIC OF BELARUS AND TURKMENISTAN****NATALIA MESHKOVA, NATALYA PANTELEEVA**  
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*The article provides a comparative analysis of countering corruption in the Republic of Belarus and Turkmenistan. The author compares the main normative legal acts in the field of combating corruption, and also makes proposals for improving the legislation in this area in the Republic of Belarus and Turkmenistan.*

Such a problem as corruption takes place in all existing states. The fight against corruption is quite a difficult task, so the methods of fighting corruption should include features of the existing social relations in certain states. Turkmenistan is one of the Asian Republics and it is characterized by the attitude of society towards corruption as a habitual phenomenon. Without it, the normal functioning of the state is impossible. However, corruption impedes the normal development of social-economic relations. Therefore, it is necessary to take effective measures to counter crimes of this kind. Statistics shows evidence of the effectiveness of anti-corruption measures. According to the research by Transparency International in 2018, Turkmenistan takes the 161<sup>st</sup> place, and the Republic of Belarus – the 70<sup>th</sup> place [7]. At first glance, anti-corruption measures taken by Belarus are more effective than the ones taken by Turkmenistan, since the Republic of Belarus scored 40 points and Turkmenistan 19. However, if we compare the positions of the countries in 2017, we can conclude that the measures taken by Turkmenistan in 2018 were quite effective, since Turkmenistan rose from 171 to 161. The positions taken by the countries in the international rankings indicate the urgent need to combat corruption in both countries, since the level of corruption remains high.

Both in the Republic of Belarus and in Turkmenistan, legislative bases have been created in the field of combating corruption, which at first glance seem to be similar, but have a number of significant differences. So, according to art. 3 of the Law of Turkmenistan «On Combating Corruption» dated 11. 03. 2014 № 35-V (hereinafter – the Law of Turkmenistan № 35-V) corruption is an activity of acquiring benefits in the form of money, values, other property or services of a property nature, other property rights using their official powers or opportunities related to them by public officers or state employees, personally or through intermediaries for themselves or for third parties; as well as bribing the specified persons by illegally providing them with such benefits by other individuals; as well as committing the above actions on behalf of or in the interests of a legal entity [2]. According to the Law of the Republic of Belarus «On the fight against corruption» dated 15. 07. 2015 № 305-3 (hereinafter – the Law of the Republic of Belarus № 305-3 ) corruption is the intentional use by a public official or an equivalent person or a foreign official of his official position and related opportunities in order to unlawfully obtain property or other benefits in the form of work, service, patronage, promise of advantage for themselves or for third parties; as well as bribing a public official or an equivalent person or a foreign official by providing them with property or other benefits in the form of work, services, patronage, promises of an advantage for them or for third parties so that this public official or equivalent person or the foreign official committed the actions or refrained from committing them in the performance of their official (labor) duties, as well as performing these actions on behalf of or in the interests of legal entities [1]. In the Law of the Republic of Belarus No. 305-3, in contrast to the Law No. 35-B of Turkmenistan, the mental attitude of a person to a committed act is indicated – intent. The indication of the guilt form, in our case, is an important aspect that should be reflected in the definition of «corruption», since the intentional form of guilt indicates the immediate public danger of the person who committed the corruption offense, and accordingly the need to counter corruption crimes.

It is worth paying attention to the approaches to the anti-corruption principles elected by the legislators of the two states. Thus, the Belarusian legislator indicated the most general principles that correspond to virtually any sphere of regulation of legal relations (legality, equality before the law, publicity, etc.), and the Turkmen legislator pointed out more narrowly focused principles characterizing the opposition to corruption, the most interesting of which, in our opinion are guarantees of the integrity of persons assisting in the fight against corruption, the priority application of measures to prevent corruption, the complex use of political, the

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right outgoing, organizational, outreach, social-economic and other measures, etc. In our opinion, the indication of certain principles in the Law of Turkmenistan No. 35-V is quite controversial, for example, the principle of the right of a public servant to appeal to the court in case of disagreement with prosecution. In our opinion, this clause is not a principle of countering corruption, but is the right of a public servant to appeal to the court in case of disagreement with prosecution on the grounds provided by the Law of Turkmenistan No. 35-V.

According to Art. 8 of the Law of Turkmenistan No. 35-V, the person who reported the fact of an offense related to corruption, or otherwise assisting in the fight against corruption, is under the state protection. Information about such a person is a state secret [3]. The Law of the Republic of Belarus № 305-3 in Art. 39 refers to the guarantees provided to individuals who contribute to the detection of corruption offenses. In our opinion, the main difference of these guarantees from the ones in the Law of Turkmenistan No. 35-V is in providing protection not only directly to the person contributing to the identification of corruption offense, but also to their family [1].

One of the most important aspects of the legislative framework for countering corruption is the normative acts regulating the civil service which act as original codes of ethics for officials: Law of Turkmenistan of March 26, 2016 № 364-V «On ethics and official conduct of a public servant» (hereinafter – the Law of Turkmenistan № 364-V) and the Law of the Republic of Belarus of June 14, 2003 № 204-Z «On Public Service in the Republic of Belarus» (hereinafter – the Law of the Republic of Belarus №. 204-3). There are no provisions in the Law of Turkmenistan № 364-V expressly prohibiting corrupt activities, however there are provisions implying such a ban: clause 9 of Art. 5 «to exclude actions related to the influence of any personal, property, financial and other interests that prevent the conscientious performance of official duties», paragraph 11 of art. 5 «to observe a neutral approach, excluding the possibility of influencing the decisions of political parties and other public associations on their official activities», etc. In the Law of the Republic of Belarus № 204-3, there is also no direct reference to the prohibition of corruption activities, but there are also provisions implying this (clause 1.8 of part 1 of article 22 «to take property (gifts) or receive other benefits in the form of services in connection with the performance of official duties, with the exception of souvenirs, handed over during protocol and other official events»). The approaches chosen by the countries in this matter are similar. In our opinion, such consolidation of the principles of countering corruption activities is correct, since restrictions and prohibitions for persons in the public service are directly listed.

When considering the issue of countering corruption, it is necessary to pay attention to the institution of legal liability. The Law of Turkmenistan No. 35-V contains Art. 18 «The imposition of a disciplinary sanction for the commission of offenses related to corruption and offenses that create conditions for corruption», and the Law of the Republic of Belarus No. 305-3 does not contain disciplinary provisions. However, the Turkmen legislation only states that it is possible to impose a disciplinary punishment for such offenses, but there is no list of them. In our opinion, the imposition of a disciplinary sanction for offenses related to corruption is quite an interesting measure and contributes to minimizing corruption offenses related to the abuse of power or official authority.

The most common type of liability for corruption offenses is criminal. The Criminal Code of Turkmenistan has Chapter 23 «Crimes against the interests of the public service», in which in the footnote to Art. 181 it is stated that crimes referred to in art. 181 «Abuse of power», art. 184 «Bribe giving», art. 185 «Taking a bribe», art. 186 «Mediation in bribery», art. 229 «Assignment and waste» and Art. 358 «Abuse of power or official authority», located in the chapter «War crimes» [4]. The Criminal Code of the Republic of Belarus has Chapter 35 «Crimes against the interests of the service», which lists almost all the elements of a crime that are directly corrupt or create conditions for corruption, also Art. 210 «Theft through abuse of official authority», 211 «Assignment or waste» [3]. Reflection of crimes in the sphere of corruption in the Criminal Code of the considered states can be called harmonized, except for Art. 358 in the Criminal Code of Turkmenistan, however, its presence, in our opinion, indicates the prevalence of corruption crimes among military personnel, which led to the need to remove this corpus delicti into a separate article.

The Law of Turkmenistan No. 35-V contains Art. 9, which refers to international cooperation in the field of combating corruption [2], and there is no such article in the Law of the Republic of Belarus No. 305-3. In our opinion, the legislation of the Republic of Belarus needs legislative reflection of international cooperation in the field of combating corruption, since corruption crimes have ceased to be local in nature and have reached the international level.

Thus, in Turkmenistan and the Republic of Belarus, legislative bases to combat corruption have been created, reflecting the peculiarities of the social relations of the countries in this matter. Both in the legislation

of the Republic of Belarus and in the legislation of Turkmenistan there are things that the considered states can borrow from each other, the main of which, in our opinion, for Turkmenistan is an indication of the form of guilt in the definition of "corruption", and for the Republic of Belarus is introduction and development of a disciplinary institution for offenses related to corruption. It is also worth noting that, although in the Turkmen legislation, issues of international cooperation in countering corruption have been introduced, they are not sufficiently developed, as they are reduced only to specifying the objectives of international cooperation. However, in our opinion, these goals can be the basis for the development of provisions for international cooperation in the field of opposition to corruption for the Republic of Belarus.

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## ACCESS TO JUSTICE FOR WOMEN

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*This article outlines some of the problems in access to justice that women face, and outlines various strategies that can be adopted to solve these problems. The article establishes the legal norms and principles that should guide the state in its work on the protection of women.*

We all know where to turn when faced with a violation of the law and want to restore justice, and we all have the right to do so. The idea of unhindered access to the court was recognized by the international community as one of the fundamental. The right of everyone to free access to justice is enshrined in Art. 8 of the Universal Declaration of Human Rights, in Art.6 of the European Convention for the Protection of Human Rights and Fundamental Freedoms, in Art. 14 of the International Covenant on Civil and Political Rights and other international legal instruments. In this regard, limiting the ability of certain groups to be heard is unacceptable. The judiciary exists to ensure justice, and if the court is not available, then there is no point in its existence.

Access to justice can manifest itself in various aspects. The object of my research will be access to justice for women. Raising the awareness of international human rights bodies regarding access to justice and the obstacles women face is a good force for reflection. As part of this study, the concept of "access to justice" should be understood as the ability of people to seek remedies and obtain them through formal or unofficial bodies of justice in accordance with the principles of the rule of law and human rights standards [1]. To ensure real access to justice, these bodies must function effectively to ensure fair outcomes of justice procedures. Thanks to additional safeguards to ensure women's access to justice, which are enshrined in Council of Europe Convention No. 210 on the Prevention of Violence against Women and Domestic Violence, and the fight against it, called the Istanbul Convention, women's rights in this area have expanded. However, today women all over the world continue to face obstacles in the application and exercise of their rights. Women in some states tend to have fewer opportunities, fewer resources, lower status, less power and influence than men. However, every person must have the rights and fundamental freedoms proclaimed in international law on an equal basis, without any distinction or discrimination, including with regard to gender. Unhindered access to justice is necessary for both women victims of crime and women in prison, as well as women who have committed a crime.

Of course, the problem of access to justice for women who are victims of crime is particularly relevant. Despite the growing attention on the global level to the problem of violence against women, the right to life without violence is still systematically violated in any society. According to the most current global estimates of the prevalence of intimate partner violence and sexual abuse by another person, every third woman in the world experiences physical violence from her partner or sexual abuse by another person during her life. Violent survivors face many obstacles in trying to go to court and get help. Limited knowledge of their rights, as well as social and institutional barriers often prevent them from exercising their rights, obtaining justice and receiving psychological, medical and legal assistance. Weakened social and economic ties, the inability to enforce judicial decisions and the destruction of response mechanisms in such conditions often lead to chronic impunity for gender-based violence.

There is a clear violation of universal human rights in post-conflict and transitional countries, where criminal offenses and impunity are commonplace. However, it should be said that in the indicated states a number of measures are applied, aimed at improving access to justice for women, as well as at expanding their rights in general. Established in 1996 in accordance with General Assembly resolution 50/166, the United Nations Trust Fund supports activities to eliminate violence against women and is a multilateral subsidy mechanism. For example, the non-governmental organization "Physicians for Human Rights" uses the Foundation's assistance to remove obstacles in the process of collecting and systematizing information about sexual violence in conflict, as well as to facilitate access to services for victims. Lawyers, policemen and doctors often do not have the necessary skills and experience, medical examination is rare, medical records do not reflect the results of the examination, and there is no complete understanding of the functions and duties



of government representatives. In order to remove these obstacles, the Doctors in Support of Human Rights organization has created medical and legal assistance networks in five African countries: the Democratic Republic of the Congo, Kenya, Sudan, Uganda, and the Central African Republic. This program involves improving the collection of information and documenting the results of forensic medical examinations that are required for criminal prosecution, in connection with which the organization conducts training of specialists in the field of forensic medicine and contributes to enhancing communication channels and coordination between doctors, law enforcement agencies and representatives of the judicial sphere. Specialists who provide medical and legal services address the specific needs of the victims and reduce the risk of aggravating the trauma they have experienced, providing the conditions in which victims can safely share what happened to them. Women's Initiatives for Gender Justice is another structure that aims to empower civil society to document cases of sexual violence; it also involves promoting accountability for these crimes under national and international law. The program, implemented in the Democratic Republic of the Congo, Libya, Sudan and Uganda, aims to increase the participation of women in transitional justice mechanisms and to ensure that the needs and opinions of women are taken into account in the peace process. In the eastern provinces of the Democratic Republic of the Congo, the organization helps human rights defenders to document cases of sexual violence. The information gathered is used to prosecute crimes of sexual and gender-based violence, and the organization also advocates that this information be used by the International Criminal Court in its investigations. Creating a network structure that provides a comprehensive range of services is also the goal of a program implemented by the International Medical Corps in Iraq. This organization helped to form a system in which victims of gender-based violence are referred to relevant specialists, in particular, those who can advise, provide psychological, legal and medical assistance [2].

Speaking of ensuring access to justice for women, especially for women who are victims of violence, the central place is to eliminate the limitations and obstacles that prevent such access and to close the gap between women's rights and their effective implementation. States are obliged to respect the rights of women related to access to justice, such as the right to equality before the law, the right to a fair trial or the prohibition of discrimination, and ensure the practical realization of these rights. In addition, States are required to exercise due diligence to protect women from violence perpetrated by non-state actors.

Access to justice begins with access to a lawyer, but they are either expensive or inexperienced. States guarantee free legal assistance to vulnerable groups of society, but they do not guarantee high quality legal assistance. In addition, bar associations do not offer specialized training on women's issues for lawyers. Therefore, the only hope is for non-governmental organizations, which through their legal protection programs can guarantee both free and legal assistance. Also, access to justice, understood as a reasonable judgment with appropriate and sufficient reasons for the alleged violations, involves the training of judges. The training of judges on women's rights issues is needed, which is again done by non-governmental organizations.

There is also a massive culture of neglect and denial of violence against women. This culture of neglect and denial exists everywhere and we must be ready to confront it. This means working to change our attitude and actively promoting equality between women and men, girls and boys, and respect for the rights of women and girls. Even in those jurisdictions that are generally considered to follow international best practice, work is constantly being done to ensure women's access to justice. It is necessary to tirelessly make serious efforts and carry out a critical study of what has been achieved so that the enactment of the necessary legislation and the effective functioning of the justice system ensure that women, especially the most vulnerable of them, have the opportunity to defend their rights and use remedies in practice [4].

To solve the problem of the existence of barriers to access to justice for women, a comprehensive approach that takes into account the psychological and medical needs of victims, as well as their need for legal assistance, is crucial. This requires effective coordination between officials of various departments, so that at every stage - from initial referral to specialists and documenting facts to prosecution and compensation for harm - they consider such cases appropriately and professionally, with full respect for the victims' human rights. Clear job descriptions regarding the handling of cases should be defined and respected. Also, ensuring justice requires the coordination of actions of state bodies and civil society for the most effective realization of women's right to access to a fair trial. In order to ensure the proper protection of women, it is important for each of us to understand and recognize the particular problems they face. By understanding these problems, you can work more effectively to provide them with the necessary protection.

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UDC 343.9

## THE CRIME PRODUCING AND CRIME PREVENTION POTENTIAL OF MASS MEDIA

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*The modern mass media is not just information about the reality, it's a mean of impact on the masses. The media forms a programmed view of the world, events which are not always true. Most people get the idea and perceive crime and criminality from mass media. Information about crimes can have a negative impact on a person and social life. The author deals with the wrong way it can cause crimes and aggression, with fear of crimes and with the reduction of law enforcement and justice.*

The fact is that the modern world is full of information flows, and of information that perceives a mass consumer ("mass information") has not been just an information about the reality, but is a mean of impact on the masses, that is, a mean of forming and programming ideas about the reality.

Information tends to be interpreted (perceived and understood in one way or another). A variety of perception and understanding of information becomes possible through the modification of both its form and content. This makes it possible to turn it into a tool of targeted action.

Mass media possesses the most large-scale (up to global) potential of influence. Modern media does not simply transmit reliable information – that the public expect most from it, – not only is a mean of communication, but also it transmits and thus forms one or another version of the world (interpretation of events). Marshall McLuhan calls the media a mediator. It means that the message can be understood in different ways, can have a different meaning depending on how it designed [5].

Modern media is a multifunctional social institution, operating through a system of relatively local means of distributing information, and is addressed to a mass audience. The mass nature of the consumer gives the media a significant social transforming potential, as it can be successfully used for social control - to have an effect on the mass consumers through controlled self-regulation of civil society, the formation of legal awareness and the control of government bodies.

Social control can be understood as a set of processes in the social system, through which the following of certain patterns of activity is achieved, as well as observation of restrictions in behavior, the violation of which adversely affects the functioning of society as a system of relations [2].

It is extremely interesting and significant that every second message distributed by the media is associated with a crime. What causes this? Public interest in a crime rate, crime causation and crime prevention is clear. Interest to learn about crimes and crime prevention is an important component of human consciousness, that causes the perception of social events and events of own life, affects the sense of satisfaction/dissatisfaction and influences the behavior. We believe that it's also due to the fact that a single crime and, all the more, criminality as a multitude of crimes always causes an extremely strong emotional mass reaction because of the consequences for human life and for all the social structure. As prof. J. Gilinsky says in the 20<sup>th</sup> century the crime topic has become the dominant [1, p. 5].

Social studies show that most people take view and perception of crime and criminality from mass media. According to the survey conducted by the Public Opinion Foundation in 2006 in order to ascertain the source of ideas about crime, 99% of respondents got information about crime from media reports. This means that the media is the main source of information about this phenomenon for most people [3, p. 150].

Mass media can have a serious preventive effect on the population, improve the quality level of legal awareness, reduce the level of aggression, educate people in the spirit of compliance with legal norms, reduce the level of legal nihilism, increase legal ignorance and maintain the moral foundations of the society. The preventive effect of the media is possible with the help of adequate informing the public about the state of crime and the criminal threats existing in the society. Mass media can also help to destroy the romantic aura around criminals.

Significant preventive potential also has appeals to interact with law enforcement agencies and provides them with information about committed or planned crimes. Along with this, media can become a channel for disinformation of criminals and can disclose information that prevents planned crimes.

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**Education, Social Studies, Law**

The state has been engaged in crime prevention for several centuries and has actively been using the social-transforming potential of media. Unfortunately, the society faces impunity of the subjects of crimes, their self-confidence, aggression, and at the same time their helplessness. Therefore, with the help of the media, the state also seeks to distribute information about justice in order to maintain the psychological comfort (satisfaction) of the society.

The positive experience of using the potential of such media as social networks for crime / victimization prevention is interesting and indicative. In 2017, Pasco County Sheriff's Office (USA) launched # 9PMRoutine project. By the time, they had had about 9,000 Twitter followers and 40,000 Facebook followers. That is why they decided that they could use mass media to prevent crimes. They came up with the idea of reminding people to lock their houses and cars every evening and realized their social media platforms were the ideal place for this reminder. People often forgot to lock their cars and houses, therefore many thefts and car thefts were committed. The main goal of this project was to prevent unlocked auto burglary and hose thefts. The police created a group on social networks and after 9 p.m. reminded their subscribers to lock the doors and / or check whether they were locked or not. The initiative began in January 2017 and by May of the same year the level of unlocked car burglaries had gone down up to 33%. At the same time, no other reduction factors were identified. Pasco's # 9PMRoutine positive experience was subsequently taken by the other 25 US and Canadian police agencies [7].

Subsequently, hashtags and mobile apps, as well as communities emerged. For example, the Sacramento Police Department (California) created the Nextdoor community ("Neighbors"), with the help of which people could anonymously contact the police, as well as share information about crimes or offenses. About 80,000 members of this community are already registered in 160 regions adjacent to Sacramento. Due to this community, in 2016 the city experienced a burglary rate decrease up to 17,5% [7].

The experience of using hashtags is also interesting. The Baltimore Police Department (Maryland) created the hashtag #WantedWednesday, the purpose of which was to identify the wanted criminal suspects. In this case, the circle of wanted suspects can be expanded with the help of subscribers, and the detection time was reduced [7].

But despite the fact that today mass media is the main source of information distribution, and it helps to reduce crime, there is also the flip side of the coin.

It is hard to imagine what will happen if the interpreted information is unreliable or if the transmitters interpret the reliable information in a wrong way. In this case, the media can become a mean of producing crime, form criminogenic attitudes and a negative view of law, justice and law enforcement. Inadequate presentation of information about people who committed crime and criminality may cause such a phenomena as imitation of criminals / crimes, fear of crime, xenophobia and discrimination.

Scientific studies on the crime representation in popular culture and in the mass media have been associated with the impact on the audience. The goal of the studies is to know how criminal stories are presented and how it may affect on the perception of crime. Researchers have figured out how images of crime can shape views, attitudes, and actions. Studies have shown that with a high level of consumption of television news and reading activity, the fear to become a victim of crime is increasing. In its turn, the fear to become a victim of crime is directly related to the measure of consciousness repressiveness (the tendency to punish and to respond to crimes harshly).

In the 1960s, a special term "wound culture" appeared, denoting a societal dedication to violence and crime. The concept of a "wound culture" was introduced, in the later 1990s, to provide an alternative description of the contemporary society, and, more exactly, to set out an alternative account of modern and contemporary forms of crime and violence, and the forms of media and institutions, proper to this type of the world. In short, the concept redescribed new species and scenes of death and life in a public culture in which addictive and spectacular bodily violence has become public spectacle.

The debate about the influence of media perceptions on violence and crime has been raging for decades and has been showing no signs of weakening. Blaming the media and pop-culture for promoting violence is not a new phenomenon. However, the interpretation of media effects can be difficult, because commentators often seem to point to greater consensus that understates more contradictory and nuanced interpretations of the data. According to Brad Bushman, more than 90% of pediatricians and about two thirds of surveyed media researchers agreed that violent video games increase child aggression (Bushman, 2016) [8].

In 2008, psychologist John Murray summed up the results of many years research: "Fifty years of research on the effect of TV violence on children leads to the inescapable conclusion that viewing media violence is related to increases in aggressive attitudes, values, and behaviors" (Murray, 2008) [8].

In 2014, psychologist Wayne Warburton concluded that aggressive media influence increases the chance of aggressive behavior. In the short and long term, increases hostile perception and attitude and reduces people's sensitivity to violent content [8].

As Jacqueline Helfgott notes, over the past 40 years, more than 1,000 studies have been conducted on the effects of violence on television and in movies. Studies of the influence of television violence on aggression invariably show that it intensifies aggression and social anxiety, cultivates the "average view" of the world and negatively influences behavior in the real world [8].

This phenomenon can be explained by the mechanism of imitation – a crime can be inspired by another crime (Helfgott, 2015). A Clockwork Orange was released in 1971 – and the most recent copycat crime connected to it was in 2005. Following the film's immediate release was a string of crimes that included beatings and the gang rape of a 17-year-old. After that, director Stanley Kubrick pulled the film from UK theaters. The most recent incident involved a gang of young men, and a teenaged girl, beating a bar owner to death in a manner similar to how it was shown in the film [6].

Offenders model their behavior on the basis of reports about violence in the media, real or fictional crimes. Offenders imitate fictional characters who are represented on television with negative characters. For example, on July 20, 2012 at the cinema in Aurora, Colorado, at the midnight premiere of the film The Dark Knight Rises a man shot 12 people and wounded 70 people. According to his words, he imitated the negative character of the movie – "Joker".

In general, the link between causes and consequences – media influence and violent criminal behavior – has not yet been confirmed, and most researchers avoid such causal assumptions. Instead, many emphasize that the media does not directly cause aggression and violence, but acts as a risk factor among other variables (Bushman & Anderson, 2015; Warburton, 2014). In the review of media effects, Brad Bushman and the psychologist Craig Anderson concluded: "In general, studies show that violence in the media is a causal risk factor not only for milder forms of aggression, but also for more severe forms of aggression, including violent criminal behavior. This does not mean that the violent influence of the media itself will turn a normal child or teenager who has little or no other risk factors into a violent criminal or a school shooter. Such extreme violence is rare and tends to occur only when many risk factors converge in time, space, and within a person" (Bushman & Anderson, 2015, p. 1817) [8].

Therefore, it is logical to conclude that mass information distribution about crimes is necessary, but it should be carried out strictly in accordance with the knowledge of the media properties and the public opinion regularities. Due to the fact that the modern world is not just information about reality, but is a mean of influencing the masses, the media forms a programmed view of this reality, which is not always true.

It should be noted that the mass media has both positive and negative sides. So, on the one hand, the media presents information about the world around it, allowing, by that, a person to be aware of events. In addition, speaking about the presentation of information related to crimes, a person becomes educated and is able to act in a given situation. On the other hand, crime information can have a negative mental impact on a person. In addition, the information interpreted by the media may be unreliable and that may contribute to a negative perception of justice.

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UDC 342

**CONSTITUTIONAL AND LEGAL BALANCE  
BETWEEN THE INTERESTS OF THE INDIVIDUAL AND THE STATE  
IN THE INFORMATION SPHERE: USING TELEGRAM MESSENGER AS AN EXAMPLE**

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*In this article, the interests of the individual and the state are considered through the prism of such a basic concept as «constitutional and legal balance of interests». Using an illustrative example with the messenger Telegram, the author tries to illustrate how often paradoxically atypical situations arise from the collision of the interests of the individual and the state, how they can be solved in practice.*

At the present stage of legal science and practice development, very little attention paid by legal scholars was devoted to the issues of limiting the individual's interests. Since there is a noticeable lack of integrated knowledge on this topic in the scientific sphere in Belarus, it is very useful to conduct the study.

The Constitution of Belarus formed the basis for the individual's interests (rights, freedoms) limitation, which is quite reasonable, because differing «from other normative acts, the Constitution is the fundamental law.» [1, p. 62]. Its structural component is not accidental. It is quite interesting that Section Two is named «The Individual, Society and the State». The order of these words is not chaotic. The Constitution proclaims that the interests of the individual come first, and only then comes the state, which makes the individual's interests priority the corner-stone. So why does the contemporary practice show a completely different, contrary picture, and why is the observance of the concerned priority more an idealized exception than a realistic rule? In this regard, the essence of this statement is revealed in the lines of the following work: and so it should be, // but it is not actually – // prescribed by centuries of change: // all that we have so long wanted, // did not find so many generational changes. It seems that next generations, much to their regret, can meet their age in a similar epopee.

It is quite symbolic that the preamble is located at the beginning of the Constitution. It contains everything that the nation tried to tell us at the time of its adoption. Not without purpose the people of the past generation have indicated in it their desire to assert the rights and freedoms of every citizen and have entrusted the state to execute this task. It is no coincidence that the state is responsible to the citizen for creating conditions for the free and honourable development of the individual, who is responsible to the state for the unquestioning fulfillment of the Constitution. Nevertheless, both the state and each of its citizens must always follow this condition and implement the bilateral agreement. Of course, the state is obliged to create appropriate conditions for the citizen, but only if the latter followed the law. And the state can expect the citizen to fulfill the constitutional responsibilities only if the state has created all the conditions necessary for that. The above-mentioned condition should be regarded as a rule of limiting the interests of the individual and the state.

It is particularly interesting that the terms «citizen» and «everyone» found in the text of the fundamental law are used both in the singular and in the plural, but the term "personality" is always used only in the singular. There is no doubt that this peculiarity was used to demonstrate the special nature of the relationship between the individual and the state, i.e. individualized relationship nature. Their bilateral responsibility towards each other comes exactly from that. It turns out that in all cases without exception, the approach to each citizen should always be individual because all people are unique in their own way and are the supreme value of the state. This statement must be formulated as another rule of limiting the interests of the individual and the state.

The structure of the investigated norms in the 1st part of article 23 of the Constitution is of great interest. Thus, the situation is the following: its structuring is based on the principle of constitutional benefits distribution according to their value. Therefore, the order of the benefits should not be considered as accidental.

It could be clearly seen that the list under consideration is headed by the state interests and a formulation lobbying the individual's interests is only at the end of the list. Here you can see not the title of chapter II of the Constitution – «The Individual, Society and the State», but the diametrically opposite phrase, which is in the form of «The State, Society and the Individual». It may tell us that the individual's interests placing

in the «center of the World» is only a declared by the Constitution rule. In its turn, the state decides how to apply it. I. I. Pliakhimovitch noticed that «the constitutional right of the leading States reaches a state, when the usual principles cannot be accepted without reservations» [2, p. 6]. We agree that foundations formulated by «days of yore» should not be useful today.

It should be noted that the norm of article 23 of the Belarusian Constitution is one of the few norms that have direct effect and are the subjects to direct application. Therefore, the practical significance of how its content will be interpreted is very great, because the fate of a person can depend on it.

The principles for the individual's interests limitation are confirmed in article 23 of the Constitution of Belarus. The bounds of its implementation are established by the articles 24-27, 34, 63, etc. Speaking of restrictive norms, S.A. Gorshkova noted that the standards are being introduced «to establish a balance between the rights of individual citizens and the interests of society and the state as a whole» [3, p. 83-84]. It should be noted that, according to the rule written in part 1 of article 23 of the fundamental law, limiting the individual's interests is permissible only in exceptional cases, constituting an exhaustive list. It is allowed to limit the individual's interests only in the case provided by «law, in the interests of national security, public order, protection of morality, public health, rights and freedoms of other persons» [4]. It means that there are no reasons except the one mentioned above that can be regarded as lawful. In this way A. N. Pugachev writes: the limitation of the interests of the individual should be regarded as «exceptional measures provided by law and only to the extent which is necessary» [5, p. 221]. We agree that the individual's interests limitation should be exceptional in all cases. It means that there are no other options for solving the problems of society and (or) the state, i.e. the ways not to limit the constitutional interests of the individual should not be present. In addition, without limiting the individual's interests, there would be much more negative consequences not only for the state and society, but also for the individual that makes it up. Exceptionality is achieved through the so-called presumption of greater harm. Probably that is why the courts, adjudging somebody to die, enunciate this catchy phrase: «in the name of the Republic of Belarus he is sentenced to the exceptional measure of punishment». Thus, the state illustrates that there are no other ways to keep the foundations of the Belarusian statehood unshakable.

So what was in the Union that we have not yet abandoned? V. D. Selemenev, V. I. Shimolin, studying the history of post-war life of Germans on the territory of former Soviet Union, noted that the information about repressed German agents were withheld to such an extent that any laws about the declassification were of no importance due to the limitation period expiration [6, p. 21]. To the deepest regret, in the modern realities it is necessary to state the fact that the survivals of the Soviet past about this hidden policy of the state in respect of the individual's rights and freedoms, escaped the collapse of the Soviet society and entrenched firmly in the minds of many politicians of the countries of the former Soviet Union. It is sad to realize that such States still exist. Not showing even a scanty share of the desire to preserve the individual's rights and freedoms, they simply neglect such a great value of the entire history of mankind, limiting it in the earned rights and freedoms. The so-called nature of exclusivity is not familiar to them, it simply does not exist, and the restriction of personality in its interests is a normal phenomenon. L. Y. Grudtsyna notes, neither the legislative nor the executive, nor the judicial power of such States simply feel limited by human rights [7, p. 36], in view of it the interests of the individual are relegated to the background, creating «vacant» places for the state. In the same way, P. P. Baranov suggests that the States «have to get rid of stereotypes, that every person is a subject – a dependent and obedient contractor» [8, p. 115], that was imposed by the dictatorship of former «kings».

Returning to the issue of exceptionality, it is important to clear the nature of the limitations taken. Let us recall, that A. N. Pugachev marked the high importance of the exceptional nature when choosing the measures aimed at limiting the individual's interests. More recently, we talked about such a fundamental principle of the relationship between the individual and the state as individualization. Associating it with exceptionalism, it is quite simple to explain what specific limitations should be applied to a particular individual. Having thoroughly analyzed the essence of such phenomena, it is arguable that measures aimed at limiting the interests of the individual must comply with:

- its legal status, which realizes the principle of individualization;
- the maximal protection of the state interests with the minimal infringement of the individual.

The category of the bounds of interests limiting comes from the second point. It is not necessary to prove that everything has its limits. In legal practice, the question of determining the bounds of the individual's



interests limiting is much talked of. The fact is that the limiting puts a «final point» in the process of invasion of the individual's constitutional rights and freedoms. Consequently, they are of particular importance. Playing a restrictive role, the bounds of the individual's interests limiting draw a parallel between legal and illegal infringement of the rights and freedoms. Therefore, the following factors should prevail in determining the limitation bounds:

- duration (most often lasting character);
- measures (means of influence);
- objectives (protection of national security, etc.).

In the case if the individual's interests limitation was not carried out in accordance with part 1 of article 23 of the Basic Law, the so-called legal provisions shall be applied. According to its part 3 of Art. 59, exactly the state organs, officials or other persons who the execution of the state functions was entrusted to, shall be responsible for the actions breaking the rights and freedoms of the person. N. I. Matuzov says, that a person has to «build his/her behavior in accordance with the requirements of the Basic Law, adhere to the common interest, do his/her duty, respect the rights» [9, p. 44] of other people, because otherwise he or she will have to be accountable for his/her actions. However, it applies not only to the individual, but also to the state. Scientist B. S. Ebzeyev claims [10, p. 60] that in this case the term «responsibility» used in the preamble of the Basic Law is the basis of the constitutional system. The fact is that it determines the foundation of the relationship between the people and the state, the latter of which must always provide the protection of the individual, his life and health, property and rights.

The above mentioned aspects should always be taken into consideration when limiting of the individual's interests. However, the legal practice makes the picture half-turned. In this regard we will consider one interesting and paradoxical example.

We will examine the conflict of interests between: Telegram messenger for public usage on one side, and the Russian Federation, that wants it to provide access to information about users, on the other side. Telegram does not pay much attention to the requirement of the Russian state. In an attempt to maintain its composure, Telegram, in fact, categorically refuses to comply with Russian legislation. Of course, Russia does not like it, and therefore, it tries to ban the messenger services on its territory. As an alternative, there were other options. One of them was to give the government access to the security system of Telegram. The latter is not satisfied with this proposal, so the state began to apply different sanctions. And it would be all right except for one thing: most citizens evaluated all the advantages of the online platform and did not want to lose the opportunity to use it. It is quite clear that for Russia such a surprise was unwanted, because it was confronting not simply with a messenger, but with society that was dissatisfied with state policy. They all need one thing - to keep the opportunity to use Telegram. The Russian Federation, in this case, was between its desire (interest) to gain access to the Telegram, ensuring national security, and quite a negative public opinion about it, more and more willing to keep the opportunity to use the messenger (interest).

Thus, we see how the interests of two sides are opposed: the individual and the state. Within the limits of Russian legislation, Telegram must provide for the FSS information required to decode electronic communications. In turn, this obligation should be implemented in the protection of the provisions enshrined in the Constitution of the Russian Federation, which represents the right to confidentiality of correspondence. Moreover, it is necessary to solve this problem in such a way that the interests of not only the state but also the individual were satisfied. Experience has shown that in April 2018, such a consensus was not reached – the state was still able to force the messenger to provide the necessary information and therefore protected only its own interests. Was it really supposed to be like that? Obviously not. If the messenger and the state reached a compromise, it could be possible to elaborate mechanisms that could disclose information about a threat to national security. Moreover, it would be selective provision of information. At the same time it would be possible to keep the privacy of correspondence of a larger number of users with the interests of their personal life. One option is to disclose the message, only if they contain such terms as «attack», «bomb», «explosion», etc. Furthermore, court should lead the establishment of special procedure for reclamation of information. In this case law enforcement agencies will have to provide the organizer of the messenger information about events or actions that pose a threat to the national security of the state, including all what it is expressed in, how decoding can help prevent the existing threat.

It should be noted that previously there were no such stories. The only thing that comes to mind is the case of the FBI against «Apple», which deals with the iPhone unlocking after the terrorist attack

in San Bernardino. Anyway, a court judgment that would assess the so-called balance of interests of the individual and the state was not made. The case «Russia against Telegram» becomes the first global story of its kind: it is a precedent, and its consequences are very important for the Russian Federation and for other countries that made up the former Union, including the Republic of Belarus. After all, the Belarusian state always follows the example of its «big brother». Placing priorities in the direction of the state interests, there will be more cases of the wrong law enforcement practices, which will be followed by the states. Therefore, «not tomorrow», but today we have to move away from it. Not without reason, the European Court of Human Rights is increasingly interested in issues related to the Internet and legal regulation of the network.

Let's try to analyze this situation from the point of view of the above-described rules of the individual's interests limiting. Let's start with asking ourselves a very reasonable question: is this case exceptional? A controversial question. Nevertheless – N. S. Bondar explains [11, P. 134] –when the limiting the interests of the individual, the state may choose the principle of the special significance of its interest, but, unlike the individual, it is intended to ensure the foundations of both as a condition of their natural existence, guaranteeing the satisfaction of the interests of the individual in its single and concentrated expression. The studied example shows a slightly different picture, where the interests of the individual and society were not satisfied. Thus, only the interests of the state were protected. It means that the principle of balance was also not respected. I. N. Malynych says, that every legal relationship is stable when «its legal content – mutual rights and obligations of subjects – is balanced» [12, p. 98], which, to the deepest regret, in this example, is not observed. Did the individual and the state have a so-called individualized relationship? It stands to mention that there was no such relationship nature, as there was no «communication» between the state and the individual, which would allow to find options that prevent unjustified infringement of the rights and freedoms of the individual. V. N. Vlaznev suggests that after all, public administration should be «not as an instrument of dictator» [13, p. 125]. As an unequal partner, it puts the person in a dependent position, realizing the presumption of greater harm for the common good. There are no limiting bounds here. In terms of the concept of national security, the state structures «forge chains», not constraining themselves with the bounds of interests limiting of this person. The state chooses the measures, not always corresponding to the needs and the state is not responsible for that to the society or to each individual comprising it.

Thus, the study showed that the constitutional and legal balance between the interests of the individual and the state on the example of Telegram messenger was not objectively established. It illustrated very clearly what trends in the law enforcement practice are outlined by many countries of the former Soviet Union. Yet, the states need more than one year to go away from it.

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PROSECUTORIAL SUPERVISION OVER THE OBSERVANCE OF THE LEGISLATION  
AT THE STAGE OF EXECUTION OF THE SENTENCE

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*The article deals with the analysis of the characteristics which determine the prosecutorial supervision over the observance of the legislation at the stage of execution of the sentence as an independent branch of prosecutorial supervision. The author researches the object and subject of supervision, its specific tasks, the powers of the prosecutor and the means of the prosecutor's response to the detected violations.*

Principle of legality is one of the constitutional principles which is the ground for the protection of the legal order and the provision of the rule of law in the state [1]. Obviously, there is the necessity to guarantee the realization this principle. There is a set of issues which The Prosecutor's Office of the Republic of Belarus has to solve. They are at first the provision of the rule of law, legality and the legal order, secondly the protection of the legal rights and interests of citizens, organizations and the state interests. All of these are solved through the implementation of functions. The most important of which is supervisory function [2, p. 97]. Also, according to the Law "On Prosecutor's office of the Republic of Belarus" the prosecutor's office as a government body executes supervisory function which includes five branches. They are named the branches of prosecutorial supervision [3].

According to the criminal proceeding rules criminal proceeding includes the stages. One of the main stages is the stage of execution of the court sentence [3]. Court and other participants of criminal proceeding turn the sentence to execution and decide the issues which emerge during the execution of the sentence and after this. High-quality execution of the sentence upgrades its effectiveness and contributes to the forming of citizens' beliefs in the inevitability of punishment [5, p. 340]. According to the Art. 4 of the Law "On Prosecutor's office of the Republic of Belarus" prosecutorial supervision of compliance with the law of judicial sentence and compliance with the law at the stage of execution of the sentence is enforced [3].

According to the theory of prosecutorial supervision the branches of prosecutorial supervision are comparatively separate types of the action of the Prosecutor's Office which has its own object and subject of supervision, specific issues, prosecutor's powers and prosecutor's response tools to the law violations [2, p. 7–23; 6, p. 9–15; 7, p. 298–299]. Thus, prosecutorial supervision at the stage of execution of the sentence as a specific branch of prosecutor's office' action has its own object and subject, issues, prosecutor's powers and prosecutor's response tools.

The object of the prosecutorial supervision is the legal boundary of Prosecutor's office's power demands. We are sure it is right to think that the object of the prosecutorial supervision over the observance of the legislation at the stage of execution of the sentence is bodies, institutions and officials exercising the function of execution of the sentence [7, p. 302].

The subject of prosecutorial supervision over the observance of the legislation at the stage of execution of the sentence is the compliance with law of legal acts, decisions, actions (inaction) of bodies and officials who realize the court sentence and other executive documents. The subject of prosecutorial supervision is defined by Art. 32 of the Law "On Prosecutor's office of the Republic of Belarus" [3].

Specific issues which are decided by the Prosecutor's office during the prosecutorial supervision over the observance of the legislation at the stage of execution of the sentence are clarified by common issues. According to the Constitution of the Republic of Belarus [1], the Law "On Prosecutor's Office of the Republic of Belarus" [3] and other legal acts the deciding of these issues is the prosecution function. Thus, it is possible to name these issues. They are the protection of rights, freedoms and legitimate interests of citizens, the interests of society and the state; compliance by the objects of prosecutor's supervision with the legislation at the address of a sentence to execution and also resolving issues arising during the execution of the sentence, as well as after its execution.

Prosecutor's powers in the field of supervision are those legal instruments which are aimed at identifying law violations that allowed during execution of the sentence, and the elimination of violations. Application of

instruments of public Prosecutor's reaction is pointed to elimination of allowed violations of the law and the circumstances accompanying them, restoration of the violated rights, and also on prevention of new violations.

According to Art. 402 of Criminal Proceeding Law the issues connected with the execution of the sentence are decided by the judge individually in a court session. Pay attention that the participation of the prosecutor in the court session is mandatory. In the case of his absence, the judge adjourns the session [4]. We are sure this condition is fair and reasonable. It guarantees the compliance with legislation at the stage of execution of the sentence. The compulsory participation of the prosecutor ensures the decision of the issues assigned to the Prosecutor's office. After examining the documents available in the case the court hears the conclusion of the prosecutor. It contains a reasoned conclusion about resolve of the consideration issues. The fact that the prosecutor is the last, it gives him the opportunity to evaluate opinions collected in the case [8, p. 963]. The issues that emerge during the execution of the sentence form an independent type of relations that concerns neither charge nor sentence. Therefore it is rather difficult to determine the nature of prosecutor's activity at the stage of execution of the sentence.

As noted by many researchers, the function of prosecutorial supervision doesn't extend to the court and judicial activities. Especially the object of the prosecutor's supervision is neither the work of the court nor the court itself, but the state of law at the court session. We are sure it determines the content of the prosecutor's activity at the stage of execution of the sentence [9, p. 42; 10, p. 60].

It is fact, opposition, discrepancy of material and legal interests of participants of criminal proceeding, as well as procedural equality of the participants are the features of the classic trial. In other words the process is adversarial, the parties are equal. However, the principle of adversarial proceedings and equality of parties is fully implemented in the trial stage. The prosecutor takes the position of the public Prosecutor, at the same time he guarantees the compliance with law by all participants in the trial [4].

Describing the court session, in which the issues connected with the execution of the sentence are resolved, it is difficult to speak about the adversarial process. Although there is the psychological setting of participants to the dispute [11, p. 89]. Some researchers determine the prosecutor's activity at the stage of execution of the sentence as human rights protection [12, p. 63]. This point is confirmed by the fact that the prosecutor can't be recognized as a party of the case, because he pursues neither substantive nor procedural interest. It is connected with the simplified nature of the proceedings [9, p. 44–45]. However, the prosecutor has the right to make applications and challenges, enforce the compliance with the proceeding rules of the court session, take measures to ensure rights of proceedings' participants. These powers are linked with supervisory responsibility. Thus, at the stage of execution of the sentence, the prosecutor protects the interests of the state, society, as well as interests of the participants of proceedings. The prosecutor acts more as an assistant in the court's decision, while at the same time being a person exercising supervision, the object of which is determined not by the activities of the court, the court, but the state of law.

In that way, prosecutorial action at the stage of execution of the sentence is comparatively separate type of prosecutor's office' action which is connected with the supervision. This activity has its own subject of regulation and specific content. Also it is pointed to the protection of the interests of the individual, society and the state at the stage of execution of a sentence. It is the protection of human rights.

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**CRIMINAL LIABILITY FOR DECLINATION TO CONSUMPTION  
OF NARCOTICS, PSYCHOTROPIC SUBSTANCES OR THEIR ANALOGUES****ANASTASIA SHELYAGINA, NATALIA PANTELEEVA**  
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*Drug dependence is one of the most important problems in the Republic of Belarus, which requires radically new ways of solving. Over the past year, the problem of the spread of narcotic substances has become catastrophic and is the cause of social disaster. This article is devoted to criminal liability for inducing the use of narcotic drugs, psychotropic substances and their analogues.*

Under the Criminal Code of the Republic of Belarus (hereinafter – the criminal code) means drugs and substances, as well as drugs containing them, included in the National list of narcotic drugs, psychotropic substances and their precursors, subject to state control in the Republic of Belarus [1].

Guided by the Criminal Code, the inducement to use narcotic drugs or psychotropic substances should be understood as any intentional actions, including single actions, aimed at arousing the desire of another person to use them (in persuasions, proposals, giving advice, as well as in deception, mental or physical violence, restriction of freedom and other actions committed for the purpose of forcing a person to use narcotic drugs or psychotropic substances to be affected) [2].

Inducement to use narcotic drugs, psychotropic substances or their analogues shall be punished by arrest, or restriction of liberty for a term of up to five years, or imprisonment for the same term (article 331 Criminal Code). This act, committed by a group of persons by prior agreement or by an organized group of persons, with the use of violence or the threat of its use, is punishable by imprisonment for a term of five to ten years. Inducement to use drugs committed against a minor, resulting in the death of the victim or other serious consequences entail imprisonment for a period of ten to fifteen years [1].

Subjective signs of the crime is, first of all, such signs that characterize the subject of the crime. Any person who has reached a certain age and who is sane should be considered a subject of a crime and subject to criminal liability in the Republic of Belarus. Age and sanity are the first signs characterizing the subject. Only a person who was aware of the socially dangerous nature of his actions and was guided by them at the time of the Commission of the crime should be subject to criminal liability. The absence of only one sign, such as sanity, precludes the possibility of bringing a person to criminal responsibility. The age of the perpetrator is also taken into account. For this offence under the existing criminal law the offender is any sane individual who has reached the age of sixteen when committing a crime [4].

A sign of the crime is also considered to be the subjective side, which is the internal attitude of the person to the act committed by him and has characteristic features, such as motive, purpose, guilt. The fault is considered to be the internal attitude of the person to the crime and characterized by direct intent or negligence. In this case, Article 331 of the criminal code provides for the subjective side only in the form of direct intent and excludes the possibility of committing an act of negligence. Since the guilty person is aware of the actions committed by him and consciously inclines another person (other persons) to drug use [2].

When committing a crime (inducing a person to use drugs), the guilty person is already considered guilty, since this crime should be recognized as formal. The consequences of the crime do not necessarily have to come, that is, the inclining person may not obey the will of the guilty person. The inclined person does not always have a desire to use drugs. Since the beginning of the Commission of actions to arouse the desire of another person to take a narcotic drug or psychotropic substance, the crime is considered to be completed.

When a person inclines to the use of narcotic drugs, psychotropic substances or their analogues, the consumption of such substances is a consequence, and therefore can carry other consequences, such as exceeding the dose, infection with non-sterile syringes for injections and the like. Consequently, the perpetrator may cause death through negligence of a drug-addicted person. According to the criminal code (art.144), the infliction of death by negligence is punishable by correctional labour for up to two years, or restriction of liberty for up to three years, or imprisonment for the same term. If the crime is committed against two or more persons, the person shall be punished by restriction of liberty for a term of up to five years or imprisonment for the same term [1].

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Intentional infliction of serious harm to health and resulting in the death of the inclined person by negligence also takes place and forms a set of crimes. These crimes are provided by the criminal code (article 139 of the Criminal Code), intentional unlawful deprivation of life of another person entails imprisonment for a term of six to fifteen years [1].

The question arises: How to deal with this dependence and what are the forecasts of law enforcement agencies of the Republic of Belarus?

For the Republic of Belarus, this problem is a specific practical problem that has a detrimental impact on all spheres of society, and, accordingly, requires a competent and balanced choice of ways to solve it. In order to stabilize the drug situation in the country and prevent it from developing into an uncontrollable phenomenon, on December 28, 2014, the decree of the President of the Republic of Belarus No. 6 "on urgent measures to counter drug trafficking" was adopted. In accordance with the provisions of the Decree, the modern anti-drug policy of the Republic of Belarus is aimed at ensuring a comprehensive, integrated and balanced approach to the organization of work in this area [5].

Today we can say that in the Republic at all levels of the system, including not only the methods of force, but also a set of measures for the prevention of drug addiction, as well as the rehabilitation of drug addicts, began to be built. An integrated approach to solving these problems has significantly contributed to the improvement of the crime situation, have reduced the risks and threats associated with drug trafficking.

Of course, the greatest public danger is criminal activity associated with the spread of narcotic drugs and psychotropic substances. With this in mind, the identification of drug sales is one of the priorities of law enforcement agencies. In the past year, 185 criminal cases were initiated on the facts of committing crimes of this category [5].

Over the past few years, drug addicts have been actively using the Internet in their criminal activities, thus trying to keep themselves incognito. For this purpose, specialized online stores are created, the transfer of narcotic substances to the buyer is made by leaving the goods at the agreed place. In this regard, significant efforts of the Internal Affairs bodies are focused on the identification and suppression of the activities of such virtual points of sale. In 2018, the measures taken in this direction contributed to the termination of the operation of 16 stores, through which psychotropic substances were distributed throughout the country. The work carried out has allowed to some extent to stop the flow of psychotropic substances in the territory of the region, among which not the last place is occupied by the notorious Smoking mixtures, and, in turn, affected the level of involvement with drug crime of minors. Also for illegal circulation of narcotic drugs, psychotropic substances, their analogues and precursors there is criminal responsibility under the criminal code (article 328) entails the restriction of liberty for a term up to five years or deprivation of liberty for a term of two to five years. In cases of this category, the courts are guided by expert opinions. The legislation provides for exemption from criminal liability in the presence of two mandatory conditions: voluntary surrender of drugs and active promotion of detection and suppression of crimes.

For the purpose of prevention the state policy in the sphere of turnover and counteraction to illegal turnover of narcotic drugs, psychotropic substances and their analogs is carried out, which is aimed at:

- maintenance of the Republican list and the list of hydrogen atoms substituents in the structural formulas of narcotic drugs, psychotropic substances or basic structures;
- licensing of activities related to the circulation of narcotic drugs, psychotropic substances, precursors;
- state control (supervision) over the circulation of narcotic drugs, psychotropic substances, precursors, analogues;
- detection of offences related to illicit trafficking in narcotic drugs, psychotropic substances, precursors, analogues;
- application of measures to counter illicit trafficking in narcotic drugs, psychotropic substances, precursors, analogues;
- prevention of consumption of narcotic drugs, psychotropic substances, analogues, including among children and young people;
- development of a network of organizations to provide medical care to people with drug addiction, as well as their social rehabilitation;
- state support for research in the development of programs, methods and techniques for the prevention of consumption of narcotic drugs, psychotropic substances, analogues, provision of medical care to persons with drug addiction, and their social rehabilitation [3].



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**EXTREMISM IN THE YOUTH ENVIRONMENT AND PREVENTIVE MEASURES AGAINST IT**

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*Extremism is one of the most complex sociopolitical problems of modern society, which is primarily connected with the diversity of extremist manifestations and the heterogeneous composition of extremist organizations that have a destabilizing effect on the sociopolitical situation in the world [1].*

The term "extremism" is derived from the Latin word *extremus* - extreme. In reference books extremism is traditionally understood as "adherence to extreme views and measures". However, in different countries and at different times, many different legal and scientific definitions were given to the concept of "extremism". There is no single definition for today.

The urgency of this problem for Belarus and for the world community as a whole is connected with the growth of political activity of various public organizations, associations and groups, first of all. Moreover, the spectrum of this activity is quite wide and manifests itself, for example, in political hooliganism - insulting government officials, unauthorized holding rallies, pickets, making inscriptions of a political nature, etc.

The relevance of the analysis of extremism in the youth environment is determined by the following factors and circumstances:

Firstly, young people, being one of the largest socio-demographic groups of society with certain age features, interests, values and place in the social structure, tend to be extremist. The denial of compromises in any form, radicalism and intolerance, maximalism and nihilism, disregard for one's own life and readiness for self-sacrifice become the basis for the world perception of young extremists, make them cruel and place this social category at risk.

Secondly, destructive socio-political, economic, spiritual and ideological reasons become organic environment for potential extremists, namely: a decrease in the level of spirituality of the adult and young generation; the loss of many moral and ethical values, the lack of clear goals, the debunking of the ideals of the recent past; the coming to replace the Soviet idealism of previous generations for modern Western pragmatism, and with it: the cult of power and money, sexual promiscuity. All these circumstances are pushing young people into the ranks of extremist organizations.

Thirdly, young people play an important role in the political sphere of society and therefore various political forces rely on young people during radical transformations. The youth is the most mobile part of the electorate, the most fierce struggle unfolds for its voices.

**Causes of extremist manifestations in youth environment:**

1. The exacerbation of social tension in youth environment is characterized by a complex of social problems, including problems of the level and quality of education, "survival" in the labor market, social inequality, and diminished authority of law enforcement agencies.

2. Changes of valuable orientations, such as, for example, the creation of religious organizations and sects, spreading religious fanaticism and extremism, the denial of norms and constitutional duties,

3. The growth of nationalism, which contains active work of youth nationalist groups and movements, which became widespread on the Internet.

4. The presence of illegal circulation of funds to commit extremist actions. For example, some youth extremist organizations for illegal purposes are engaged in the manufacture and storage of explosive devices, teach the handling of firearms and cold steel, etc.

5. Use of hostility and aggression among the youth by the leaders of extremist organizations to carry out actions of an extremist orientation.

6. Use of the Internet for unlawful purposes. This provides radical public organizations with access to a wide audience and promotion of their activities, the ability to post detailed information about their goals and objectives, time and place of meetings, planned actions [2].

If we talk about extremism in youth environment, it is necessary to identify the main features. Extremism used a young man's unsteady views on what is happening that is why it manifests itself more often in societies and groups where there is a low level of self-esteem, individual rights are ignored, as well as in societies

and groups that have adopted an ideology of violence and advocate moral promiscuity, especially in means of achieving goals.

Thus, the main signs of violence are: political action carried out in extreme forms, for example, participation in the implementation of a terrorist act, planning mass repressions against dissenters; the deliberate use of illegal methods of influence, such as terror, incitement of national, religious, racial and other enmity, blackmail, unlawful restriction of freedom; aggressively imposing one's will to achieve a certain political goal.

#### **Preventive measures against extremism among young people**

Prevention of extremist activities is aimed at eliminating the conditions for the spread of extremism, as well as curbing the activities of extremist public and religious associations. This prevention consists of several directions:

- creation of conditions for reducing aggression, tension, extremist activity among young people;
- creation of conditions for the education of a successful, efficient, tolerant, patriotic, socially responsible person;
- creating conditions for increasing the life chances of adolescents and young people in difficult life situations;
- development of constructive social activity of adolescents and young people;
- development of positive youth subcultures, public associations, movements, groups;
- creation of alternative forms of realization of the extreme potential of young people.
- organization of work of methodological associations on the formation of tolerance in inter-ethnic relations [3];

– introduction of special courses, as well as elements of programs in general courses for teachers with the aim of fostering inter-ethnic tolerance of students;

– development of thematic leaflets for students' parents with an explanation of lawyers, psychologists, social educators, law enforcement officers;

– organizing and conducting a review competition of programs and methodological developments in an educational institution for the prevention of unlawful behavior and extremist manifestations of adolescents;

– the creation of the councils of high school students in educational institutions

The work on the prevention of extremism in the educational process begins with the formation of educators' educative skills among students in the field of education workers and it has an ideological and legal direction.

Ideological direction:

– formation of religious and interethnic tolerance, patriotism, a healthy lifestyle, priorities of universal values.

– analysis of the philosophical, historical, socio-cultural aspects of the processes that occur in the field of youth culture;

– scientifically grounded practical recommendations for the prevention of extremism and terrorism that are necessary for the state and society;

– preventive work to counter manifestations of extremism among young people;

– Legal direction:

– carrying out complex measures to form a legal culture among young people. In particular, this could contribute to a significant expansion of the legal component in education and upbringing. Knowledge of their own rights and freedoms will contribute to the development of feelings of respect for the rights and freedoms of others, including their life, health and dignity among young people;

– development of a tolerant worldview among young people, a tolerant attitude towards all people, regardless of their nationality, religion, social, property status or other circumstances;

– improving issues of leisure and recreation for young people;

– increasing the level of social and material security of young people, assistance in employment of young professionals, support for housing programs for young people;

– international cooperation in the field of countering extremism and terrorism;

– holding parental meetings on the formation of law-obedient behavior of students;

– providing legal assistance to minors and their parents on the protection of the rights and legitimate interests of the family, students;

– It is important for pedagogical staff to intensify the work among students on the disclosure of the nature and activities of extremist organizations and groups together with the internal affairs agencies with the involvement of parents and public organizations.

– Spreading of information leaflets containing calls for extremist activities or promoting such activities, their manufacture, storage and transportation for distribution purposes is prohibited. Despite the existence of legislation, it is necessary to acquaint children with the rules of behavior on the Internet.

Psychological direction:

– creation of a psychologically safe supportive, friendly environment in an educational institution that excludes psychological trauma, both on the part of teachers and in the adolescent team;

– identification of adolescents at risk with methods that exclude provoking extremist behavior;

– carrying out serious individualized vocational guidance in order that the teenager could cope with the experience of an uncertain social perspective;

– trainings with adolescents aimed at helping self-identification;

– conversations with parents about the features and problems of adolescence;

– individual counseling for adolescents, parents and teachers;

– trainings with teachers aimed at awareness of their own level of age tolerance and assistance in developing communication skills with adolescents in crisis situations.

Also, when carrying out the preventive measures against extremism, it should be taken into account that the punishment for the committed crimes of an extremist orientation corresponds to the real degree of public danger [4–6].

Thus, the problem of extremism in youth environment is a topical problem for the Republic of Belarus and requires the intervention of not only law enforcement agencies, but also education system, public organizations and the entire population as a whole.

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UDC 343.98

USE OF THE ATOMIC FORCE MICROSCOPE IN THE FORENSIC DETERMINATION OF CHRONOLOGICAL ORDER OF TONER AND BALLPOINT PEN INK IN QUESTIONED DOCUMENTS

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*The most complicated type of forgery documents is considered. The article focuses on the atomic force microscope as the best method to determine the chronological order of crossing traces in questioned documents. The undeniable advantages of the method are shown and illustrated.*

**Introduction.** There is a widespread method of signing the original document, at a business meeting, for example, then printing an additional paragraph on the blank paper space. This type of forgery documents are the most complicated to appraise them forensically.

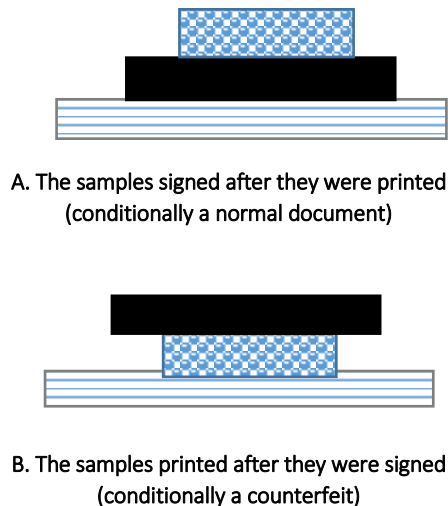


Figure 1. – Schemes

Almost all expertise is carried out by experts of the State Forensic Committee of the Republic of Belarus. They are equipped with optical microscopes to examine the overlapping of printer toner and ballpoint pen ink to determine the chronological order of the printing. This method has its limitations and doesn't allow to achieve results in some cases.

**The Atomic Force Microscope (AFM) principle.** The AFM is a device that is designed to use the force of elements between the cantilever-end probe and the surface of the sample and measure the shape of the surface [1]. AFM analysis can measure not only the morphology of the surface of samples, but also the surface roughness, lateral force, phase imaging, hardness, and adhesion [2]. AFM also implements 3-d images, which you could see on Fig.2.

**Preparation of the samples.** 10 samples were prepared by printing out ten sheets of A4 size paper and signing them. Other 10 were prepared by printing out ten sheets of A4 size paper and signing them, then printing one more paragraph on the each of them. The first group of samples was named as "Conditionally normal documents" and marked with the letter "A". The second one was named as "Conditionally counterfeit documents" and marked with the letter "B". Each of them was examined on AFM.

**Results.** The difference between the first sample of the "Conditionally normal documents" group and the first sample of the "Conditionally counterfeit documents" group are shown.

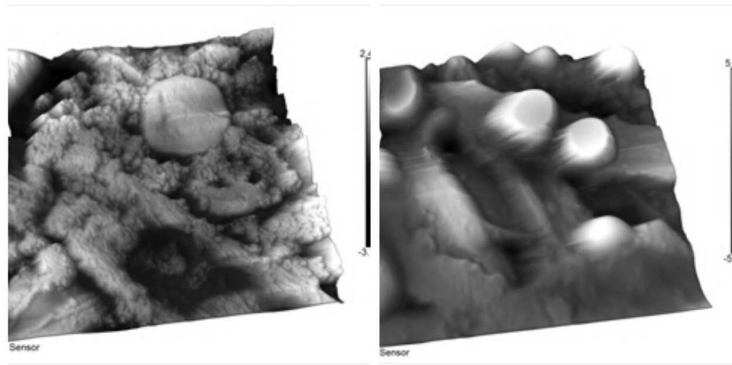


Figure 2. – 3-d images produced by AFM: the sample signed after it was printed (left one – A) and the sample printed after it was signed (right one – B)

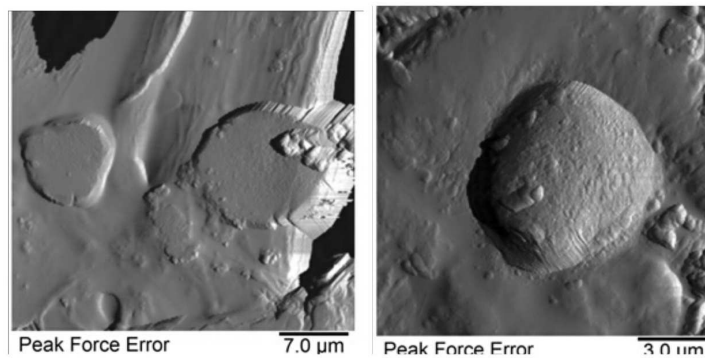


Figure 3. – 2-d images produced by AFM: the sample signed after it was printed (left one – A) and the sample printed after it was signed (right one – B)

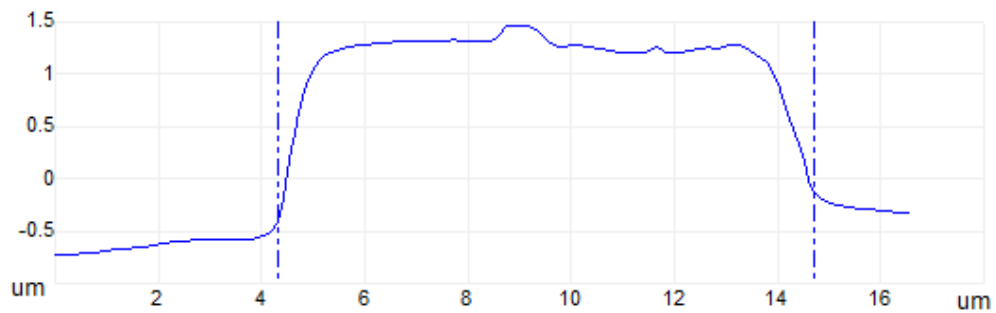


Figure 4. – Surface topography of the sample signed after it was printed (A).  
 Height 1,913 μm. Width 10,435 μm

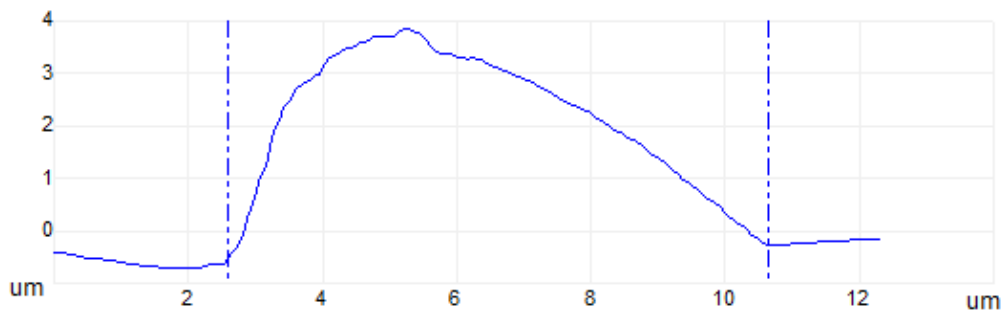


Figure 5. – Surface topography of the sample printed after it was signed (B).  
 Height 4,306 μm. Width 7,978 μm

The images of adhesion are also differing. The same is about adhesion profiles.

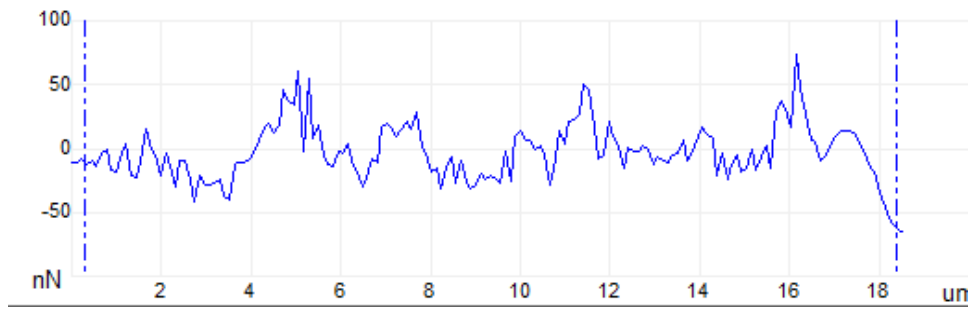


Figure 6. – Adhesion profile of the sample signed after it was printed (A)

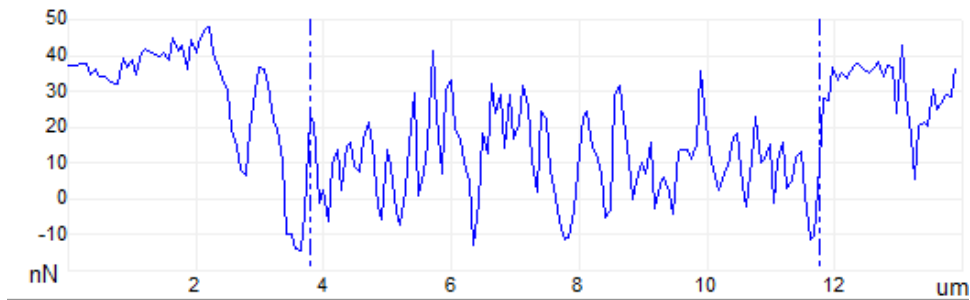


Figure 7. – Adhesion profile the sample printed after it was signed (B)

**Conclusions.** This study presents a new method of analyzing of crossing traces in questioned documents. Use of AFM could make even the most completed cases in forensic practice solvable. The major and the only one disadvantage of the method is its high cost.

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## DEVELOPMENT OF A HYBRID CRYPTOSYSTEM FOR USER DATA PROTECTION

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*The most important requirement for the encryption system is its durability. Unfortunately, increasing durability using any method usually leads to difficulties in encrypting data and decrypting it. Therefore, the formation of a deeply thought-out cryptosystem is a very important task.*

**Introduction.** The level of knowledge in the field of data encryption is quite high. Every year a lot of programmes and literature, which are dedicated to cryptographic systems, are created. A cryptographic system is a family of cipher transformations and a keys collection. There are symmetric and asymmetric cryptosystems.

**Main section.** Symmetric cryptosystems (with a secret key) - cryptosystems, which are built on the basis of keeping the encryption key secret. The encryption and decryption processes use the same key. The secrecy of the key is a postulate.

Asymmetric cryptosystems (open encryption systems with public key) – the meaning of these cryptosystems is that different transformations are used for encryption and decryption. One of them – encryption - is absolutely open to all. The other, decoding, remains secret [1].

At the moment quite resistant systems are used more often, systems with a rather complex encryption algorithm. Because of the need for various objects to encrypt secret data and cryptographic systems do not stand still and are constantly being improved.

**Selection of encryption algorithms.** Based on the analysis of the most crypto-stable algorithms, the following conclusions were made:

- encrypting information using the symmetric algorithm AES: despite the shortcomings, to crack the information protected by this algorithm is almost impossible. The essence of AES is that any “frontal attack” on protected data – that is, the selection of all possible passwords — is very stretched out in the future. If we imagine that a hacker has vast resources, that is, a whole collection of supercomputers, then he could get access to encrypted data in decades.

- Encryption of the session key using the asymmetric RSA-OAEP algorithm: it is not only involution modulo a large number. It is also the addition of redundant data which allow additional protection of your information [2].

**Flowchart of the communication protocol.** Let the two subscribers agree to exchange data. The scheme, which is shown in Figure, assumes that each participant in the information exchange has two keys: a public PK and a private SK. Let's have a look on the process of sending a document M. The sender (subscriber A) generates a secret key – a random number, which is used only once and therefore called a one-time or session key. This key is used to encrypt the M document using a symmetric cryptoalgorithm. The session key is encrypted in the recipient's public key (subscriber B) and attached to a previously encrypted document. The generated message is sent to the recipient. This person, received the message, repeats the same procedure, but in reverse order. Using his private key, the recipient recovers the session key, and then decrypts the document with it.

**Selection of the length of the session key.** The second step is to select the session key length. The number of encryption rounds depends on the key size:

- 128 bits length – 10 rounds;
- 192 bits long – 12 rounds;
- 256 bits length – 14 rounds.

As an example, let's take a key length of 128 bits. Input data for encryption operations is an array of 16 bytes. Before encryption starts, the bytes of this array are placed sequentially in the matrix columns. Inside the algorithm, operations are performed on a byte matrix, called the state matrix. The final value of the state matrix is the output of the algorithm and is converted into a sequence of ciphertext bytes. Similarly, 16 bytes of the cipher key fall into the columns of the original matrix. The dimension of all matrices is  $4 \times 4$ . Four bytes in each column of the state matrix or key can be considered as one 32-bit word. Therefore, the state matrix is an array of 4 words. The matrix that arrives at the input of each round is called the input state matrix, and the output matrix of the output state is formed at the output of the round. [3]



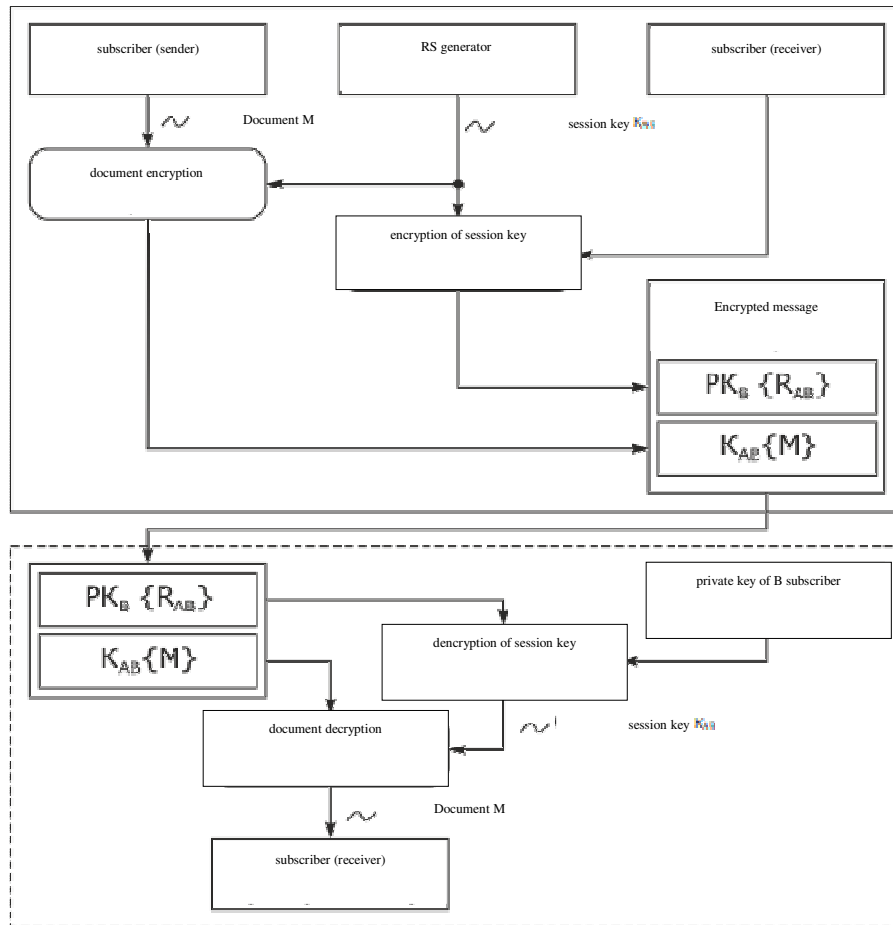


Figure. –Exchange scheme of 2 keys

**Conclusion.** After analysing what was said above, we can conclude that the encryption algorithm developed can successfully compete with analogues at the moment. At the same time, the developed scheme provides a great opportunity to implement additional functions and settings.

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FEAR OF CYBERCRIME: CHALLENGES AND PERCEPTIONS  
(A FIELD STUDY AMONG STUDENTS)

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*The present study examines how direct and indirect cyber victimization impacts fear of cybercrime. The statistical population of this study consists of a number of students in University of Tehran, with a sample of 350 students selected through simple random sampling carried out from September 1 to December 2, 2018. Our findings indicated a high rate of direct victimization in financial crimes for men as well as direct victimization in sexual offenses, nuisance, and threats of committing financial offenses for women. Furthermore, indirect victimization of women as a result of sexual offenses was significantly greater than men. A high level of fear of sex crimes in cyberspace was observed among women. Although men and women differ in terms of the type as well as the rate of victimization, the users rarely adopt preventive measures in the cyberspace.*

**Introduction.** *Fear of Crime.* A survey-based framework for studying victimology was developed. This framework was used to clarify victims' experiences, confrontation with these experiences, fear of crime, and its different dimensions in connection to news stories covered by the media. Thus, surveys served as a cause leading to the emergence of a phenomenon known as public fear of crime (Gunther, 1991:4).

However, fear of crime has generally received little attention in the history of Criminology, with no major figure of criminology in the nineteenth century regarding this topic as an issue worth the attention; the situation, however, seems to have started to change in the early twentieth century. Apparently, many researchers adhered to the idea that the conventional, yet thought-provoking, concepts of fear of crime were directly related to objective risks, and this led them to assume that the approaches to controlling fear of crime were dependent on strategies resulting in controlling crimes. Although the serious consequences of victimization had been revealed to criminologists, none of them strongly believed that fear *per se* can act as a debilitating factor. However, five decades ago (in the 1960s), the US President's Commission on Law Enforcement and Administration of Justice profoundly influenced the course of criminological research conducted in those years, fundamentally shifting the criminological attention to [psychological] consequences of crime, by making a minor, yet thorough, observation: "The most harmful effect of violent crimes has been fear, an issue that should not be underestimated." In their attempt to completely understand social [and psychological] consequences of crime, they found that attentions should not be simply focused on those directly victimized by crime because although these direct victims are undoubtedly important, one must also bring into focus those suffering from indirect victimization as a major issue in studies on fear of crime (War, 2000: 452).

A range of surveys quickly came into play to establish the strengths and weaknesses of this viewpoint ultimately leading to the perception that fear of crime is much more evident than real victimization and, thus, responses to this type of fear were shaped through a wide range of normative cautious behaviors that defined a set of certain cultural elements changing the lifestyle in its own particular way (Ibid: 424).

A range of components including gender, age, victimization record, and indirect victimization influences fear of crime. As the present study focuses on the role played by gender and victimization in fear of cybercrime, we briefly present a review of literature on this topic.

Studies on the link between gender and fear of crime consistently found that, compared to men, women are more worried about the criminal phenomenon, with a study conducted in England over the past 25 years indicating a trend of higher level of fear of crime among women compared to men which continues to persist today (Krista, 2006: 12). An interesting point to note in these studies as well as in the statistics reported by the police is the contradictory trends of victimization and fear of crime among men and women. More specifically, women tend to be less victimized than men because of their social roles, cautious behaviors, and other factors while they report higher levels of fear (Schaut, 2006: 8). One explanation focuses on physical and social vulnerability of women noting that women have been socialized into viewing themselves weaker than men and less capable of confronting attacks that induce high levels of fear. Socialization experiences provide another explanation for this difference among the two genders. Since most researchers of fear of crime use self-report questionnaires to identify the level of fear and because women express their fear more easily, they are more likely to report their fear while men regard expression of fear as a sign of weakness. Another acceptable explanation for gender-based differences in level of fear asserts that women are extremely fearful of sexual assault, and in particular of rape. This fear permeates into all areas of their lives leading to reports of higher

levels of fear. The argument goes that women link rape to thousands of crimes (theft and other crimes) as they believe that, for them, victimization in any type of crime is likely to lead to rape as well. This explanation, known as “shadow of sexual assault hypothesis” has been supported by many studies (Lee, 2012: 54).

On the other hand, it should be noted that recently there has been a translocation of many forms of crimes into the cyberspace. The penetration of cyberspace into the contemporary society has reshaped a significant portion of victimization and offenses. The term “cyberspace” was coined in a science fiction written in 1982. Since then cyberspace – known as a non-physical, virtual place – has been a reflection of virtual realities in an electronic environment (Masoudi, 2004: 16). However, the first cybercrime was committed in 1820 in France when Joseph Marie Jacquard invented a device known as loom in his textile mill which allowed the repetition of a series of steps in the weaving of special fabrics. The invention of this device spread worries among Jacquard’s employees as they perceived it as a threat to their job and livelihood. In the first recorded cybercrime, they committed an act of sabotage to stop this device from functioning (Sekgwathe, 2011: 172). The number of offenders and victims in cyberspace has increased with the growing prevalence of cyberspace, different forms of social and communication networks, and developing trades in this space. The limited insignificant control over cyberspace has made it a favorable place for highly motivated offenders to meet unprotected victims. Therefore, users of cyberspace can be classified into different types of targets depending on their activities, motivations, and reasons for using cyberspace, including doing trade, downloading files, and using social networks.

*Methodology and Data Analysis.* The present study was conducted on 350 male and female students, with the mean age of 24.22 years, selected from a number of law colleges in Tehran. The participants were first asked about the extents to and the ways in which they used cyberspace. We found that 32% of the participants use cyberspace for more than two hours, with 76% primarily spending their times on social networks and messaging platforms, such as WhatsApp, Telegram, and Instagram as the top activities in terms of the time spent, followed by other activities like emailing, using browsers, online shopping, etc.

As seen in Figure 1, women received sex offers/sexual suggestions and experienced sexual insults and threats respectively 16 and 5 times as many as men did. Compared to women, men experienced more cases of such crimes as internet fraud, data-destroying viruses, and hacking.

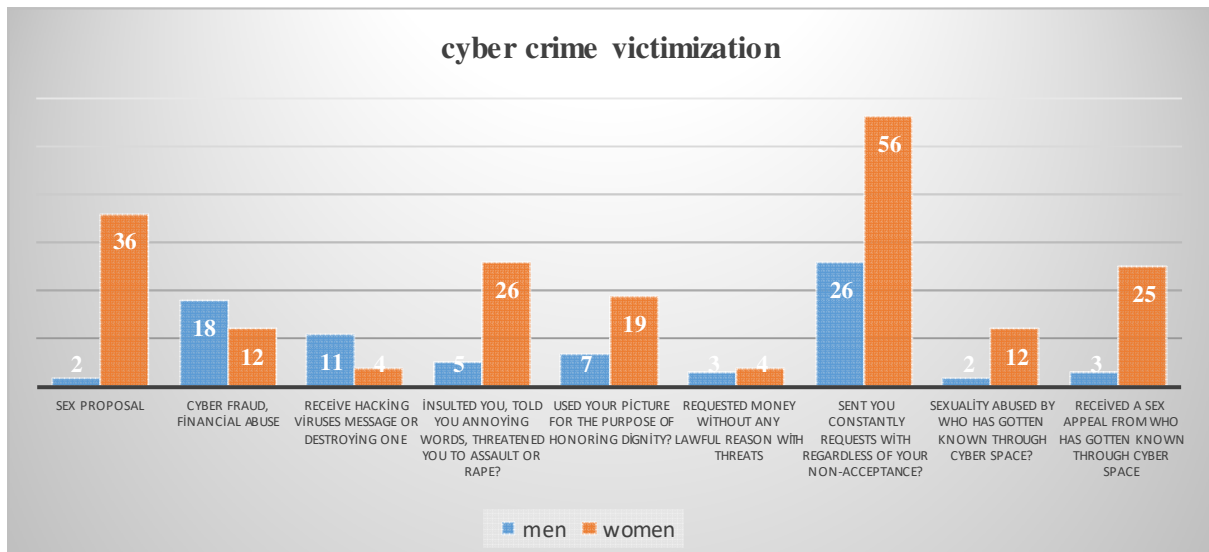


Figure 1. – Direct victimization \*Numbers denote the answer “yes” to the questions

Figure 2 represents indirect victimization. A person’s lifestyle may be affected by indirect victimization through interaction with other victims. Cautious behaviors, growing spread, increasing requests for punishments, and social pessimism caused by fear of crime are among the direct or indirect consequences of fear of crime. Here, we asked participants if they have ever learned about cyber victimization of their friends or relatives. As seen in Table 2, women experienced indirect victimization of sex proposals 21 times as many as men did while the number of incidents of indirect victimization by abuse of a woman’s personal image was 5 times the number found for abuse of a man’s personal image. The only categories in which men experienced slightly higher levels of indirect victimization were hacking and destroying of cyber data.

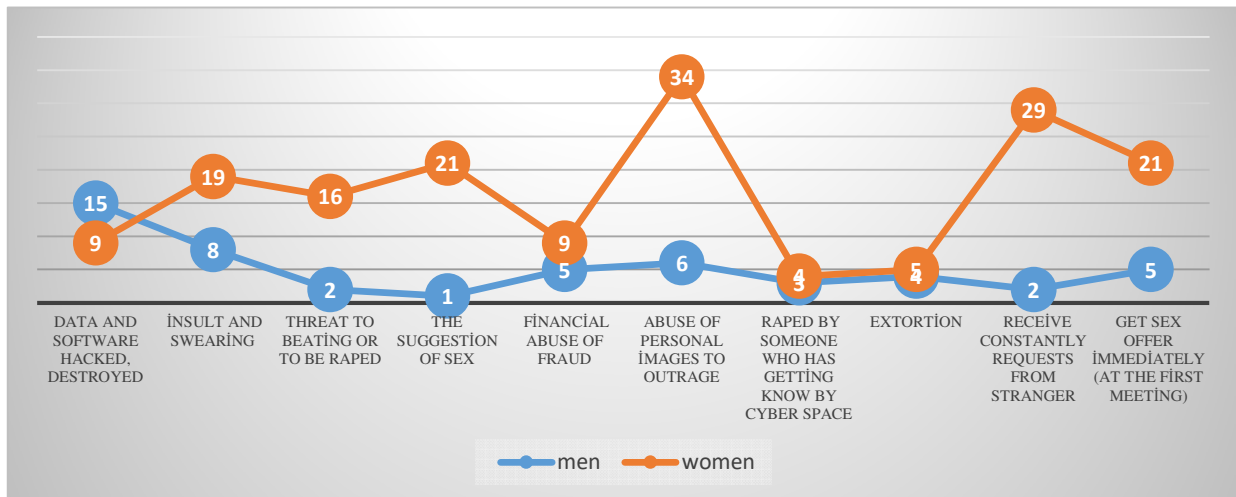


Figure 2. – Indirect victimization \*Numbers denote the answer “yes” to the questions

Table compares fear of cybercrime among men and women. The data indicate that compared to men, women are more fearful of such behaviors as abuse of their personal photos, cyberstalking (repeated messages and requests received from an unknown person), online shopping without receiving the purchased items, sexual offers, insults, and sexual harassments by someone they meet through cyberspace.

Table. – Fear of cybercrimes among men and women

In general, Regarding	I'm not worried		I'm somewhat worried		I'm almost worried		I'm very worried	
	men	women	men	women	men	women	men	women
1. Someone steals, destroy or manipulate my information, Data...	18	36	28	20	33	26	21	18
2. Someone use my picture of private information for the purpose of outrage	45	22	34	24	12	20	9	34
3. Someone send me request continuously with Regardless of your non-acceptance	87	28	9	36	4	20	0	16
4. Buying goods or service without delivery	29	16	41	31	14	23	16	30
5. Someone offers me sex	92	34	7	36	0	14	0	16
6. Someone insulted me or Threat to beating	88	44	6	30	6	21	0	5
7. Getting know someone from cyberspace who asking me to for an appointment	98	82	2	4	0	8	0	0
8. somebody Requested money without any lawful reason	88	91	10	5	2	4	0	0
9. Getting know someone from cyberspace who is going to rape or Touch my body without consent	98	27	2	36	0	16	0	21
10. Getting know someone from cyberspace who offer me sex in the first meeting	99	51	1	14	0	20	0	15

**Conclusion**

Translocation of crimes into cyberspace has brought fear of crime to this space. Although many victims of cybercrime will never know about their victimization, the growing spread of crime in cyberspace has intensified fear of direct and indirect cyber victimization. Our findings suggest higher levels of victimizations among women caused by such behaviors as abuse of their personal images, insults, and threats of sexual assaults. Therefore, fear of sexual threats and related behaviors is stronger in women compared to men. In addition, women experience higher levels of indirect fear of crime than men do, except for the cases of hacking and destroying data and information.

*HISTORY, CULTURAL STUDIES, TOURISM, SPORTS*

UDC 613.71-055.2

## THE IMPACT OF FITNESS TECHNOLOGY ON BODY

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*The article considers the importance of fitness as an effective means of physical education, providing a diverse effect on the body, thus contributing to the formation of a sustained interest to the systematic use of physical culture and sports for self-improvement.*

The article gives an account of fitness exercises in several groups that are distinguished by traditional types of aerobic orientation by different authors. Fitness programs based on aerobic fitness are described. Considered types of load on the degree of intensity, in connection with these implies the fact that the greatest effect of training is achieved with the correct technique of exercise. This is necessary both from an aesthetic point of view and from a functional one. In this regard, the problem of learning the technique of performing various motor actions is very relevant and is related to the level of development of the whole complex of physical qualities.

**The purpose** of the work is to substantiate the effectiveness of the integrated effect of fitness technologies on the physical state of the body. To achieve this goal the following tasks were **solved**:

1. To study the analysis of scientific and methodological literature to identify signs and functions characteristic of fitness programs.
2. To identify interest in physical culture and sports.
3. To determine the features of the influence of fitness on the physical qualities and functional state of the body involved.

**Research methods.** The study was conducted on the basis of the educational institution "Secondary school No. 2" in Novopolotsk among students of 10<sup>th</sup> -11<sup>th</sup> grades. The experiment involved 90 students. As a result of a staging experiment with senior schoolchildren, a dependence was determined by the Pearson criterion ( $n = 90$ ) between the development of physical qualities and the content of fitness classes. It was determined that there is a close relationship between changes in the development of physical qualities under the influence of classical aerobics classes and the level of development of such physical qualities as endurance ( $r = 0.765$ ), flexibility ( $r = 0.892$ ), coordination ( $r = 0.786$ ), and the effect on CCC ( $r = 0,701$ ) and moderate dependence with DC ( $r = 0,656$ ).

**Results and discussion.** The study was conducted on the basis the educational institution "Secondary school No. 2" in Novopolotsk among students of 10<sup>th</sup> -11<sup>th</sup> grades. The experiment involved 90 students.

Currently, a large number of innovative technologies, techniques and health programs are being developed in the system of physical culture. Technology in the pedagogical process is the most effective way to achieve the final result of training, as it is based on an individualized, conscious interaction of the teacher and the student, taking into account the preparedness of the student, the process and optimal allocation of resources (material, human). Currently it is a creative process of integrating various knowledge and turning it into technological pedagogical innovations.

Fitness technologies are, first of all, the technologies providing productivity in employment by fitness. More precisely, they can be defined as a set of scientific methods, steps, techniques, formed into a specific algorithm of actions, implemented in a certain way in the interest of improving the efficiency of the healing process, ensuring guaranteed results, based on the free, motivated choice of physical exercises using innovative tools, methods, organizational forms of fitness, modern equipment and equipment.

Analysis of literary sources on the research topic allowed us to summarize fitness exercises in several groups. From the works of Anisimova M.V. [1], Bulgakova N.ZH., Vasilyeva I.A. [2], Davydova, V.Yu., Kovalenko G.O., Krasnovoy, G.O. [3], Lisitskaya TS [4], Myakinchenko EB, Shestakova MP [5], we can distinguish traditional types of aerobic orientation, such as: types of walking, jogging, swimming in various ways, cycling and scooter,

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aerobics, mini-mountaineering, outdoor games of moderate intensity. These are the main mass training tools available to most different categories of the population. These species are effective for general recovery and strengthening of the musculoskeletal system.

Experts note that the greatest effect of recreational aerobics is achieved with the correct technique for performing the exercises. This is necessary both from an aesthetic point of view and from a functional one [4]. In this regard, the problem of teaching technology to perform a variety of motor actions in recreational aerobics is very relevant and is associated with the level of development of a whole complex of physical qualities.

Basic high-intensity aerobics contains a large number of running exercises, jumps, jumps, than low-intensity aerobics.

As a result of a staging experiment with older students, the dependence was determined by the Pearson criterion (n = 90) between the development of physical qualities and the content of fitness classes. It was determined that there is a close relationship between changes in the development of physical qualities under the influence of classical aerobics as endurance (r = 0,765), flexibility (r = 0,892), coordination (r = 0,786), as well as the impact on the state of the cardiovascular system (r = 0,701) and moderate dependence with DS (r = 0,656). Therefore, classical aerobics can be recommended for the development of these qualities and properties of the body of schoolchildren in extracurricular physical education classes (Table).

Table. – Features of the influence of some fitness tools on the physical qualities and functional state of the body involved (n = 90)

Fitness facilities	Strength	Rapidity	Endurance	Flexibility	Respiratory system	SSS	Vestibular apparatus	CNS
Classical aerobics	0,347	0,411	0,765	0,892	0,656	0,701	0,786	0,589
Step aerobics	0,211	0,236	0,278	0,789	0,345	0,455	0,678	0,543
Stretching	0,234	0,238	0,454	0,787	0,345	0,456	0,604	0,0485
Pilates	0,697	0,321	0,432	0,704	0,767	0,656	0,878	0,657
Fitball aerobics	0,234	0,237	0,411	0,765	0,321	0,564	0,845	0,569
Slide aerobics	0,439	0,256	0,698	0,491	0,465	0,651	0,694	0,511
Fitness yoga	0,121	0,241	0,567	0,569	0,786	0,670	0,871	0,690
Shaping	0,327	0,211	0,342	0,456	0,602	0,432	0,564	0,467
Power aerobics	0,907	0,679	0,543	0,234	0,401	0,432	0,305	0,302
Dance aerobics	0,645	0,634	0,708	0,675	0,435	0,583	0,805	0,697
Kickboxing aerobics	0,807	0,603	0,476	0,658	0,342	0,456	0,764	0,567
Aqua aerobics	0,328	0,401	0,561	0,503	0,765	0,670	0,578	0,536
Tai Chi Gymnastics	0,245	0,224	0,645	0,435	0,728	0,634	0,687	0,475
Collanetic	0,621	0,234	0,463	0,721	0,412	0,564	0,492	0,581
Interval aerobics	0,345	0,567	0,398	0,457	0,456	0,601	0,889	0,643

Step aerobics - a type of recreational aerobics using a step platform with adjustable height (15.20 and 25 cm). It is based mainly on the choreography of basic aerobics, which does not exclude, however, the inclusion of various dance styles of aerobics, power aerobics and other mixed types [10]. This type of aerobics activates the work of large muscles and actively influences the cardiorespiratory system. Just like in classical aerobics, in step aerobics the load can be low, medium and high intensity.

Step aerobics is also effective in restoring the body after injuries. Each activity generates forces that stretch, compress, flex, twist, vibrate bones, muscles, joints, tendons and ligaments. The regular impact of such a force ultimately has a beneficial effect.

on the body, because mechanical stress causes changes that increase the strength of important anatomical structures.

In determining the correlation according to Pearson, a close connection was found between the exercises of step-aerobics and the level of development of such physical qualities as flexibility ( $r = 0.789$ ), coordination ( $r = 0.678$ ), as well as a moderate dependence of the CAS state ( $r = 0.455$ ), DS = 0.345) and central nervous system ( $r = 0.543$ ). Step aerobics exercises can be used to develop flexibility and coordination qualities and to strengthen the musculoskeletal system (see Table 1).

Classes on the "slide" are a high-intensity type of health training. In the process of training, endurance, coordination of movements, a sense of balance and general dexterity develop, and the tone of the leg muscles, especially the adductors and the abductor muscles of the thigh, increases. In everyday life, most types of human movements are performed in the sagittal plane in the direction of up and down, back and forth. The frontal plane is rarely used. Slide aerobics compensates for this gap, with the body experiencing minimal biomechanical stress [155].

The high correlation dependence of the impact of aerobic exercise on endurance ( $r = 0.698$ ) and coordination qualities, especially balance, ( $r = 0.694$ ) and moderate dependence with the development of flexibility ( $r = 0.491$ ). CCC ( $r = 0,651$ ), DS ( $r = 0.465$ ) and central nervous system ( $r = 0.511$ ) (see table 1).

Interval aerobics is a type of recreational aerobics in which parts of aerobic and anaerobic orientations alternate [3,13]. Its content includes "Rope-skipping" (aerobics with skipping rope).

The main content of aerobics with a rope is various kinds of jumps, jumps, jumps performed individually, in pairs and groups. The elementary acrobatic elements are also used. The specificity of the exercises is also determined by the use of different lengths of the rope: short, long, two long [50, 124]. Interval aerobics has the greatest impact on coordination qualities ( $r = 0.511$ ) and moderate effects on other qualities that we define (see Table 1). Therefore, interval training is healthier rather than training in nature and can be used for outdoor activities.

Aqua aerobics is an aerobic in the aquatic environment. According to the degree of load on the cardio-respiratory system and the musculoskeletal system, it can be of low, medium and high intensity [13].

The revealed correlation dependence showed that aqua aerobics classes have a close relationship with the development of the cardiorespiratory system (DS -  $r = 0.765$  and CCC -  $r = 0.670$ ) and the strengthening of the musculoskeletal system, which is expressed in moderate dependence with the development of basic physical qualities (see . table 1).

The second direction in the development of fitness is programs based on types of power orientation - these are programs of improving training with a strongly pronounced power orientation, but taking into account the underlying laws of building aerobics lesson: to music, in-line method, etc. [3,4,13].

The following types belong to this category: athletic gymnastics, pamp aerobics, super-strontium, calanetics [13].

Athletic gymnastics is a system of physical exercises with various burdens that are performed in order to develop strength abilities and correct body shape [4, 13].

Analysis of the impact of athletic gymnastics on the studied indicators of physical fitness and functional state of the body involved showed that there is a close correlation between the workloads performed and the development of physical qualities such as strength ( $r = 0.907$ ) and moderate speed ( $r = 0.679$ ) and endurance ( $r = 0.543$ ). With the correct method of training, they moderately affect the BH ( $r = 0.401$ ) and the CAS ( $r = 0.423$ ) (see Table 1).

The fitness programs based on a combination of recreational types of gymnastics and power orientation include: Pilates, stretching, fitball-aerobics, tera-aerobics [5, 13].

Pilates is a modernized program of the well-known expert in the field of therapeutic physical culture, Joseph Pilates. This is the safest exercise program without shock, which allows you to stretch and strengthen based muscle groups, while not forgetting about the small weak muscles [13].

In Pilates, an unconventional breathing technique is used to promote the development of the respiratory system. All exercises are necessarily combined with breathing, and all of them smoothly pass from one to another [5, 4]. A close connection has been revealed between the exercises in Pilates and the development of physical qualities such as strength ( $r = 0.697$ ), flexibility ( $r = 0.704$ ), the vestibular apparatus ( $r = 0.657$ ), an increase in the state of DS ( $r = 0.767$ ) and moderate correlation with the status of the cardiovascular system ( $r = 0,656$ ), the central nervous system ( $r = 0,657$ ) (see table 1).

Stretching - (from English. "stretching") is a set of exercises and poses for stretching certain muscles, ligaments and tendons of the trunk and limbs. Exercises are performed alone or with a partner, both with and without ancillary items "[11].

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The main value of stretching is the elongation of muscle fibers by stretching, an increase in the amplitude of movements in the joints, and an acceleration of recovery after intense loads "[8].

The correlation analysis made it possible to conclude that Stretching exercises cause positive changes in such physical qualities as flexibility ( $r = 0.787$ ), coordination qualities ( $r = 0.604$ ), and also have a moderate connection with the development of endurance ( $r = 0.454$ ), DS ( $r = 0.454$ ), cardiovascular system ( $r = 0.454$ ) and central nervous system ( $r = 0.454$ ) (see table 1).

Fitball aerobics is a type of recreational aerobics that uses a special plastic ball with a diameter of 35 to 75 cm. This brings a certain playing moment to the classes, promotes careful study of individual muscle groups, improves balance, flexibility, improves posture, improves intermuscular coordination. The advantage of this type of aerobics is a significant reduction of the shock load on the legs and spine [10, 13]. Fit aerobic exercises contribute to the development of flexibility ( $r = 0.765$ ), coordination of movements (balance feelings ( $r = 0.845$ )). At the same time, there is a moderate dependence of endurance development ( $r = 0.411$ ), CCC ( $r = 0.564$ ), CNS ( $r = 0.569$ ) (see table 1).

Kickboxing aerobics is a type of physical activity that develops muscle coordination, flexibility, strength, and forms the technique of shock and defense. One of the varieties of this program is Taibo - a type of aerobic training using the techniques of martial arts, boxing, kickboxing.

The focus on the development of physical qualities and their correlation interrelation allow us to conclude that kickboxing aerobics classes are strongly interrelated with the development of strength ( $r = 0.807$ ), moderately fast ( $r = 0.603$ ), flexibility ( $r = 0.658$ ), coordination abilities ( $r = 0.764$ ), Central nervous system ( $r = 0.567$ ), cardiovascular system ( $r = 0.456$ ), endurance ( $r = 0.476$ ) (see table 1)

Taichi - aerobics with elements of Chinese respiratory gymnastics wushu. Consists of continuous movements that form the posture and coordination of movements. Exercises of this system have a strong connection with the development of the respiratory system ( $r = 0.728$ ), and a moderate relationship with endurance indicators ( $r = 0.645$ ), flexibility ( $r = 0.438$ ), cardiovascular state ( $r = 0.634$ ), development of the vestibular apparatus ( $r = 0.687$ ), CNS ( $r = 0.475$ ) (see table 1).

Fitness yoga is a type of aerobics, where asanas (specially developed static poses) alternate with elements of classical aerobics, movements of standardized gymnastics. Performing special poses (asanas) helps with various imperfections, strengthens and tones the muscles and develops flexibility. Poses involve performing a variety of movements that increase blood saturation with oxygen, which, in turn, leads to purification and a rush of nutrients to the most remote corners of the body. In terms of psychology, yoga increases concentration, calms the brain and gives a sense of balance, calm and satisfaction.

The correlation analysis revealed that yoga classes contribute to the development of the respiratory system ( $r = 0.687$ ), the vestibular apparatus ( $r = 0.687$ ), the central nervous system ( $r = 0.687$ ), flexibility ( $r = 0.687$ ), and in such indicators as endurance ( $r = 0.687$ ) and the state of the cardiovascular system ( $r = 0.687$ ) there is a moderate dependence (see table 1).

The analysis of literature data on the description of fitness programs and the correlation analysis of their effects on physical qualities and the state of functional systems made it possible to specify the specifics of the content and load of each of them, as well as some aspects of the extracurricular physical education "Hour of Health and Sport" methodology.

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## COLLECTIVIZATION ON THE TERRITORY OF THE SHARKOVSHCHINA DISTRICT

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*The text presents the results of the research conducted in 2016, 2017 and 2018 in the Sharkovshchina district of the Vitebsk region. Western Vitebsk region is a part of the modern Vitebsk region, during the interwar period it was a part of Poland. Memories of the postwar reality of the inhabitants of the West Belarussian region of modern Belarus have their own specifics. The return to peaceful life took place against the backdrop of not only overcoming the postwar devastation, but also the continuing sovietization of the region. The attitude towards the implementation of collectivization, the religious and cultural policies of the Soviet government – it all was reflected in the memories of the inhabitants of the region and also in the official documents of those years. The article is written on the basis of oral sources of narrators (mostly interviewees were born in the late 1920s and 1930s) and archival documents, which contain materials about the process of collectivization.*

Collectivization is a process of association of individual agricultural units in one, general unit – collective farm. The report purpose is to study and reveal the specifics of implementation of the collectivization process in Sharkovshchina which was a part of the Polish state in an interwar time and became a part of BSSR after the beginning of World War II. Recently in connection with the publication of new researches (memoirs) which are guided by the declassified archival documents the subject of collectivization has received new sounding and judgment. During the Soviet period it was impossible to write about problems which arose during the collectivization or expediency of this policy, methods, a dispossession of kulaks and the fate of people who endured this process. It was impossible for the ideological and political reasons. Today researchers in this direction attract all new sources, and first of all they use the reminiscence of eyewitnesses who were direct participants. It is a unique material which gives the opportunity of better understanding what really happened and what is behind the official figures, documents, reports and pages of textbooks. Events of September 1939, which led to inclusion of the Western Belarussian territories into the structure of BSSR, introduced a lot of new, often unclear and negative into the life of the local population. The policy of the Soviet authorities in all spheres caused ambiguous reaction of residents of the Western Belarus. A part of the population accepted transformations, another didn't want to recognize the Soviet system and tried to resist.

By the decree of Presidium of the Supreme Council of the USSR on the territory of the Western Belarus there were created some districts, including the Sharkovshchina district. The territory of the district was 1,129 sq.km., with the population of 38,647 people. After the arrival of the Soviet power local authorities – rural and vo-lost rural committees – began to be formed. They carried out active work on transfer of lands of landowners to the peasants, registered the cattle and the stocks of grain. In 1939 3,487 poor rural families received lands, 1,128 families received horses and 380 families received cows [1]. According to data for June 1, 1941 there were 8,022 agricultural grounds in the district and 5,841 of them were on farms. Collectivization in Sharkovshchina began in October, 1939, in a month after reunion of West and East Belarus. By the beginning of 1941 in Sharkovshchina and in Sharkovshchina district 5 collective farms were created. These collective farms included 229 farms. Collective farms included 96 farms of the former farm laborers, 49 farms of the middling persons and 94 farms of poor people. The first collective farms had 1,695 hectares of the land, 329 hectares of meadows, 187 horses and 49 cattle units [2]. About 1941 in the former folwark Krasniy dvor the MTS (machine tractor station) was created. At that time there was the first equipment: 8 tractors, one 24-row seeder, the horse thresher, flax thresher, 2 cars – cargo and automobile. Among the locals 35 tractor operators including 7 women were trained [3].

Memoirs of residents of Sharkovshchina demonstrate, that the accelerated post-war collectivization was very painful for the majority of people, they didn't want to give the land and the cattle to general use. According to the stories, first of all collective farms were entered by land-poor or landless peasants. For example, Baturo-nok Gordei Vladimirovich, the resident of the village Zhukovshchina recalls the following: "Almost in every vil-lage, collective farms began to be created. People did not want to join them. And our fellow villager, Lysyonok Fyodor, was the first to join a collective farm called "Iskra". His parents died during the war, he lived with his grandmother and almost did not have his land. The rest, unwilling to join, were "tortured" for a week. They were

gathered in the same house of the hosts in the evenings, often in the presence of the prosecutor or the district police officer, and were told about the "happy" life on the collective farm. They said that they would take the land from the rich to the collective farm and everyone will live well. Those who didn't want to join the collective farm were intimidated. They threatened to confiscate property and send them to the Far East. The last ones entered the collective farms, those who had more land (about 9 hectares). Soon they made the land common, left only a small part. All the economic assets were taken away: harness, wheels, equipment, horses and grain. They left only a small part of the crop and allowed to harvest the crop for the last time. Small animals were not taken away: chickens, ducks, goats, sheep". Lysyonok Ivan Ustinovich was the first chairman of the collective farm "Iskra". He had heavy responsibility for all collective farm, it was strictly necessary to execute all orders and requirements of the administration. He was afraid to be shot therefore spent the nights in the shed. He was afraid of the Soviet people who served in the NKVD, then they were responsible for order in the state. Pinko Jozef and Miletsy Stepan were the next chairmen. On the collective farm there was a lot of work both for women and men. Women had to clean near the small river after a high water. Men needed to mow, clean grass of each flute. There was a hanging rail on an oak near the intersection. The foreman came and beat against the rail early in the morning. Then people came and he gave everyone tasks per day. At the beginning work was paid with natural products (grain or potatoes), and then with money [4].

Reorganization of all spheres of life of society on the Soviet exemplar, including collectivization, was temporarily suspended by the war with Nazi Germany. During occupation of the district by the Germans a loss to agriculture for the sum of 35-70 million rubles was applied. In August, 1944 after release of the area from the Germans the recovery works began. Till October, 1944 two pre-war collective farms were restored: collective farm named after Stalin "1 May ", their land area was 200 hectares. Collective farms united 40 farms, or 150 people. They had 10 cows, 18 pigs, 22 lambs, 26 horses, 2 bulls. In 1945 collective farmers sowed out 40 hectares of grain, 39 hectares of wheat, and 13 hectares of potato. Particular help was rendered to families of veterans, guerrillas and disabled people during sowing works. Work of collective farms was constantly described on pages of the regional newspaper which was called "Sialianskaia Praŭda". In May, 1946 the regional congress of working peasants took place. The main question of the congress was the need to receive 10 centners of grain, 120 centners of potatoes from each hectare and to increase a livestock of cattle by 1946 [5, P. 340 – 342].

Medvedko Anna Ioanovna told: «After war collective farms were destroyed, but after the liberation they were restored for a short term. That time was very difficult. In their reports chairmen and agronomists wrote that people voluntarily handed over the cattle, grain, linen and etc. to collective farms, but actually everything was not like that. The chairman was given a plan: the amount of products to be gathered from the peasants. The chairmen tried to fulfill the plan, but took all the "extra" for themselves. Everything from grain to equipment was taken away from the peasants. All grain was taken away, nothing remained to the peasant. Carts, plows, harrows, horses, pigs and etc. were also taken away [6].

More and more peasants every year had to unite in collective farms according to the state plan. By 1950 there were 100 collective farms and one state farm in the Sharkovshchina district. In 1950 in the area the following collective farms were considered as the main collective farms: collective farms named after Stalin, Voroshilov, Molotov, Lenin, Derzhinsky, Pushkin, Zhdanov, Malenkov; collective farms "Rassvet", "Jasnaia zara", "Shliach Lenina" and etc [7].

By December 1, 1955 there were 32 collective farms. In comparison with 1950 many collective farms united in this period for the sake of bigger benefit. The area of agricultural grounds of the district was 54,488 hectares. Efforts of the collective-farm peasantry went for increase in productivity of fields, but till 1955 it was still low. The productivity of grain was 3 centners. On collective farms achievements of science and practice of the best collectives were used [5, P. 395 – 397].

Newspapers and radio spoke about the prospering agriculture, about the economic recovery, about the increasing welfare of people. But real life of that time was very harsh, especially in rural areas where peasants were actually deprived of civil rights, had no passports, and received workdays for the hard work. Shestakevich Maria Antonovna remembers daily moments of life: "Before arrival of the Soviet power people had lands, economy, houses; they didn't use machinery. It was just unknown. Some peasants were richer, but it was a minority, generally there were peasants – poor people. Then the order on creating collective farms came. The order was as follows: first of all, to give away the horses. Remove the superfluous buildings. They also took away the cattle. If there were 2 cows, they took one. It was necessary to surrender as much grain as you have land. We had grain, but parents buried some grain in the ground. It was necessary for feeding children (There were five of us). For

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work on the collective farm workdays were charged. For one workday people could get 1 kg. of wheat, 200 gr. of oil, 200 gr. of sugar and 1,2 ruble. Once, two women stole wheat sheaves. They just had no choice, their families were starving. Someone made complaints against them and these women were convicted for 7 years [8].

Also while speaking on collectivization it is necessary to tell about the process of the dispossession of kulaks. This process took place in the territory of all the Soviet Union since 1930 in some regions of the union and in post-war years (the Western Belarus). So what the dispossession of kulaks is? In the modern nomenclature it is the political repression applied administratively by local executive authorities on political and social features on the basis of the resolution of the Politburo of the Central Committee of the All-Union Communist Party (bolsheviks) of January 30, 1930 "About actions for liquidation of kulak farms in areas of continuous collectivization". During the Soviet period when all the system arose there was a term: the dispossession of kulaks is a process of withdrawal at a prosperous layer of peasants of surplus of agricultural products and materials. And who is kulak? In the Soviet nomenclature there are several terms, for example: 1: Kulaks are the most fissile, counteracting people breaking actions of party and the power for socialist reconstruction of economy; the kulaks which are running from regions of permanent residence and going underground the especially related to the fissile White Guards. 2: Kulaks — the fissile White Guards, insurgents; the former white officers, repatriates showing organized counterrevolutionary activity. 3: Kulaks are the fissile members of church councils, any actively proving religious communities and groups. 4: Kulaks — the richest usurers, speculators, former landowners who are destroying farms [1, P. 24-25].

Generally the fate of kulaks was the following: families of the arrested people, people, who were imprisoned in concentration camps or sentenced to execution were subject to the exile to the northern regions of the USSR, along with the kulaks and their families moved at a mass campaign, "taking into account existence in family able-bodied and degrees of social danger of these families" [1, P. 5-12].

After releasing the area from fascist aggressors, peasants conducted personal, independent agricultural activity. Production of agricultural products was quickly restored. But after a while the authorities started talking about agriculture collectivization and began approach on "kulaks". On September 6, 1947 the resolution of Council of ministers of BSSR "About taxation of kulak's farms of the BSSR western areas" was accepted. The resolution defined the tragic fate of many thousands of residents of the Western Belarus. A start to mass destruction of the best agriculture was given.

Kulak farms were laid over by the raised rate of a rural tax (75 – 100% of income) [9]. They also had to implement the raised plan of logging (3 – 5 times more, than in other farms). Increase wasn't a reason for mitigation of tasks or punishments for no realization. For frustration of logging plans or for nonpayment of rural taxes, lawsuit could be opened. People were imprisoned with confiscation of property. After that they were punished by the exile for several years and three years' withdrawal of the rights including the rights for pension. For example Dmitry Martsinovich Bagachov from the village Liady and Sergey Tsikhonovich Kushner from the village Karaliova were condemned for nonpayment of a rural tax for 1949. Vladimir Vasilyevich Klimansky from the village Pashki was punished for non-performance of the state deliveries, and his daughter, Valentina Vladimirovna Klimanskaiya, for failure to follow the plan of logging.

Till 1949 drastic measures of punishment were used quite seldom. Mass trials began with process of collectivization. Often all property of the convict didn't cover all taxes which the peasant had to execute. For example, a property inventory of the so-called kulak Benedict Biarnardovich Basikirsky from the village Kachany happened on September 17, 1948 for nonpayment of a tax for 1948 (shortage on the sum was 6524 rub 70 kopeks). The loss after levy of property made 4960 rub. The property was estimated by the commission on underestimated prices therefore there wasn't enough money to cover the amount of tax and shortages. Basikirsky's wife Alyona (1915) , sons Bogdan, (1943), Anatoly (1945), were sentenced to 6 years of strict regime by the national court of the Sharkovshchina district [2].

On April 7, 1952 the resolution of Council of ministers of BSSR No. 436 on the exile of kulaks abroad Belarus to "the remote regions of the state" was accepted. To bring home small amount of grain or potato bucket from the collective farm field to feed children was considered as "theft of state ownership" that, under the decree of Presidium of the Supreme Council of the USSR of 1947, provided imprisonment for a period of 3 up to 10 years. Dozens of hard-working owners who could feed the families and the state were dispossessed, condemned, taken out and in the majority of cases didn't return neither to the native land, nor to work.

Thus collectivization of the Sharkovshchinsky district took place in high gear. As a result of the accelerated collectivization of individual farms of Sharkovshchina and the Sharkovshchina district this campaign was carried

out generally in 1949 — 50, and by the summer of 1950 it was fully completed. By 1950 more than 100 collective farms were created, but in 1951 - 1952 collective farms began to unite for the sake of more favorable conditions, and by 1952 there were only 24 [5, p. 382-383]. The party soviet leadership of BSSR achieved such results due to ignoring of the principle of voluntariness, the fissile use of methods of coercion and "dispossession of kulaks". As a result of the Soviet agrarian policy the most capable groups of the population suffered. This fact became the reason for deep social and psychological imbalances.

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THE ACTIVITIES OF PUBLIC ORGANIZATIONS OF THE CITY OF POLOTSK  
ON THE PRESERVATION OF HISTORICAL MEMORY  
ABOUT THE EVENTS OF THE GREAT PATRIOTIC WAR IN THE SOVIET PERIOD

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*The activity of public organizations for educational activities, propaganda about the events of the war in the region, as well as support the state of monuments established in honor of the fallen soldiers and victims of the soldiers. With the help of archival data Of the zonal state archive of Polotsk, shows examples of organizations in this direction.*

**Introduction.** Preserving the memory of those who died in the defense of the Fatherland and preserving the memory of the victims of wars is one of the important vectors of the internal policy of the Republic of Belarus, which implementation is of high value for Patriotic education. Even in the post-war years, the Soviet Union created public organizations that aim to support the process of memorialization using various forms of work, fixing and transmitting memory from generation to generation.

**Task formulation.** To study the activities of public organizations of the city of Polotsk to preserve the historical memory of the events of the Great Patriotic war in the Soviet period.

Realizing the paramount importance of preserving the memory of the war and the opportunity to use it in the field of Communist education, the top leadership of the country paid great attention to this issue. However, at that time propaganda and ideological education could not be realized without the creation of infrastructure and Central objects of memorial policy – monuments and memorials. This proves the holding of numerous competitions for the preparation of draft designs of tombstones and memorial plaques [1 p. 156]. At the initial stages, the issues of preservation and fixation of memory were in the powers of local administrative authorities, which were engaged in the implementation of projects for the creation of monuments and memorials. Thus, the Vitebsk oblast Executive Committee on July 28, 1945 adopted a resolution "on perpetuating the places of battles and the memory of soldiers of the red army and partisans who died bravely for the freedom and independence of our country in the Great Patriotic War." Thus, according to the reports of the regional departments of cultural and educational was the identification and further integration of brotherly and individual tombs of Red Army soldiers and partisans, as well as the reburial of the remains in cases where grave was in an awkward place [1, p. 156]. After an initial systematization of graves all, the graves by the decision of the Executive committees assigned to separate organizations, collective farms, schools, cooperatives and enterprises for the improvement and maintaining in an acceptable condition.

An important stage in the development of the policy of perpetuation of memory in the BSSR is the creation in 1965 of the Belarusian voluntary society for the protection of historical and cultural monuments is a very public organization designed to promote the implementation of the party's activities in the protection of historical and cultural monuments. Already after the adoption of the Charter of the company at the I Constituent Belarusian voluntary society for the protection of historical and cultural monuments on December 7, 1966, in accordance with which the main objectives of the organization were defined. These tasks included 1) involvement of the General public, as well as enterprises and institutions to participate in the work of the society; 2) Promotion of historical and cultural monuments among the population through lectures, exhibitions, excursions, the production of popular scientific literature, advertising materials, as well as through the use of periodicals, movies, radio and television; 3) assistance to schools and other organizations in carrying out educational work among children and young people using historical and cultural monuments, in introducing children and young people to the study of monuments and history [2]. The formulated tasks were universal for each branch of the organization, which existed in separate regions and cities. The city Department of the Belarusian voluntary society for the protection of historical and cultural monuments in Polotsk was established on July 15, 1965, in accordance with the decision of the Polotsk Executive Committee of the city Council of people's deputies of workers № 241 [2, c.149-151]. Since the work of the city Department was engaged in quite large-scale tasks, the primary problem was the involvement of the General population. According to the Charter, a member of the Belarusian voluntary

society for the protection of historical and cultural monuments could become citizens of the USSR who have reached of 16-year-old. Also taken of the so-called collective members (institution, companies and state-owned enterprises). Persons under the age of 16 also took part in the work of the organization, but in the youth section of the society [2, c.151]. As early as 1973, the city had 84 primary organizations for the protection of monuments of history and culture, which united 15,871 people. [3, c. 3].

According to the results of the analysis of archival materials of the fund of the city department of the Belarusian civil society for the protection of historical and cultural monuments (fund 721), which located in the Zonal State Archive in the city of Polotsk, the main focus of the activities of this organization was to record and preserve monuments as the main memorialization objects and "places of memory". Most of the monuments erected in the Polotsk region have a direct connection with the events of Operation Bagration, in particular with one of the stages - the Polotsk offensive operation, which was carried out in Belarus from June 29 to July 4, 1944 by the troops of the 1st Baltic Front [4, c.442-447]. The results of the work of the city department presented in the annual reports, which are one of the main sources for the activities of this public organization [5]. To maintain the preservation of monuments, the department carried out a periodic survey of the qualitative state, the results of which determined further measures to work with the object. Thus, in 1976, a commission headed by the head of the propaganda and agitation department of the city committee of the Communist Party of Belarus E. M. Avlasko conducted a survey of the mass grave monument to Soviet soldiers, established in 1949 at the Fatynovo cemetery. As a result, it was found that the monument was built of fragile material - red brick and its condition at that time was defined as an emergency. The Administration decided to replace the emergency monument by the 60th anniversary of the October Revolution [6, л.5]. A similar condition was recorded at the monument on the mass grave on the square. Lenin, which despite constant repairs, was restricted access in 1973 [6, л.1]. For the restoration of the monument at the Fatynovo cemetery and others in October 1976, the Presidium of the Council of the Polotsk city department of the Belarusian voluntary society for the protection of historical and cultural monuments sent a request to the Deputy Chairman of the Regional Council of the Department of Public Procurement, according to which 5000 rubles should be seen from the funds. [7, л.1]. In spite of the funds allocated, restoration work for the preservation of monuments was not enough, as evidenced by the report of the Polotsk city department of Belarusian voluntary society for the protection of historical and cultural monuments for 1978, which states that at the time of 01/01/1979, the above-listed monuments are to be replaced. Based on the list of monuments and memorials of the military glory of the Soviet people, requiring replacement, we can conclude that often the reason for replacing a structure or creating a new monument was low-quality materials, as well as a "low artistic level of performance" [7, л.1-3].

Also, with the assistance of the city branch, both on a voluntary basis, and on donations collected by groups, as well as from the funds of the society were established [5, л. 6]: monument to Tatiana Marinenko (1970); the bust of the Hero of the Soviet Union, Polochanin I. Ye. Alekseev (1969); monument to I. Aytykov (1969); obelisk in honor of the troops of the 1st Baltic Front (1965); the monument on the mass graves of soldiers who died during the liberation of Polotsk (Fatynovskoe, Ksaverevskoe, Krasnoe, Gromovskoye cemetery) were renewed; monument to V. Azin (1979); monument to A. Horovts (1973); a monument to teachers and students of secondary school number 7 (1967) in the schoolyard; reconstruction of the monument to the Liberators of Polotsk (1981); Monument to the crew of the T-34 tank of the Hero of the Soviet Union V. Halev (1980).

To draw attention to the problem of war, the city Department of the Belarusian voluntary society for the protection of historical and cultural monuments conducted educational work. The Department worked with two groups of lecturers: the historical revolutionary and battle glory. Already in 1975 local historians given 320 lectures. 71 lecturers took part in them. One of the topics of the lectures was "defense of Polotsk in 1941" [2, c.153]. In conjunction with the Education Department, the society of protection of monuments of history and culture, conducted a lecture-tour. Mass forms of propaganda, such as a meeting with veterans of the Great Patriotic war, were widely practiced at the site of the city House of culture [2, c.153].

Through the junior section of the organization also coordinated the development of local history in schools and educational institutions, where he conducted research on the collection of material on the instructions of city Department city Department of the Belarusian voluntary society for the protection of historical and cultural monuments. The development of such work led to the emergence of local history associations and museums, the appearance of which is natural against the background of the constant collection of information about fellow-participants of wars and the history of the region as a whole. Educational institutions of Polotsk took patronage over one of the mass graves located in Polotsk, after which they searched for information about

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the victims and other participants of the events [2, c.154]. The data obtained from the search could be used by the city organization to concretize information on registered mass graves. For example, in 1972, the Presidium of the Department of society instructed the organization of school №2 to take patronage over the burial in the current district of Borovukha-2, were buried soldiers who died from wounds in the hospital. All are buried on this spot was known only to the name of V. I. Belkovich. The school was established squad red Ranger under the guidance of a teacher G. A. Kalachev, who began correspondence with the archive of the Ministry of defense of the USSR, after which was established the names of 104 soldiers, their rank, nationality and place of birth. Subsequently, photographs obtained from relatives of the victims supplemented this information [8, л.4].

**Conclusion.** Summarizing all the above, we can conclude that the very purpose of preserving the historical memory of the great Patriotic war was one of the priorities in the BSSR, since the "popular" nature of the war and the content of its events played a crucial role in the education of future generations. To achieve this goal, the development of projects and the formation of a system of memorialization, in the early stages of the existence of which the public did not take an active part. With the restoration of the state after the war and the beginning of the policy of memorialization, the Belarusian voluntary society for the protection of historical and cultural monuments was created, as well as regional, district and city departments, which contributed to the preservation of historical and cultural heritage, promotion of memorable places and educational activities. The activities of the society for the protection of historical and cultural monuments determined the main trends in the preservation of historical memory of the Great Patriotic war, which have not lost relevance to date. At the present stage, state and local authorities, in accordance with the adopted normative documents, carry out the work on memory perpetuation. It is impossible not to note the positive result of the work of the public organization in the field of education, as the involvement of young people in the preservation of memory contributed to the creation of school museums, which are now engaged in search work.

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CITIZENS' PARTICIPATION IN THE CONSERVATION OF A HISTORIC CITY

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*Citizen's participation in the conservation of a historic city is an important component of any urban heritage strategy at any stage of its implementation. Individuals and communities may contribute to the preservation of cultural diversity in urban areas and gain cohesion and facilitate self-identification at the same time.*

In the perception of most modern people, cities represent the context of daily life and activity, the place of social and economic interaction, the unique atmosphere of experience and feelings. The historical city stands among them as a place of expression of their historical memory, an example of quality space, the core of sustainable development processes.

The discussion about preserving the heritage of historic cities began as a discussion about the preservation of architectural monuments in urban space. First of all, it was associated with the birth of modern national states in the 19<sup>th</sup> century - the historical monument became a way of glorifying national traditions. With the advent of the industrial revolution and industrialization, which paid particular attention to the spatial, architectural transformation of urban space, the problem of protecting urban monuments has become particularly relevant. However, the historic city was not considered a heritage system. Only monuments as symbols of traditions were considered important: cathedrals, palaces, gardens and statues. The historical city as a category of heritage in the modern sense was determined much later, at the end of the turn of the 19<sup>th</sup>-20<sup>th</sup> centuries.

Although the main role in preserving heritage was assigned to professional urban planners, architects, and conservatives, remarks about the importance of the role of a city dweller in preserving urban heritage can be traced back to the 19<sup>th</sup> century. The forefather of modern heritage theories, art historian Alois Riegl (1858-1905), the author of the idea of heritage interpretation through the theory of values, spoke of collective responsibility for the preservation of heritage [6]. Biologist and urbanist Patrick Geddes (1854-1932) viewed the city as an organism in evolution, where physical and social components interact in a complex network of changes and traditions; he suggested exploring urban settlements and their inhabitants in conjunction with their attitude to their heritage [7].

Cultural heritage has the potential to encourage participation, integration and cohesion in society. It has traditionally been identified, maintained and protected by culture professionals, which has resulted in a situation where local communities often have little responsibility for their own assets. In order to eliminate such a problem, they began to include the mandatory participation of public groups and interested citizens in measures for the protection of urban heritage. First of all, such requirements were developed in recommendations developed at the international level.

For the first time, the role of a resident in preserving the cultural heritage of a historic city at the international level was designated in the Recommendations on the Preservation and the Modern Role of Historic Ensembles (1976), developed by the United Nations Educational, Scientific and Cultural Organisation [1]. Since the document places equal responsibility for preserving the heritage of the state and its citizens, it determines the participation of a citizen as a partner of state institutions in the protection of historical and cultural objects. The document considers the various participants: groups and individual participants, the participation of owners, residents and users of heritage objects - as well as acceptable forms of civic participation: the creation of advisory groups; representation of owners, residents and users, in their advisory function, in decision-making bodies, in directing and carrying out work related to protection plans, or in creating public corporations to participate in their implementation; the creation of voluntary groups for the protection of non-profit associations.

Washington Charter of the International Council on Monuments and Sites [2] pointed out the importance of attracting residents of the entire city for the success of its preservation, since any protection measures primarily concern them, which means that any plans to protect the historic city should be coordinated with local residents. The search for common goals between local communities and professional groups is the basis for the successful preservation, revitalization and development of historic cities.

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As the first group of mechanisms for preserving a historic city Recommendations on Historical Urban Landscapes of the United Nations Educational, Scientific and Cultural Organisation (2011) name the civic engagement mechanisms that should empower the citizens the definition of the core values in urban areas; setting goals and coordinating the conservation of their heritage [3]. These tools should promote intercultural dialogue through understanding the history, traditions, values, needs and aspirations of communities, as well as through mediation and negotiations between groups in situations of conflict of interest.

It should be noted that civilian participation in one form or another is a natural phenomenon and a mandatory component of any heritage conservation program at all stages of the process - planning, implementation, monitoring and evaluation - in the European Union and the United States of America. Current scientific developments at these regions today are aimed at consolidating and optimizing the procedural interaction between communities and agencies. The recent document on the topic developed in European Union is European Quality Principles for Cultural Heritage Interventions [8]. It stems from the works of an expert group assembled by the International Council on Monuments and Sites. The main objective of the document is to provide guidance on quality principles for all stakeholders directly or indirectly engaged in EU-funded heritage conservation and management. Many Asian countries denote the problem of lack of civic participation and the negative consequences of such a problem. Many scientific developments are aimed at appliance of European and American models of public participation in Arabic countries and countries of Southeast and East Asia, their evaluations and features of application in different conditions.

Considering the activities of the population in the field of culture with a heritage orientation, the two typological groups are distinguished: the passive majority and the active minority.

The role of the first group, which, as a rule, constitutes the majority, consists of mostly passive perception of culture: they show interest in the heritage, they are visitors to events. However, even taking a passive attitude towards the heritage of their city, the bulk of the population associates its identity with the place of residence - the historic city. In their daily activities, the "spirit of the place" is expressed in one way or another. This connection with the place may be explicit or hidden, but it does have an impact on the existence of the person. At the same time, for a separate individual, the problem of realizing oneself as a part of a historical city may not be deeply significant and be of an unconscious or non-reflexive nature. At the same time, for himself and for others, he is aware of himself as a representative of this city and perceives it as an integral element of his own personality [4].

The second group of the population is more active. It is focused on certain types of activities, such as the restoration of monuments, the environmental movement, participation in folklore groups, the work of restoring crafts and trades, as well as the organization of holidays, festivals, fairs and other events. In other words, this group of the population is focused on active participation in the development of the environment of its own settlement [5]. This group has an internal desire to do something for their environment. And although the desire to preserve the object of heritage may be evoked by external influence, the real motivation and necessity of action must be present from the beginning. Therefore, the active participation of citizens in the preservation of the heritage of their city cannot be initiated from the top down. It works only on a bottom-up basis.

When considering civic participation in the process of planning and making decisions regarding the heritage of a historic city, individual citizens and community groups are seen as opposed to the members of organizations whose professional functions include heritage protection, such as museums, specialized educational institutions, research institutes, authorities, etc. When it comes to public participation, it's not a generic term. These can be representatives of small and medium-sized private businesses, owners, residents or users of urban heritage objects, individual citizens interested in heritage, for example, local historians, volunteers, public associations, as well as social groups united not formally but by any principle. These can be groups with similar social status or profession, religious or ethnic groups united by geographic principle - residents of one district, representatives of various political parties, people united by common interests [9].

Individual citizens and social groups may be involved in the process of preserving urban heritage in various ways. One of the most common typologies of public participation was developed and presented in the book "The Participatory Museum" (2010) by Nina Simon [10]. She identifies four forms of possible public participation that are relevant not only for museums, but also for the entire heritage sector.

Contributory projects, where participants are invited to provide limited and specified actions and ideas to an institutionally controlled process. They are involved in a consultative process, that usually occurs when mandatory participation is required. Collaborative projects, where participants are "invited to act as active partners

in the creation of institutional projects that are originated and ultimately controlled by the institution". Such projects offer a wider range of tools for interaction and ways to interact, based on genuine partnership. Co-creative projects, where community members work together with institutional staff members from the beginning to define the project's goals and to generate the programme based on community interests. They imply delegation of responsibility not only to plan but also to allocate resources and carry out decisions. Hosted projects, where the institution provides a portion of its resources to present programmes developed and implemented by the public. Such projects put the community completely in charge of the process and the institution authorities and other experts act as equal partners.

It seems that establishing citizen's participation in urban heritage conservation calls for positive activities both from the administration and from civil society. The initiating institution should be active by arranging opportunities for citizens to participate and by supporting the initiatives of the civil society. Communities and individuals should be proactive, creative and well organized in order to be effective.

There is a wide acknowledgement from academicians and heritage practitioners that the involvement of local community may bring long-term benefits to the people who live in an affected environment. Certainly, there are plenty of benefits to be gained by the community through participation.

Benefits of the citizens participation in the process of urban heritage conservation are experienced by communities themselves, agencies and institutions involved. Beside many other, it has both cultural and social effects. Public participation helps the conservation of cultural diversity, as more genuine and accurate information can be gathered from the community. Certainly, this is because the community is tangibly living and experiencing the situation daily regarding local heritage matters. Though many objects of urban heritage being taken under protection in the past years they stay meaningless to the local communities, as when it comes to culture increase in quantities does not mean increase in qualities. The public involvement helps revitalize values of urban heritage for the communities through education. Having to present their interest to the conservation agencies and authorities may help communities gain cohesion, integration and self-identification.

Public participation has always been an issue in conservation of the vast urban heritage of Polotsk. Devotion to the cultural heritage is a noticeable cultural feature of Polotsk citizens. It is formed in the process of reciprocal penetration of the old and the new, introduction of eternal values into the modern cultural application. Each generation is looking for their own interpretation of the past and draws new ideas from it.

The general strategy of conservation of Polotsk urban heritage was outlined in the Project of the model of preservation of Polotsk cultural heritage, defining the major priorities, criteria and directions of protection of Polotsk cultural heritage [11]. It involves a great deal of citizens' participation making it a vital element of the conservation strategies that both would work for the benefit of both citizens and conservation agencies. It includes measures of more intensive public participation, such as increase of educational and training work, development of voluntary societies of friends of famous monuments, creation of the youth programs of heritage protection, restoration and archaeological groups. Access to the knowledge, joy of revealing cultural heritage should become attractive as a factor strongly demanded for creative self-realization of private people and communities. The document states that it is necessary to use all the possibilities for combination of monument protection with the development of related cultural traditions. So, the strategy proposed by the document is based on the balanced and harmonic relations between needs of society, economic activities and preservation of historical environment. It should lead to the acknowledgement of common responsibility for the preservation of heritage and decrease the level of vandalism towards the heritage objects.

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## HANSEATIC DAYS CELEBRATION

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*The article deals with a brief history of The Hanseatic League, describes its goals and principles. It Also (reviews) very (briefly) about the Pskov's history and the program of the 39th International Hanseatic Day.*

**Introduction.** The 39th International the Hanseatic Day takes place In Pskov from the 27th to 30th of June 2019. Pskov will be the second Russian city that holds the Hanseatic festival. It is a great honor for Pskov and the Pskov region to organize this festival. Guests and participants of Hanseatic days are awaiting an exciting program.

**The main part.** The world «Hanse» from German means a group, a union. The Hanseatic League was a powerful union of German cities in XIII-XVII centuries – for co-operation and mergers of merchants for the promotion of their trade abroad and for protection from feudal lords and piracy. The union included cities of the German Empire, or cities inhabited by German citizens (burghers), having autonomous city government («city council») and their own laws. In its heyday, the union consisted of about 200 cities, mainly in the basin of the North and Baltic seas. The tradition of holding Hanseatic days (convening day) dates back to the second half of the 14th century. Delegates discussed current affairs and problems, negotiated joint resolutions. The main Hanseatic city was Lübeck, where in 1356 Hansa became official structure and received its official date of foundation.

In July 1669, the last Hanseatic day celebration took place in Lübeck, with only 9 delegates participating. Changed economic structures and the barely developed politically power structures were the demise of the Hanseatic League [1].

In 1980 the modern Hanseatic League was established in the Dutch town Zwolle. New Hansa is an international non-governmental inter-municipal organization, which aims to develop trade and tourism. Nowadays there are 192 Hanseatic cities in 16 countries.

The purpose of Hansa is to make a contribution to economic, cultural, social and civic unity in Europe, and thus to strengthen the self-awareness of the cities and municipalities so that they can fulfill their role as a home of living democracy. To achieve this ambitious goal, the Hansa established its Statutes, for the first time in Hanseatic history in 2000, setting out the principles for its activities.

It specified in particular the following activities:

Public relations activities underscoring aspects common to the Hanseatic towns and cities;

Exchange of culture and tradition;

Sharing of knowledge, social activities and information;

Strengthening of economic and trading contacts;

The inclusion of young people (youth Hansa) in the development of the Hansa [2].

The youth Hansa was founded in 1998 in Visby, Sweden. It includes young delegates ranging from 15 to 26. The youth Hansa has its own statute.

The youth Hansa Commission (yHC) is a network of six individuals with equal rights and duties. The Commission will appoint one or two spokespersons to represent the youth Hansa at official meetings and at “Die Hanse”. These spokespersons may be replaced whenever required [3]. The last election of the youth Hansa Commission took place at the Hanseatic Day in 2018 in Rostock, Germany.

This summer the 39th International Hanseatic Days take place in Pskov.

Pskov is an ancient city. The first mention of Pskov in the annals refers to 903.

Pskov is a tourist center of the northwestern region of Russia. First and foremost, this is facilitated by its rich historical and cultural heritage. On the territory of the Pskov region, there are 372 monuments of federal significance, 3588 monuments of local importance, and 475 newly identified heritage sites, many of which are really the masterpieces of architecture, serving as a testament to the skill of Russian architects of the 12th -19th centuries. There are also 22 museums and exhibition halls, 2 theaters, 2 concert halls and 16 other entertainment facilities that are open for the general public [4].

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All the events of the festival will take place at picturesque sites of Pskov. One of the most astonishing sites is The Pskov Kremlin.

The Pskov Kremlin is a center of an ancient citadel. The exact date of its foundation is unknown. But archaeological excavations reveal that earth and wooden structures existed on this site in VIII - IX centuries. The first stone fortifications were erected in the middle of the XIII century. The walls and towers of the citadel were constructed in the late 15th century.

Inside the Kremlin the Holy Trinity Cathedral is situated. The cathedral you can see nowadays was built in 1699. At the time of the feudal republic, it was not only the metropolitan cathedral, but also the place where the state treasury, the archive and the other important documents were kept [5].

Like all Hanseatic days, and Pskov is not an exception, the festival begins with the procession of the official delegations of the Hanseatic cities and cultural groups. Then the Opening Ceremony begins. Each city presents its flag and official symbols. Pskov's symbol consists of four simple, but memorable elements. The Holy Trinity Cathedral, the middle ages veche site. Posadniki were elected, princes were called, and contracts were concluded there. Russian boat is a symbol of movement and waterway. Waves are the designation and geographical binding of Pskov to the waterway - the Velikaya River. The colors of the logotype have a certain notion-al component. The main color on the background is olive green. It was wildly used by Pskov craftsmen who painted in this color tiles for Orthodox churches. Another color is ochre. It means the gold of the domes of churches, the wealth of the city, divine glow and patronage of the Holy Trinity Cathedral. And the last color is white with light-sandy tint. It is the color of the walls in Pskov cathedrals, churches, administrative chamber and other buildings. The slogan of the festival is "Coming together"(Figure).



Figure. – Logotype of the 39th International Hanseatic Days in Pskov

Likewise in the first day, choir festival takes place. Russian choirs will perform Russian and world classical music, Russian folk compositions accompanied by dance and theatrical performances.

The festival cannot do without such activities as a historical re-enactment, Hanseatic market, international handicraft fair, concert programs, international economic forum.

The Hanseatic Market is the heart of Hansa. Each participating city tries to present its tourist potential and national traditions typical of this region in a colorful way and to decorate an exhibition stand in an appropriate folk style. The special decoration of the Hanseatic Market will be the Russian Sloboda - the kaleidoscope of the presentation stands of the Russian Hanseatic cities [6].

Special for the youth Hansa delegates re-enactment of the ceremonial festival St. John the Baptist's Day will be organized. For this event young people will take part in workshops in blacksmithing, medieval weapons training, making kites, making wreaths and a crash-course of Russian.

For the first time in the history of the Hanseatic Days the International Film Festival among participants will take place in Pskov.

On the Hanseatic days in Pskov participants and guests will see the instrumental opera "Olga the Russian" by composer E. Petrov, conductor - N. Khonzinsky and Opera "The Maid of Pskov" performed by the Mariinsky Theatre. Also you will hear a wonderful concert of the international festival of Young Talents with the participation of the State Chamber Orchestra of Jazz Music by O. Lundstrom.

Also the programme of the festival includes planting of the alley for friendship by young participants. And the international multimedia festival of art photographers "Color of the white wall", where the authors from the Hanseatic cities display their photos on white walls in the dark time of the day.

As usual, the closing of the festival will be the Hanseatic round dance (khorovod) Procession of the participants, where the flag will be transferred to the next city organizing the International Hanseatic Days Protocol part of Closing Ceremony, and a colorful concert.

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RUSSIAN ANTHROPNOMY OF THE 18TH CENTURY ACCORDING  
TO THE CONFESSIONAL REGISTERS OF THE OPOCHETSKY UYEZD CHURCHES

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*The text is devoted to Russian anthroponymy of the 18th century on the results of confessional registers research. Much attention is given to the origin of anthroponyms, canonical and unofficial forms usage, frequency, distribution of three-part form nomination, differentiation of estates nomination.*

**Introduction.** Experts in anthroponymy confidently ascertain that Russian anthroponymy changed significantly in the 18th century. Their opinion is based on a vast volume of information studied. The sources analyzed mostly contain male names.

Our research is based on the analysis of confessional registers, which are lists of parishioners who passed the sacrament of Confession and Eucharist. Confessional registers are one of the few sources that contain names of not only men, but those of women and children. The distribution of parishioners among different social estates allows us to determine the influence of social differences on the practice of nomination.

The definition of an anthroponymy includes any name a person can have, including a personal name, middle name and surname. Philologists and historians pay great attention to regional historical anthroponymy which allows us to represent an overall picture of the development of Russian anthroponymy. Among the most important tasks for the research in Russian anthroponymy there is the task of studying mass sources and compiling frequency dictionaries of names and surnames on their basis.

The selected time period is 1740 – 1799. It is characterized by the best preserved materials. At this time there was a three-part form of nomination and the fund of canonical names. The territorial scope of our study covers the area of the Voronetskaya volost' of the Opochetksy uyezd of the Pskov province. The focus of the study on this territory allows us to consider anthroponyms in the regional aspect.

**Goal and objectives formulation.** The goal of our research is to identify features of the anthroponyms on the territory of the Voronetskaya volost' of the Opochetksy uyezd in the 18th century. Achieving this goal implies the following objectives [1, p. 212 – 214]:

1. To reason the possibility of non-comparable data of confessional registers usage [2, p. 42 – 44];
2. To analyze the sources;
3. To identify the most popular names among the population of the Voronetskaya volost';
4. To identify and explain the usage of unofficial name forms;
5. To define the naming styles of various social groups;
6. To denote the role of personal preferences of the priests.

**Principles and methods of research.** The research is based on the usage of general historical principles and methods, as well as methods and specific techniques of statistics and onomastics. The principle of historicity is the first to be used in our research. It allows us to trace changes of ways of nomination and preferences of the 18th century population. The system principle assumes that all events and processes have cause-and-effect relations. The observed changes in anthroponymy are understood as a reflection of all-Russia trends. Achieving the principle of objectivity required involvement of archival documents and taking into account the subjectivity of the sources. The usage of comparative method is due to the necessity of analysis of similarities and differences between sets of anthroponyms of the parishes with 10-year time interval identification. The ideographic method helps to carry out the description of new trends in anthroponymy of the 18th century, to characterize the confessional registers as sources. It was also necessary to use the method of selective statistics to analyze mass sources. Calculating percentage allows us to identify names frequency. The use of qualitative methods is necessary to explain mathematical data. Also the specific methods of onomastic research were used. The method of textual analysis was used in the data collection. The genetic analysis of names was used to determine variants of names origin. Methods of classification of names, reconstruction of names and their forms were used to identify canonical and non-canonical forms. A special onomastic technique – the identification of onomastic corps of “pagan” and “Christian” names was also applied.



**Results of research.** A total of 226 male personal names and 59 female names were identified. The analysis of confessional registers of the Svyatogorsky monastery and the church of St. Paraskeva, the churches of the Resurrection and the church of St. George allows the researcher to reach a conclusion about the origin of anthroponyms. In the first half of the century the majority of names were of Greek-Latin and Hebrew origin. They came into the Russian language with the adoption of Christianity. One of the objectives of state policy and the Church was to eliminate pagan names, replace them by the names of Christian saints (usually Greek) and the names of biblical characters inconvenient for pronunciation. Greek and Latin names which were difficult to pronounce did not take root in the Russian language right away. Most Russian people continued to use pre-Christian names until the 17th century, but only in everyday life, because they were not recognized by the Church. Pre-Christian names disappeared from sources finally in the 18th century. That is why among female names the names of Greco-Latin origin account for 86% and of Hebrew origin - 7%. Among the male names 78% are Greek – Latin, 18% are Hebrew. Among other calendar names that occur there are the names of Vladimir and Boris which are of Slavic origin. Among female names it is necessary to note the names of Vera, Nadezhda and Liubov, which are literal translations of Greek names into Russian, but their use is but exceptional in the 18th century.

The usage of canonical and unofficial name forms is also revealed in the analyzed confessional registers. Unofficial forms were generated by the conversion of Christian names in accordance with Russian pronunciation. Gradually, some letters were removed or changed. The names often have several forms in the 18th century. For example, the canonical male name Josef has three forms: Osif, Osip, and Josip. Another feature appears in the confessional registers. The same sound could sometimes be written in various letters that led to mistakes even in church calendars [3, p. 95]. Different versions of the same calendar name may belong to members of the same family. The same person could be named by various versions in the confessional registers of different years as well. It brings the conclusion that rules of names writing in the 18th century actual practice are not well established. In the 18th century the parish clergy is characterized by lack of education that is also the cause of confusion in the calendar names writing. Unofficial forms of names were equally often used in the nomination of all estate population, including peasants, clergy and nobility. It can be argued that unofficial names were not perceived as colloquial forms suitable only for the lower strata, and full calendar forms were not used for the upper estate exclusively.

In the course of research we have identified the most common names of peasants in the confessional registers of 1740 – 1798 [4, 5] because peasants make the majority of parishioners. Among male and female names unofficial names prevail. Among the male names the most frequent are Ivan, Vasily, Pyotr, Grigory, Semyon, Mikhail, Gavriil, Fyodor and Yakov. Their predominance is explained by a large number of holidays in honor of John the Baptist, the Apostle John and Basil the Great. Among the female names the most common are Evdokia, Paraskeva, Anna, Irina, Maria, Matrona. The same rule is implemented partly for female names. The saints named Maria, Martha, Anna, Paraskeva have many holidays in the church calendar. But other common names such as Evdokia, Daria, Ksenia, Ekaterina, Vassa have only 1 – 2 honoring days. In some cases, when the celebration of several saints was on the same day, the choice of a name still existed. In such cases, as far as we see, preference was given to a familiar name.

It is often observed that several children in the same peasant's family are named by the same name. Besides, often the daughters received mother's name and the sons – their father's name. This could happen in the case of coincidence of the days of the memory of the saints and children's dates of birth. Experts also note the existence of a special belief or a superstition among the Russians, especially peasants, that those named by repeated names are endowed with good health [6, p. 97 – 98]. Probably, it is this tradition that affects the presence of a large number of children's names repetitions.

In addition, it should be noted that the use of male names is more diverse than that of female. We explain a considerable difference in the number of male and female names by a number of reasons. First, priests and preachers had been men since ancient times. Therefore, their names had been included into the calendar much more often than women's. Secondly, the dominant role of men in the family could have also had a certain influence on the calendar. It was the man who took part in public life. And being in a public environment, the man received the additional nomination.

The language preserved a large number of rare names (for example, Ulita, Fotinia, Christina, Carp, Tit, Juda). This is due to the choice of the name by the priest made in strict accordance with the church calendar. However, the option also existed if several saints were celebrated on one day [7, p. 77]. The names of children bap-

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tized by a particular priest are in most cases the same, like those widely known throughout the parish. Therefore, the role of personal preferences of priests is not clearly determined.

The confessional registers of the Svyatogorsky monastery and the church of Paraskeva reveal the way of nomination for peasants and clergy. This is a two-part form, consisting of a personal name and a shortened middle name, formed from a personal name with suffixes -ov-, -ev- (Dementiy Petrov [8]). This way of nomination is used for the owners of the yards, their wives, widows, daughters-in-law. Only a personal name is used for children because the text of the register already contained the indication of their fathers.

The clergy used four variants to refer to the male nobleman. For most nobles the three-part form – personal name, shortened middle name with the word “son” and surname (Mikhail Fedorov son Bekleshev, Ivan Ivanov son Rumyantsov was used [9]). The second variant is a personal name, full middle name with the suffix -vich- and surname (Abraham Petrovich Hannibal, Maxim Dmitrievich Vyndomsky [10]). The three-part way of nomination is typical only for nobility. This gave the opportunity to specify the person, his or her father and connection to the ancestors via surname. A special feature is presented by middle names formed with the suffix -vich- for nobility. Besides, there is a two-part form, consisting of a personal name and a shortened middle name formed from the personal name (Jacov Ferapontov [11]) or of a personal name and surname (Gerasim Kotelnikov, Pavel Pastuhovsky, Parfen Naperstkov [12]). The nomination structure was not stable because the same person could be named by the priest in a different way.

There are multiple variants for the nomination of women – landowners. The first is a personal name and a middle name (Thekla Vasilieva [13]) or a middle name with the word “daughter” (the widow Paraskeva Nikiforova daughter [14]). The second is a personal name, a middle name with the word “daughter” and the name of the husband (Daria Voinova daughter Elagina [15]). There is also a variant containing the personal name, the middle name and the name of the husband with the word “wife” (Anna Ivanova wife Lvova [16]).

The examples reflect new changes in nomination that occurred in the 18th century: distribution of the full middle names and surnames for the nobility. There is a gradual differentiation of nomination structures for the upper and lower estates. However, what is characteristic for the use of anthroponyms in the language of the 18th century is the existence of different nomination structures, which are equally distributed.

**Conclusion.** The results of the analysis of confessional registers allow us to come to the conclusion about the non-canonical names elimination in the 18th century. The most common are informal names. It proves that church forms did not root in everyday Russian because of the inconvenience of pronunciation. The custom of naming people in accordance with the church calendars had a significant influence on the anthroponymic system. It contributed to the survival of the rarest names in the language. The 18th century developed the way of nomination, consisting of personal name and middle name for the peasantry and clergy. For nobility the use of the two-part and three-part formula with a surname and a full middle name remained.

Thus the results of our research prove that confessional registers are valuable sources of information for historical anthroponymy.

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ACTIVITIES BIGOSOVO CHILDREN'S HOME IN 1944-1954 YEARS

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*This article is devoted to the activities of the orphanage in Bigosovo. After the war, a lot of children needed help. They needed shoes, clothes, food. In the orphanage there were children of all ages. Management faced a lot of difficulties. There were not enough essential goods. However, the orphanage was of great importance as an educational institution.*

The effects of the Great Patriotic war was very destructive for all settlements of the BSSR and the USSR. The economy and the national economy suffered. After the Great Patriotic war, there were a large number of orphans. By the end of 1945, only 120 children's homes were opened for the children of the dead soldiers, 17,000 children were brought up in them. Creation of children's homes at collective farms, industrial enterprises at the expense of trade unions and the Komsomol organizations, militia was widespread. Komsomol organizations created 126 children's homes, 4 thousand. children's homes were maintained at the expense of collective farms. In the post-war years, the practice of transferring orphans to families was revived. So, for 1941-1945 was taken under the care and patronage of 270 thousand children-orphans. In 1950 in the USSR there were 6 543 orphanages where 635,9 thousand people lived [1].

In Bigosovo there was a special children's home of mixed type. This was due to the fact that the railway station and the village were not destroyed during the war, as they were under occupation. Especially the station BigosovoPolotsk region after the war facilitated communication with other settlements, which allowed to come to Bigosovo more children. The topic covered in the article has not been studied. The main sources on the activities of the orphanage are in the Zonal state archive in Polotsk.

However, archival materials are fragmentary. In Fund No. 1487 – "Bigosovski special children's home", is stored in only 2 cases, which are only a partial assessment of the situation of an orphanage in the post-war period [4]. The documents of this Fund are mainly office documentation: reports on the work of the orphanage, which describes the state of the material and technical base, the number of pupils, their provision. However, the materials of Fund № 129 – "Drisa district Executive Committee" to more accurately understand the situation with Bigosovski children's home [2]. Important are identified by the author of the record of decisions and decisions of the Executive Committee, as well as materials of inspection of the orphanage and other educational institutions of the area. Also contains information on the work of the orphanage Foundation no. 154 – "Bigosovski rural Council"[6]. This Fund also contains decisions, resolutions of the Village Council. The author has identified and for the first time introduces into scientific circulation documents that allow to get acquainted with the activities of the orphanage.

Bigosovski children's home began its work on 25 June 1944, a month before the liberation of the station of Bigosovo, it is written in the official archival documents. In addition, the building of the orphanage was located in the village of Baliny, 3 km from the station. There were no active military operations, actually as well as in Bigosovo during the occupation. And the battles for the liberation of Bigosovo held on 16-17 July 1944 as of November 20, 1945, the orphanage was able to accommodate 100 children, but there were 134 persons, from them boys – 78, girls – 56. The age division is presented in table.

Table. – Number of children by age in 1945

	3 to 5 years	5 to 7 years	7 to 9 years	9 to 12 years	12 to 14 years	Older
Boys	6	14	14	22	8	14
Girls	5	12	4	22	7	6
Total	11	26	18	44	15	20

Twenty children were subject to employment, including 14 boys and 6 girls. In Bigosovsky orphanage children were for various reasons: they were children of soldiers of the red Army killed at the front (63 people),

children whose parents were killed in guerrilla groups (4 people), children whose parents died at the hands of the German occupiers (29 people), children whose parents were in the ranks of the Red army (3 people), as well as children inappropriate to the listed indicators (35 people) [4, L. 1, vol.1-2]. Basically, in the orphanage there were children of the fallen soldiers of the Red Army, as well as children of the dead at the hands of the German occupiers.

Archive materials indicate the plight of the orphanage. This was due to the difficulties of the post-war period, as well as the fact that the number of children was more than could accommodate the orphanage, and the supply was insufficient. Lacked not only food, but also had little clothing and bedding, children in need of jackets, coats, dresses, jackets, underwear, shoes, sleeping supplies [4, L. 3]. In October-December 1945 in Bigosovo special. the orphanage was 138 children, at the end of that period in the orphanage had 133 children [4, L. 5]. In the 1st quarter of 1946 there were 133 children in the orphanage, at the end of the reporting period there were 134 children. In the 2nd quarter of 1946 there were 134 children in the orphanage, at the end of the reporting period there were 123 children [4, L. 7-8]. In the extract from the Protocol № 2 of the Executive Committee of the Drissa district Council of people's deputies, dated 21 November 1945 indicated that Balinsky (Bigosovski) children's home needs to prepare for the winter, as the test period, it was not prepared.

Based on this statement, you can learn that the room for children is prepared only for 80 – 90 people, while the children at this time were 135 people. The rest of the children were accommodated in a private house, which was not equipped for this purpose. The building of the former outpost, which was supposed to accommodate children, was also not equipped, but adapted for a cattle breeder. Besides, children slept on two on a bed and even on the general plank beds, bedside tables near beds weren't. The girls' hostel has not been renovated. The orphanage was not provided with bedding, mattresses were short and required replacement, straw stuffed back in 1944, sheets one change, and towels and was not at all. Children were also not provided with underwear and warm clothing, and only younger children had shoes, and more than 30 pairs of shoes were not enough for older children. The same situation was with boots, winter hats and coats. As for living conditions, they were just as terrible. The bath was both a laundry and a cattle kitchen, which created unsanitary conditions. In addition, after the typhoid epidemic, 25 children were infected with head lichen, but the management of the orphanage did not take serious measures for the treatment. The orphanage is also not fully provided with food: only 6 tons of potatoes were harvested and 5 tons from the farm, there were frequent interruptions in meat, which must be present in the diet of children. For the winter heating season the orphanage was not provided with firewood, there was not a single cubic meter of harvested and exported firewood [6, l. 34, vol.1-2].

Especially difficult in the second half of the 1940s was the preparation of the orphanage for the winter period. This is noted not only in the reports of the orphanage, but also in the decisions of the Executive Committee of the Drissensky district Council. In a decision dated 3 October 1944 "On the preparation of the building of the orphanage for the winter season, in Bigosovo village Council Drissensky district" States that the building which houses the orphanage for the winter season unprepared. The building was in need of repair, namely roof, furnace and insulation. Children of school and preschool nursery age were placed in one common room. Such as the orphanage is not allowed to place children, but also to carry out the educational process [2, L. 56, vol.1-2].

In the decision of the Executive Committee of the Drissen District Council of deputies of workers of February 4, 1945 "on the state of Bigosovsky orphanage" it is said that the sanitary condition of the orphanage is not satisfactory, there were cases of lice in children, scabies, as well as the disease of typhus. Also, the district health organization was not interested in the state of the orphanage. Children's home instead of bread could give out the grain, untimely to give out products. Regional trade organization also did not control the distribution of bread, food and manufactured goods to the orphanage [3, L. 35, vol.1-2].

To provide children with the most necessary – food, there were not enough vegetables obtained from the farm, as well as livestock products. As of November 20, 1945, the orphanage had 10,50 hectares of land, including arable and 7.55 hectares, hay – 0.90 hectares, the garden is 0,50 hectares, the garden – of 1.55 ha. Also, the orphanage had 3 horses, 3 cows, 3 heifers, 3 pigs, 4 sheep. In addition, from the farm was received potatoes – 15630, cabbages – 9690, beets – 3030, other vegetables – 1260, barleys – 500. The plan for 1946 to provide the orphanage with food needed to sow winter crops of 0.50 hectares, potatoes – 4 hectares, barleys – 1.5 hectares, oats – 1,60 ha, cabbages – 0.50 hectare, beets – 0,50 ha, other vegetables – 0,50 ha [4, L. 2, vol.1-2]. But Bigosovski orphanage received food not only from their own farms, but also from Polotsk trade department. Thus, the application on the demand of potatoes and vegetables on the 1948-1949 year for the inmates of the orphanage, says that they need 25 tons of potatoes, 5 200 tons of vegetables, including onions 0.2 tons [5, L. 10].

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The local population tried to help the orphanage to improve its situation. So at the General meeting of the collective farm "Precepts of Ilyich" adopted a resolution of December 19, 1945, according to which the collective farm wanted to transfer 20 hectares of land under the farm orphanage. However, the Executive Committee of the District Council of deputies of workers by its decision of January 23, 1947 canceled this decision, as it violated the Charter of the agricultural cooperative, that is, the land owned by the collective farm, could not be transferred to the orphanage, as it was in use of all employees of the collective farm. But according to this decision, the regional land organization was supposed to take 20 hectares of land Bigosovo children's home of the free land fund on-site Bigosovo village Council [7, L. 27].

Position Bigosovo the orphanage has improved only in the early 1950s In the minutes of the meeting of the Executive Committee Bigosovo rural Council of people's deputies, dated 12 August 1952 it was noted that the work in the orphanage was set satisfactorily adhered to sanitation, both indoors and in the yard. The room was fully equipped and repaired, firewood was prepared, pupils were provided with food, shoes and clothes. Children are taught the skills, but lacked decoration of the premises, and was not organized Amateur clubs [8, l. 75-76].

Thus, the Bigos special children's home existed from June 1944 to the second half of the 1950s.it was a mixed-type children's home, which was dominated by the children of the fallen soldiers of the Red Army, as well as the children of the dead at the hands of the Nazis. Bigosowski orphanage was in pretty horrible conditions, was Packed, which was experiencing shortage of places for pupils, as well as necessities. After the end of the war, it was difficult for the local authorities to solve this problem, as the national economy in the area required restoration. In this regard, the orphanage was helped by regional trade organization located after the war in Polotsk, Bigosovo civil engineering, as well as the collective farm "Precepts of Ilyich". The fragmentary nature of archival materials does not allow to fully restore all aspects of the existence of the orphanage. The topic requires the further search for sources and their study.

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**LIBERATION OF POLACK IN THE SUMMER OF 1944  
AS REFLECTED IN THE MEMORIES OF THE PARTICIPANTS OF THESE EVENTS**

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*This research studies of process of liberation of Polack (other names are Polotsk, Polatsk) in the summer of 1944 as reflected in the memories of the participants of these events. For the first time the researcher reviews and introduces for scientific use the materials of the funds of Museum of Military Glory which is situated in Secondary school No. 2 of Novopolack. These materials of the funds of Museum of Military Glory which encompass questionnaires, letters and photos of participants of those events.*

**Introduction.** Polack is and was located on the major roads and railway communications, and it was an extremely important geographical point having paramount value in the system of defense of the enemy, providing if needed replacement of forces from the north and south, keeping a continuous contact with the Army support structures of the German troops.

One of the factors of a successful encirclement of a large group of the enemy was to break the communication between the groups of "South" and "Centre" armies. It was on the 28 June 1944, when General Headquarters clarified the further tasks for the Soviet troops and ordered to the 1st Baltic frontline command of the main forces to continue approach in the western direction, and to strike with a part of forces to Polack, to seize the basic base of group of Sever armies created there and to step on Glubokoe. German fascist troops tried to delay offensive of the Soviet troops at lines of the Polack defensive strengthening's where heavy fighting was started [20, p. 212].

The commander of the 1st Baltic frontline general I.H. Bagramyan decided to employ two armies to liberate the military outpost in Polack. Bodies of the troops of the 4th Attack Army came bypassing Polack from the North and sought to provide the encirclement of the Polack's garrison of fascist troops, and the 22nd and 23rd Guards shooting buildings of the 6th Guards army closed encirclement of Polack from the East and the South [15, p. 213].

**Main part.** According to operational report No. 183 (1221) of the General Staff of the Red Army at 8 am on 1<sup>st</sup> July 44. *"The troops of the 1st Baltic frontline, approaching direction of Polack, moved at the rate 6-20 km per day, tank parts forced the Dzisna River and had battles to kick the enemy out of Dzisna."* [16, p. 149].

The wireman of the 332th Ivanovskaya Division V.I. Anisimov describes approaching the troops from the North of Polack in the evening on July 1 and 2 in the following way: *"Bombs exploding in the town were like festive fireworks. I approached the railway Polack – Polota. Fighting started. Unrolled ammunition suppressed several weapon emplacements of the enemy and under the enemy's fire together with shooting divisions crossed the road and restricting the enemy entered a pine forest. There came night. In the dark moved ahead. In the forest there were many different warehouses of fascists: ammunition, combustible, different property. Understand there was no time. By the morning were hardly selected from the wood to some lakes. The enemy fired at us from artillery. My splinter broke radio station what did not know radio about, long configured it, and communication with a firing position was not. And when examined the station outside, saw a small opening from a splinter. It was necessary to direct telephone communication, it demanded time"* [1].

Also at the beginning of July the 47th Division moved ahead along the railway, from the East in the direction to Polack, and approached closely the city. The sapper 353 rifle regiment G.I. Volyachny noted in memories this event: *"Having forced the small river at the most railway bridge (the bridge was blown up) and moved the coast of the Dvina River. with fight reached the church (one shell got into the bell tower and broke pass between windows) fight went in airfield. Having passed churches the small rivulet or a stream are lower and run on airfield fight was going on that end of a runway and occupied defense."* [4]. G.A. Daneka who was also serving in the 47th Division describes offensives at Polack: *"The battalion in which I participated storm rushed into Polack and generally took Kirov St. with a task not to allow fascists to blow up the bridge through the river. The battalion carried out a task, very much in difficult conditions, there were losses..."* [6].

Thus, during the period from on June 29 and July 1, 1944 the Soviet troops persistently made the way to Polack. The closer they approached the city, the more fiercely there was resistance of Nazis. T.A. Rovensky stated in memories serving in the 214th separate tank signal battalion: *"At capture of Polack I adjusted on the radio set fire of heavy artillery from the German back"* [9].

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The 4th strike army provided with a city round from the North an encirclement of the Polack garrison. As a result of the input transferred to army from a reserve of the Rate of the 100th rifle corps (major general D.V. Mikhaylov) left-flank connections of army promoted to Polack and started fights on its outskirts. The enemy tried to hold the positions within two days and daily undertook counterattacks [12, p. 334 – 335].

Further events are mentioned on 1 and 2 July, and the second lieutenant of the 47th Division B.B. Vartapetyan wrote: *"I went by the railway Vitebsk – Polack, it is destroyed and - with the German accuracy - each 2 – 3 meters some part is blown up! At the left there is the Dvina River, we came at the river. The divisional commander ordered the major to make the infantry [the 148th shooting regiment] attack ... We are near Polack, still yesterday in the field-glass I looked at the bridges in the city, at the church, and now we are 1 - 1.5 km far from the city. Two bridges from three over the Dvina were blown up. The Germans are burning Polack down and blowing it up. Occasionally we came across some civil people who were able to escape, the enemy stole the others, burnt villages, we entered some villages where houses are still on fire"* [21, p. 7]. According to the above written passage from the diary, we learn about existence of three bridges in Polack, one of which was not destroyed when the Soviet troops came.

At the nightfall on 2 July the 67th Guard Rifle Division (of the major general A.I. Baksov) of the 23rd Guard Rifle Corps were at the Dvina River to the northwest of Polack, the 71st Guard Rifle Division and the 51st Guard division from the South and the southwest, broke through the 15-km defence line of the Nazis, forced the Turaulianka River, and came closely to the defence line of the enemy in Polack and began their attack.

Victories of the German command were won at the price of big losses. So, on July 2 the general of infantry Hilpert ordered to stop the attack at 12:55, without any negotiations with the chief command. Thus, the commander not only stopped the attack, but also ordered to leave Polack: *"Hitler gave up. At midnight he backdated the order!"* [22, p. 129].

On the following day the situation radically changed in favor of the Soviet troops. On the night of July 3 the 154, 156, 158 regiments 51 Guard Divisions attacked the southern outskirts of the city. Heavy fighting continued all night long, and only by the dawn one part of divisions broke to the Dvina River. By this time the 71st Guard Division storm seized the western outskirts of Polack [18, p. 166]. *"In the night of July 3 the staff of the division were on full combat alert, both themselves and their weapons ... Regrouping of fire weapons took place, and in the morning on July 3, after a short artillery attack on east and northeast outskirts of Polack being made, a full attack on Polack was resumed. The enemy resisted with even big exasperation. Parts of the division sustained losses, but moved ahead to the outskirts of the city. Here the enemy had especially powerful strengthening ..."* [14, p. 81 – 94].

The 22nd Guards rifle corps fought a battle on the break of the defensive boundary of the enemy on northeast and east outskirts of Polack. The enemy using the stone buildings adapted for installation of heavy infantry weapon showed strong fire resistance, with shooting approaching the city and streets [15, p. 27]. The radio operator of the 47th Rifle Division T.A. Rovensky took part in liberation of Polack, adjusting on the radio set fire of heavy artillery from the German back [9].

For a successful completion of crashing the garrison of the enemy it was necessary to force the parts of the 51st rifle division to the Dvina River. It was obvious that if the division did not do it in due time, the enemy would regroup and would be able to counterattack our parts. Several attempts to achieve this goal were made, but they were not success. The tipper of the regimental weapon of the 158th Rifle Regiment V.M. Litvinov described one of these episodes: *"... during the liberation of Polack the enemy did not give the chance to force the Dvina River near the bridge, as there were two enemy points there. It was ordered to us to destroy the two points and to get the two enemy weapons and to drag them under fire of machine guns, we did that and gave our infantry the chance to move ahead "* [8].

The soldier of 47 Rifle Division N.S. Sak performed a task which he described in the memories: *"... the bridge through the Dvina River was mined in Polack, at night I and my 3 companions by the boat went to save the bridge which was lit and was guarded by the Germans. Mina and a top we removed a part, but Germans found us and opened fire from machine guns, the boat sank also in it one my companion"* [10].

In this situation the commander of the 6th Guards Army colonel general I.M. Chistyakov ordered to the commander of the 158th Guards shooting regiment lieutenant colonel M.K. Belov to occupy the railway wooden bridge of the station which remained to the south which the Nazis mined and were going to destroy [20, p. 217]. From the 158th regiment it was ordered to platoon of submachine gunners of the second lieutenant A.M. Grigoriev to occupy this bridge and the base on the enemy coast. Having divided into two groups, Soviet



guardsmen took the German positions on flanks, and for the Germans it was out of the blue. Having reached the middle of the bridge, they lay down under strong machine-gun fire. The lieutenant gave the order: *"Follow me! Forward!"* At this time the guardsman Mikhail Kozhevnikov, wounded in a hand, noticed a box with tolite (TNT), managed to cut the wire reaching for explosive and to push off killing freight in water. Our soldiers beat out Germans from entrenchments and lay down in them. In a few minutes the enemy rushed to the attack again, but they did not manage to push A.M. Grigoriev's platoon backwards. Moreover, the guardsmen moved ahead, having occupied the base on the northern river bank in the city. After the attack of the enemy tanks and infantry against the Soviet platoon only Mikhail Kozhevnikov survived [20, p. 212].

*"I was one of the first soldiers who had honor to come to the opposite bank of the bridge which was exposed to strong fire, both artillery and machine-gun fire"* – it was noted in the memoirs of the soldier of the 51st Rifle Division E.G. Gekhtman [5]. The main forces of the 51st Guard Rifle Division completed crossing the river by midnight on July 3. Its regiments, fighting severe battles, moved ahead to the downtown. One of soldiers of the 51st Guard Rifle Division V.N. Vinogradov during this forced crossing of the Dvina River and the liberation of Polack was seriously injured and contused [3].

At the same time the 47th Rifle Division of the general P.V. Chernous, having broken the enemy's resistance, rushed into the city from the East, and the other Soviet troops of the 22nd case came from the north-east [18, p. 168]. On the same day - on July 3, 1944 troops of the 4th Attack Army bypassed Polack and barred ways of withdrawal of the enemy from the city in the northwest direction [13].

On July 4 up to 3 am the enemy showed persistent resistance to the attack of the 51st rifle division which, having broken it, began at 3:30 its attack again. In the first echelon the 23rd and 287th shooting regiments moved ahead. Thanks to the fact that the territory of the convent of Saint Euphrosyne was quickly liberated, it was stopped from being exploded as it was planned by the Germans [15, p. 30]. However one fact which was specified in the letter by P.V. Malykhin is interesting: *"During their step-back the fascists made a large number of our prisoners of war go in the church building, poured fuel over church and set fire. It was terrible, it is even terrible to mention to this day"* [17]. Presumably, that the author meant Holy Cross Cathedral in which during the Nazi occupation there was a prisoner-of-war camp. Therefore it is possible to make a hypothesis that during their step-back the German troops purposely set the cathedral on fire, for the purpose of extermination of the Soviet soldiers.

The staff sergeant of the 47th Rifle Division M.A. Tarushkin describes one of episodes: *"... especially for me remained memorable the night from July 3 to July 4 when I got a task to reach Polack. At sunrise I with group of submachine gunners reached the Square on which the cathedral was situated and on the opposite side there was the German hospital with one German soldier left - who knows for which reason - he was without his leg. Of course we did not touch him. In the cathedral there were lots of citizens locked, around 1,500 people. They were people of all age, to me it was necessary to unlock the citizens with the companions, so we asked if it was possible to move farther from the door which we had to blow up."* [11]. It should be noted that during the war in Polack really there was Saint Nikolay Cathedral located at the Square of Liberty, and the hospital in the buildings of the former military school was placed.

Thus all night long for July 4 in Polack heavy fighting was going, the Soviet soldiers stormed the streets and houses, smashing strong points of the enemy. To 6 o'clock in the morning the city was completely freed from fascist aggressors [13].

*"During their step-back the enemy destroyed all settlements, destroyed the cities, the city of Polack is remembered with everything burned down together with losses of human lives, there was difficult to breathe..."* – it is mentioned in the memoirs the soldiers of the 47th Rifle Division I.D. Anokhin [2]. The radio operator of the 51st Guard Rifle Division P.V. Malykhin also mentions this fact: *"When we entered in city that to me the most terrible was remembering that the city was completely destroyed, burned"* [17].

**Conclusion.** Thus, fighting for liberating Polack by the main forces of the 4th Strike Army and the 6th Guard Army of the 1st Baltic frontline took place from July 1 to July 4, 1944. This operation completed, the Red Army went to liberate of the Baltic Soviet Republics.

During the conducted research the following conclusions were drawn: first, Polack was one of strong points in the system of defense of the enemy, the proof of what is persistent resistance of the German troops; second, from the memoirs of the second lieutenant B.B. Vartapetyan the fact about existence of three bridges in Polack, one of which remained unruined at the time of attack of the Soviet troops, becomes known; thirdly, thanks to the sources of personal origin, we know about the circumstances of imprisonment of Polack citizens in Saint Nikolay Cathedral and also about the arson of Holy Cross Cathedral with Soviet prisoners of war.

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SOCIO-DEMOGRAFIC HISTORICAL AND STATISTICAL STUDY  
OF THE 18<sup>th</sup> CENTURY VORONETSKAYA VOLOST' OF THE OPOCHETSKY UYEZD OF THE PSKOV PROVINCE

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*The article is devoted to the socio-demographic characteristics of the Voronetskaya Volost' of the Opochetksy Uyezd of the Pskov Province in the 18th century on the basis of confessional registers with the involvement of quantitative methods of data processing. The revealed social groups, sex-age structure, parish features are described.*

**Introduction.** The relevance of the research is due to a number of reasons that are of immediate importance for the development of modern historical science. Firstly, the problems under study are timely due to the fact that there are no monographs concerning comprehensive historical and statistical study of the territory of the Voronetskaya Volost' of the Opochetksy Uyezd of the Pskov Province in the 18th century. Secondly, the relevance of the theme is connected with the necessity of inclusion of the unpublished scripts, such as Fund No. 39 Confessional Registers of the Pskov Region State Archives, into the scientific turnover and thorough study. At the same time, the use of a statistical method for data processing and computer analysis of mass sources are also most promising areas in local history today.

**Task Formulation.** The object of the study is the confessional registers of the Svyatogorsky Monastery and the Churches of St. Paraskeva, St. George and Resurrection of the Voronetskaya Volost'.

The subject of the study is the number, structure and accommodation of the parish population of the Voronetskaya Volost' of the Opochetksy Uyezd in the 18th century.

The goal of our research is to provide a comprehensive historical and statistical study of the territory of the Voronetskaya Volost' of the Opochetksy Uyezd in the Pskov Province in the 18th century.

The objectives of the study include:

- 1) definition of the boundaries of the Voronetskaya Volost' and its internal structure;
- 2) description of the territory of the Voronetskaya Volost' settlement system;
- 3) presentation of the parish population of the Voronetskaya Volost' dynamics during the 18th century;
- 4) reconstruction of the most visual and objective statistical picture on the basis of the sources used.

**Sources.** Confessional Registers are documents of Church records of the population of the 18th, 19th and early 20th centuries, which contain information on the state of the parishes of the Russian Orthodox Church. The study was carried out on the basis of materials of the parishes of the Svyatogorsky Monastery and the Church of St. Paraskeva [1], the Church of Resurrection [2] and the Church of St. George [3] of the Voronetskaya Volost' of the Opochetksy Uyezd of the Pskov Province for the period from 1740 to 1799. While selecting sources, a scientific selection method was used. The obtained sample is representative, natural, and mechanical (a ten-year interval between the compilation of the Registers ( $\pm 1-2$  year) was chosen).

The reliability of the data of the Confessional Registers is the subject of a dispute among the researchers. I.I. Dietrich [4], B.N. Mironov [5, p. 114], A.I. Fedorets [6, p. 73] note a sufficiently high degree of reliability of documents of this type, despite errors in indicating the age of parishioners, numbering, and the names of settlements. We tend to consider the inaccuracies to be inessential, since they do not change the statistical picture cardinally.

**Research Methods.** The fundamental methods of this study are descriptive method, comparative historical method, historical-genetic method, system method, as well as the structural-functional approach. The study also uses special methods from other branches of science, which makes it possible to put an interdisciplinary approach into practice.

The research is concentrated, focused and based on quantitative methods. While collecting information on the presence population of the parishes, the number of households and the number of persons of both sexes within the boundaries of one settlement, the age structure, numerical information on the identified class groups, the totality of families within a single yard, the method of continuous data processing was used. To demonstrate and analyze the obtained indicators, a historical-dynamic method, which involves constructing in a tabular form

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dynamic series and calculating the system of indicators of dynamics, was applied [7, p. 178-179]. One of these indicators is the calculation of the level measure (the average household population, the average number of families living in the yard, and the average age of individuals of both sexes), which implies the calculation of the arithmetic average value [7, p. 89]. This method is aimed at a comprehensive analysis of the demographic and socio-economic trends changing in time. With the help of this method, the problem of describing and evaluating quantitative changes in the studied territorial-time borders is solved.

Method of computer processing of information was used. Just after the electronic counting of quantitative indicators, two methods of data aggregation were used: 1) tabular form; 2) graphic representation (diagrams and histograms). The usage of this method of demonstrating quantitative information allowed us to present a clear demonstration of the dynamics of changes. To reflect the population structure of the parish population, an interval variational series, built on the principle of equal intervals (for five-year age groups) were used [7, p. 81]. The age-sex pyramids served as a tool for visualization.

**Methodology of the Research and Results.** Quantitative accounting was carried out in two main directions: statistics of the arrivals and settlements and calculations within the social categories. In the first case, when comparing the data, there arose difficulties of the following order: 1) the territory of the parishes was not stable and could both decrease and expand, which led to a reduction in the clergy or, on the contrary, fragmentation of the parish between several priests; 2) the same villages during the period under study could fall out and appear several times [8, p. 222]. I.D. Kovalchenko noted the impossibility of comparing the digital totals for the same territory, the boundaries of which vary with time [7, p. 178]. Inconsistency of this kind is eliminated by the definition of a complex of settlements that was stable in each of the parishes.

In the second case, it was necessary to identify the social groups themselves. In the documents examined in the course of our research [1; 2; 3] the following groups are found: clergy, raznochintsy, military people, posadskie (Voronich suburb), dvorovye (yard servants), villagers (bachelors and peasants). Peasants are divided into: palace (specific), ecclesiastical (before secularization in 1764), economic (confiscated from monasteries after 1764), landlords. Often, the data processing is complicated by the fact that the principle of the arrangement of persons in strict accordance with their class membership was not always respected. A.I. Fedorets notes that the compilers of the Registers could include people of certain ranks in a particular category, basing on their own considerations [6, p. 68].

The average peasant household of the Church of Resurrection in 1740 was 8.7 people, and in 1799 - 10.2 people; the average age in the parish of the Svyatogorsky Monastery and the Church of St. Paraskeva in 1761 for men was 25.8 years, for women 26 years, and in 1798 25.5 and 24.1 years respectively. In the analysis of the family typology of all three parishes, it was revealed that the dominant type for the peasantry is a compound family (an average of 3 married couples in one yard), and for the clergy, military people, raznochintsy and posadskie — a small family is typical [8, p. 222–223].

The analysis of the sex-age structure of the parish population revealed a common feature for all three parishes: a large percentage of children (1-12 years old) and young people (12-25 years old) and a low percentage of the elderly people (65 and over), which is characteristic of progressive population pyramids [8, p. 223]. However A.I. Fedorets notes that the data about the age of the parish should be treated with caution, since the originator of the document in most cases estimated the age of parishioners casually, not knowing the exact date of their birth. Therefore, the real age could differ from the given figure both for one year and for 10 years [6, c. 71].

It should be noted that the parishes had their own features and differed significantly, both in number of households and in number of parishioners: the parish of the Svyatogorsky Monastery and the Church of St. Paraskeva were the most compact and stable [1]; the parish of the Church of St. George was the largest and the most diverse in terms of the number of patrimonies and homeowners, but at the same time the most unstable in number [2]; the parish of the Church of Resurrection was relatively balanced in the number of patrimonies, but also unstable in relation to the number of the parish population [3].

According to the type of the predominant patrimonies, the parish of the Svyatogorsky Monastery and the Church of St. Paraskeva can be designated as "monastery-palace", the parish of the Resurrection church is "palace", and the parish of the Church of St. George is "landowner" [1; 2; 3]. In most cases, these socio-economic differences in parishes were determined by both territorial distribution, political and economic trends, and historically established traditions.

According to the confessional registers, we have established several groups of the parish population: clergy, raznochintsy, military people, posadskie (Voronich suburb), yard servants, villagers (bachelors and peasants) [1; 2;

3]. The most numerous was the category of villagers. Summarizing this group, we come to the conclusion that the peasant population of the Voronetskaya Volost' in the 18th century reflected the main socio-demographic trends occurring in the peasant environment of the European part of the Russian Empire in the 18th century, namely: high fertility rates, living couples in a large composite family, incorporating small families into the parent family yard for joint economic activities. We also note the enlargement of courtyards and peasant settlements, which is also associated with administrative and fiscal transformations and demographic population growth in the second half of the 18th century. The category classified as "posadskie" consisted of hereditary representatives of this class group. By the end of the century, the category of "posadskie" disappeared altogether from the registers of the Church of St. George, and was replaced by the category of burgers in the registers of the Church of Resurrection, which is also associated with social stratification changes in the state. The greatest noblemen in the parishes were Vydonskie and Gannibaly. The overwhelming majority of landowners received patrimonies in the second half of the 18th century, all possessions were transferred from the state patrimony.

**Results and Perspectives.** The analysis of the administrative-territorial division of the studied territory also revealed difficulties in identifying the boundaries of territorial districts ("guba") and mapping of settlements, as well as correlating one or other settlement to the corresponding territorial districts. Also at the moment it is difficult to answer the question why, when comparing the registers of the same parishes, but from different years, some localities "fall out" and some appear. A more detailed study of a topographical aspect and analysis of the identified toponyms are required.

As a result of analyzing the data of the confessional registers of the Svyatogorsky Monastery and the Church of St. Paraskeva, the Church of St. George and the Church of Resurrection it was revealed that the composition of the population and its number was subject to constant fluctuations, and changes due to a combination of various factors: social, demographic, economic. So, based on the analysis of the established population structure, we can conclude that in the parishes there were more children and young people than middle-aged and elderly people. However, it is necessary to attract additional sources to analyze the mortality rate and life expectancy of the parish population. Also in the parishes under analysis there is an increase in the number of parishioners, which is due to the demographic surge, which is fixed in the Russian Empire from the middle of the 18th century. However, it should be noted that the lack of a part of confessional registers for the parishes of the Church of St. George and the Church of Resurrection of the Voronetskaya Volost' makes the data calculation, the identification of totals and the extrapolation of the results more complicated.

**Conclusion.** Thus, the historical-statistical method is the most important instrument for identifying the dynamics and patterns, generalizing and systematizing information, analyzing certain indicators and relating them to historical realities. We've managed to identify and study statistical trends in the territory now occupied by the museum-reserve of Alexander Pushkin «Mikhailovskoye». These are the parishes of the Svyatogorsky Monastery and the Church of St. Paraskeva, the Church of St. George and the Church of Resurrection of the Voronetskaya Volost' in the 40s - 90s of the 18th century. Confessional registers, despite some inaccuracies in the data provided in them and difficulties for analysis, have a high informational potential for conducting statistical research on the social composition of the Orthodox population of the parishes. The nearest perspective for the designated research direction is the attraction of mathematical methods, the inclusion of the southern part of the Voronetskaya Volost' in the analysis, creation of a source-oriented database in the relational database management system Microsoft Office Access, as well as the attraction of a new complex of sources (clergy registers, parish registers, etc.).

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APPLICABILITY OF CULTURAL AND SOCIAL VALUES RESEARCH  
BASED ON INGLEHART'S THEORY OF EVOLUTIONARY MODERNIZATION

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*Popularity and wide applicability of R. Inglehart's evolutionary modernization theory and three pillars of social changes by Inglehart: techno-economic modernization which is manifested in becoming "knowledge society"; growth of self-expression values coming out of declining of violence; democratization as a process in a new type of society which satisfies people's growing need to be emancipated from authorities, to have more options.*

**Introduction.** In the 21<sup>st</sup> century we can see a lot of processes changing our society, its structure, values of societies in general and of individuals in particular, their lifestyles, and at the same time the demography and political systems. All these processes are reshaping the world we know making it less understandable. It makes our societies concerned about new or old-new elements, which are brought by social and cultural changes; however, societies are obviously different, and their reactions can vary depending on their values basis. The advantage of the humanity is its one-of-a-kind nature and its ability to adapt. Every process that changes our life can inevitably be reflected in social values. However, consistent studying of every change in every specific society can't offer us a fuller picture of their social changes. That is why theories involving certain aspects of social and cultural life, enough to analyze and to understand humanity in general, societies or individuals' values, are becoming very important and are currently in high demand. We believe Inglehart's theory can offer a perfect insight into the global processes in the context of certain national characteristics.

Inglehart successfully combines Marx' and Weber's classical approaches to modernization. From Marx he inherits his theory of social-economic development as a basis of the following socio-cultural changes influencing people's behaviors. From Weber he adopts nonlinear nature of any social changes and his theory of social action based on particular beliefs and desires of individuals, societies' cultural and historical heritage in general. From this approach he freely notices that industrialization (as an economic modernization) leads to rationalization, secularization and bureaucratization, which already are socio-cultural phenomena with their own causes and consequences [1, p. 1, 24 – 31]. In a similar way he describes post-industrial, information society, or "knowledge society" [1, p. 31 – 32, 44 – 45; 2], as the one where the personal autonomy, self-expression and freedom of choice are increasing its value. The first one leads to social atomization and people's need for searching new possibilities of joint action and new mechanisms of public participation [1, p. 115 – 126]. The increasing self-expression values turn social-economic modernization into a human development process – the second pillar of Inglehart's theory of evolutionary modernization [1, p. 2 – 3, 210 – 212]. People's need for freedom of choice, which provides the basis of the two other processes, makes democracy a more favorable option.

Constructing this kind of chain of interconnected processes, Inglehart successfully creates an image of modern socio-cultural evolutionary modernization, provided by economic and technological modernization, increasing of self-expression values and democratization [3]. This brings us a comprehensive view on social changes in dynamic.

Inglehart's scientific works due to their approach grandeur, methodology and big data base have brought him to the top-place in The Political Science 400 rate [4]. He, thus became, the most cited political scientist in the USA. He is also a founder of World Values Survey, one of the founders of "Eurobarometer" and the author of more than 230 scientific works [5].

Universal applicability of Inglehart's theory of evolutionary modernization gives researchers an opportunity to use it as a theoretical foundation of their research and to incorporate various aspects of the societies' developments, such as: social, economic, political and cultural in their analysis. Welzel–Inglehart's Cultural Maps, composed of WVS waves and European Values Survey waves data [6], becomes the illustration of such applicability. The new wave of World Values Survey is coming [7] to bring us recent data that could help us understand and track social values changes in European (or even Western) societies, induced by the increase of nationalistic tendencies (the same process has been tracked in Russia too [8]).

**The main part.** Inglehart's grand theory is based on multiple processes and a vast body of data. For us as researchers it is particularly interesting (specially) for its relation to different tendencies, other theories and researches. Relying on Weber's interpretative sociology (Verstehen) [9], the theory of evolutionary modernization becomes the theory that makes it possible to understand individuals of a certain society living in a certain country. There are no doubts that we should use such a comprehensive theory that providently takes into account all possible errors of generalizations, which are inevitable when the whole cultural group, country or society

become the object of the research. There will be situational discrepancies. And Inglehart calls us to take that into account [1, p. 65 – 76]: in spite of globalization, countries throughout the world preserve their traditional and national values based on their historical experience. Moreover, the same objective processes influence on different societies inconsistently, which in its turn creates a disproportion in social and values changes.

Expanding semantical connections between basics of Inglehart's theory and other political, social and other kinds of research we get potent tools to realize, understand and explain social, political and cultural changes in any society and even psychological changes in some individual conscious.

From this point of view, for example, democracy by Inglehart becomes not only a sum of political mechanisms, fictive institutions and some kind of agreement between elites, which are prone to concentrate power and resources and to stand apart from masses [10], but the same way a result of civic actions like demanding of being a part of a decision-making process or creating effective system of feedbacks to communicate with authorities. It means the necessity of a "responsive governance" [1, p. 299 – 300], that Inglehart tracks using the "elite integrity" index [1, p. 191 – 196]. The higher the need of self-expression, the stronger the request for participation in the decision-making process. A bright example of worldwide self-expression values increase is the emergence of hybrid political regimes [11], which are authoritarian by nature but are prone to and are forced to imitate more and more democratic institutions. In authoritarian conditions, the democratic institutes become "the dormant institutions", and the consequences of their awakening are unpredictable. But Inglehart's theory makes us believe that the democratic institutions will be in demand and inevitable while self-expression and secular values are increasing. In the same time S. Pinker's studies suggest that unpredictable causes will be less connected with violence and direct human deaths than it used to be in the past centuries [12].

While governing structures are bureaucratizing, the citizens are inventing new forms of political involvement and social participation, for example, the Internet. Inglehart notices citizens embrace the idea of signing up petitions more and more [1, p. 115 – 126]. In Russia, for example, signing petitions on www.change.org is amazingly influencing legislation procedures in the State Duma. Another example of increasing political participation that is a part of elite-challenging civic actions is cooperating in some social networking services like it was during the 2012 Russian protests on Bolotnaya Square or during many anti-corruption meetings of A. A. Navalny.

The self-expression values increase is connected with a global drop of violence which is tracked and explained by S. Pinker [12, 14] and is also connected with democratization or hybridization which can be observed in Center for Systemic Peace Researches [13].

It is enjoyable to look at the Inglehart's theory using Welzel-Inglehart's visual cultural maps [6], where all societies participating in WVS are disposed in one graph (who does not like diagrams?) consisting of two axes: abscissa where survival values vs. self-expression values are depicted and ordinate where traditional values vs. secular-rational values are delineated. Moreover, societies are grouped by main religion that fits well in Inglehart's idea of cultural-historic values prerequisites. *Look Fig.*

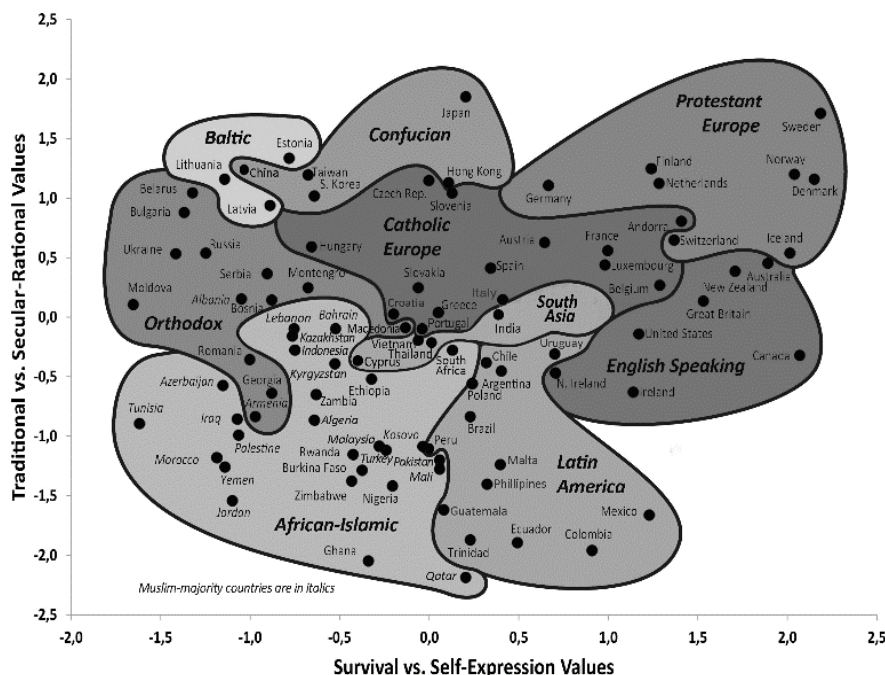


Figure. – Welzel- Inglehart's cultural map based on WVS6 (2010 – 2014)



Societies with high level of self-expression values are more developed statistically, they are xenophilic and secular, people there are more prone to trust while entering a social communication and interaction [15]. The process of gradual secularization in a new historic era is being confirmed by S. Pinker too. He believes that it leads to decreasing of violence and rates of battle deaths in armed conflicts [12, 14]. The societies with higher level of survival values, however, are more xenophobic, with rigid thinking and trying to find some ground in traditions and religion, people in these societies are tend to be distrustful mostly to the foreigners or those social groups which do not share the same values. We should notice that if people are not provided with enough resources to live and not be afraid of, for example, death of hunger or being repressed by any means of oppression, they will be actively engaged in searching of means of subsistence to search democracy, freedom or self-development [1, p. 157 – 160].

There is one more aspect we would like to describe in this work. The generational aspect. In Inglehart's work, there are many profound comments in regard to inheritance of values from previous generation as well as from historic experience. Generations are different in values, and sorting a society by age or generation we can receive a fuller picture of values allocation. For example, a ruling class, the elites are more likely to share survival values than younger generations that are not cooptated the same time in the governance system [1, 10, 15]. That creates perspectives of demographical researches studying connections between demography, political science and other social sciences.

**Conclusion.** Uniqueness of Inglehart's theory of evolutionary social and cultural modernization is determined by its applicability that can sound paradoxically but, in reality, is only a result of a big generalization. Inglehart parallel with other social and political researchers studying objective processes – tendencies that influence the whole world but in different ways, tendencies that can not be stopped, but can be slowed down in some cases. It is also unique that the theory based on global tendencies is stable towards regional and national disproportion but Inglehart's theory just suggests to study other aspects to include them in itself and this way to fill some gaps. All these sides of evolutionary modernization theory bring us closer to cultural understanding, to effective social communications, to the educational process, to constructing of democratic institutions and so on.

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## FRANCO-GERMAN COOPERATION WITHIN EUROPEAN SCIENTIFIC INSTITUTIONS

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*The development of the Franco-German scientific cooperation after the Second World War is considered through the prism of the activities of European research centers. Attention is paid to the influence of the international situation on the development of European scientific cooperation. The role of the Franco-German tandem in European scientific cooperation is analyzed.*

After the end of the Second World War, the state of science in France and Germany was catastrophic, and its restoration required great efforts at the national level. Therefore, it soon became clear that it was easier to reconstruct scientific capital in cooperation with other countries, both at the bilateral level (due to the successful denazification and democratization of Germany) and at the European level.

During the occupation of Germany by the Allies (1945 - 1949), there was almost no Franco-German and European scientific exchange. The Franco-German scientific cooperation began to develop more intensively after the formation of the Federal Republic of Germany, which was due to the foreign policy situation in the context of the escalation of the Cold War. Now Germany became a full partner and ally of European countries in the confrontation with the Soviet camp. In addition, the European integration that had begun (symbolically represented by the Schumann plan in 1950) required, first of all, reconciliation between "irreconcilable enemies".

Franco-German scientific cooperation in the European framework began in the 1950s and was concentrated mainly in the technical sciences, which was due to strategic needs. As practice showed at this time, the French and German sides had sometimes found it easier to contact in the context of European agreements than to establish bilateral contacts themselves. The most striking example was cooperation in the framework of the European Organization for Nuclear Research (CERN), established in Geneva in 1954 - the first major European project in the field of particle physics. Nuclear physics demanded resources beyond the capacity of countries, so it became the engine of internationalization [5, p. 61-76]. The center was created in order to catch up in the area, where the United States was the pioneer and flagship and served as a model for other European centers.

In 1957, with the signing of the Rome Agreements, the European Community entered a new level of relations. In addition, important changes are taking place in the international situation of that time. The USSR launches its Sputnik in 1957, then in 1961 sends the first man into space. This gave a push to European cooperation in the field of space, where France and Germany participated: The European Launcher Development Organization (ELDO) and the European Southern Observatory (ESO) were formed in 1962, and the European Space Research Organization (ESRO) was established in 1964.

Thus, European cooperation focused primarily on strategic areas. However, this did not exclude the development of cooperation in the "civil" sciences". In 1964, the European Molecular Biology Organization (EMBO) was created to solve the problems of the population. In addition, France and Germany were at the origin of the European Coordination Center for Research and Documentation in Social Sciences in 1963 in Vienna, established as an autonomous body of the International Social Science Council (ISSC). The center was to serve as a bridge between Western and Eastern Europe during the Cold War.

In 1963, the famous Élysée Treaty was concluded between France and Germany, stating the need to intensify bilateral scientific cooperation and the creation of centers in the field of military [4, p. 42 - 43]. However, the treaty did not give the necessary push to bilateral scientific cooperation between France and Germany. In addition, cooperation in the European framework was profitable in the context of the Cold War: on the one hand, to protect Europe from the Soviet threat, on the other hand, it was aimed at independence in the scientific field from the United States.

The energy and financial crisis of the 1970s forced the Europeans to cooperate more closely and more widely. In 1971, the Cooperation in Science and Technology (COST) program was created - an intergovernmental coordination structure with the aim of strengthening the scientific and technological exchange between European countries through the financing of scientific events: joint colloquiums, conferences, scientific visits, etc. In 1974 European Action Program to support research in the field of energy, health, environment was adopted.

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According to the program, new scientific institutions were created. For example, France and the Federal Republic of Germany actively participated in the creation of the European Science Foundation in 1974 - an association of European scientific organizations for research strategically important issues and promote mobility of researchers. The development of cooperation in the field of molecular biology continued: in 1974, the European Molecular Biology Laboratory (EMBL) was opened in Heidelberg. A new area of European scientific cooperation appeared in 1975 - France and Germany became one of the founders of the European Center for Medium - Range Weather Forecasts (ECMWF).

In the same period important advances were made in the field of aviation and space navigation. As a result of the fusion of ELDO, ESO and ESRO in 1975, the European Space Agency was created with its headquarters in Paris, actually based on the Franco-German partnership, which became its intellectual and financial core [3]. The development of cooperation allowed the launch of the Ariana 1 satellite at the end of 1979, which marked the beginning of European participation in international space navigation and showed their independence from the United States.

The participation of France and Germany in joint European projects gave a sense of the dynamism of bilateral cooperation. In this period of time, French-German projects are also being Europeanized. Thus, for example, Franco-German Institut Laue – Langevin (ILL) - the world's biggest nuclear research institute created in 1967, acquired a European character with the accession of Great Britain in 1974. Today 13 European countries are members of the institute. The same thing happened with the European radio astronomy observatory – Institut de radioastronomie millimétrique (IRAM) created in 1979. Spain finally joined the institute in 1990.

In the 1980s. European scientific cooperation reached a new level. During this period of time, numerous European scientific programs were created, in which French and German research institutes actively participated. In 1983, they participated in the creation of the European Strategic Program on Research in Information Technology (ESPRIT), which was in force until 1998 [2]. In 1983, the Framework Programs for Research and Technological Development were created - EU funding programs to support and promote research in Europe [1].

Since 1981, against the backdrop of economic growth, France called for the creation of a European common technological space, including research and technology. Initially, the idea caused some doubts in European countries. However, with the deployment of the SDI program in 1983, countries were afraid of the vassalization of Europe by USA, and supported the French initiative. Thus, in 1985, the program EUREKA was approved - the European network of cooperation between organizations, research centers and universities in the field of informatics, space and biotechnological research, energy and other fields. Today the organization includes 41 member countries.

In the same period, old research centers received a push for development. Thus, a new phase began for CERN with the decision to create a Large Electron-Positron Collider from 1981, and then the Large Hadron Collider, which are located in France.

In addition, in the mid-1980s, the European Community gained real competence in science and technology. This was legally reflected in the Single Act of 1986 (Art. 130 F) [6], and then developed in the Maastrich Treaty of 1993 (Art. 130) [7] and other treaties of the European Union.

In the 1990s Franco-German cooperation continued its development in the context of European cooperation in the fields of aviation, plant genome research and oceanography. In the framework of the European cooperation based on the Franco-German initiative, in 1994 the European Synchrotron Radiation Center (ESFR – European Synchrotron Radiation Facility) was opened with its headquarters in Grenoble – a major research institution investigating issues of synchrotron radiation. Today the project involves 18 European partners, but, as before, France and Germany contribute one-quarter of the annual budget.

Today France and Germany continue their participation in the aforesaid European scientific institutions and programs. In addition, thanks to the legislative base, new coordination mechanisms for regulating European cooperation in the scientific field have appeared. Thus, in 2000 the European Research Area (ERA) was created – a system of medical, environmental, industrial, and socioeconomic research. Then in 2007 the European Research Council (ERC) was formed - a European organization designed to stimulate the development of research activities in the European Union. The program has become part of a new phase of the Framework for Research and Technological Development – Horizon 2020.

Thus, the scientific cooperation of France and Germany within the framework of European scientific institutions had a dual focus. On the one hand, European scientific cooperation contributed to the strengthening of the bilateral partnership of France and Germany and was seen as a means of overcoming Franco-German antagonism.

onism. This made possible to facilitate the Franco-German scientific exchanges by avoiding blocking, which happened at the one-on-one level. At the same time, the Franco-German tandem was the engine of European scientific cooperation and today it is core, intellectual and financial center of European Research Area. Franco-German cooperation in the European framework developed unequally according to sectors and evolved over time. Collaboration mainly developed in the field of peaceful nuclear energy and space research, and was due to the strategic needs of countries in the context of the Cold War and competition from the United States.

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THE CRISIS OF THE COMMUNIST PARTY OF THE SOVIET UNION IN 1990-1991  
(ACCORDING TO THE MATERIALS OF THE NOVOPOLOTSK COMMITTEE OF THE CPSU)

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*The article presents the prerequisites for the crisis of the party-state apparatus of Novopolotsk, the main features and features of this process in 1990-1991. The conclusion is made about the regularity of the genesis of the problems, the escalation of tensions in accordance with the trends within the Byelorussian SSR, the connection between the rising crime rate and the decline in the standard of living and the loss of control over the management of the city.*

**Introduction.** In the 1988, when the second stage of perestroika started, the Communist Party of the Soviet Union faced a crisis of governance and public confidence. This crisis began after the start of structural socio-economic and socio-political reforms, initiated by the general secretary of the Central Committee of CPSU and the Chairman of the Presidium of Supreme Soviet of USSR Mikhail Gorbachev. The reforms were conceived as an accelerator of the development of the Soviet economy, the engine of social progress. However, due to the fact that hidden destructive phenomena have accumulated in the economy of the USSR since the late 1970s, structural reforms not only didn't accelerate economic growth, but also led to its sharp decline, as well as the escalation of contradictions in all spheres of life. The Communist Party, the core of the entire political system, was losing control of situation. A wave of a surge in national sentiment has swept through the Union republics, and interethnic conflicts have entered an open phase.

The Novopolotsk committee of the CPSU also lost control over what is happening in the city. Open confrontation with green activists, as well as the national democratic movement in the city council of people's deputies led to the open political struggle and to suspension of activity of city council of people's deputies, city executive committee [1, p.96]. One of the main causes of the crisis in Novopolotsk was the ecological situation, because 180 thousand tons of harmful substances were thrown into the urban atmosphere. The main polluters were the production associations «Novopolotsknefteorgsintez», «Polymir» and the plant of protein-vitamin concentrates [2, p.33]. This reason, as well as the all-Union negative tendencies in economic led to increasing of opposition sentiments among the residents of Novopolotsk.

**Task formulation.** The purpose of the study is to examine the main features of the crisis of party-state apparatus of Novopolotsk in 1990-1991 in the field of crime control, relations within the city party organization and the Komsomol, according to materials of the Novopolotsk Committee of the CPSU

**Methods of research:** historical-genetic and statistical methods.

**Results, their discussion and perspectives.** On January 9, 1991, the 2nd Plenum of the Novopolotsk Committee of the CPSU was held [3, p.2]. The first secretary of the city committee, Vladimir Pantalev, read out to the delegates and members of the city committee a report "On the work of party organizations, communists to strengthen the fight against crime, mismanagement, compliance with current legislation" [4, p.3-8]. The report noted that the negligent attitude of officials, the unsatisfactory condition of fences and the poor work of military security units and militia led to an increase of crimes in Novopolotsk [4, p.5].

The report listed several major thefts at the production associations «Novopolotsknefteorgsintez» and «Polymir». In January 1990, 4 carpets and a batch of Yugoslav footwear in the amount of 2,340 rubles were stolen from the «Novopolotsknefteorgsintez» warehouse. At the production association "Polymir" from shop No. 17, 2 tons of polyethylene were stolen, in shop No. 304 – 8 rolls of plastic film, from shop No. 204 - 4 rolls of plastic film, from warehouse No. 85 - 16 video recorders, near the service shop - covers for cars in the amount of 1870 rubles. From September to October 1990 the tractor drivers of the «Polymir» plant removed from the territory and hid 675 kg of granulated polyethylene in the amount of 11,577 rubles for sale to the cooperative firm from Lithuania [4, p.5].

There was a general increase in the number of crimes from 669 to 808 (20.8%), in the field of criminal investigation from 552 to 690 (25%). In addition, the number of serious crimes increased by 11.4%. The main part of the crimes (70%) - theft of state and personal property - increased from 353 to 474 [4, p. 4-5]. 12 cars and

19 motorcycles, 2 engines and 51 windshields were stolen [4, p. 6]. 97 crimes were committed while intoxicated, and in 1990 2,200 people were imprisoned in sobering cells. 245 were sent for treatment to drug treatment, 15 people - to medical and labor health centers. 192 drivers were drunk and detained, 48 people were prosecuted for drinking juveniles, 22 facts of speculation on alcohol were revealed. This indicated the spread of drunkenness and alcoholism among the population of Novopolotsk. [4, p. 7]. Despite the low crime detection rate (63.7%), the report reported a decrease in the number of crimes committed by minors - 77 cases in 1990. The number of participants also decreased from 67 to 65 [4, p. 6,8]. Considering the co-reports of the head of the city department of internal affairs, the judge of the people's court and the city prosecutor, delegates and members of the city committee adopted the Resolution, which gave instructions to primary party organizations to strengthen control and fight against crime and negligence [5, p.20].

This Plenum de-facto confirmed the loss of control over the situation of party and state structures, the growing crisis of party confidence as a regulator of public relations, as well as a change in the form of social relations towards the establishment of individualism. The 3rd Plenum, which took place on April 3, confirmed this crisis [6, p. 23]. According to the agenda, the question was raised about the creation of a reserve fund of a city party organization, which received a certain percentage of membership fees. However, the primary party organizations of the plant for protein-vitamin concentrates, the city communications center, the music school, and the Novopolotsk Polytechnic Institute refused to participate in the creation of such a fund [7, p. 25]. Despite this, Plenum Resolution established the fund together with percentage of transfers (35%), and its main tasks were social support for secretaries of party committees and organizations, social assistance to party veterans, bonuses for secretaries to party organizations with less than 50 people [7, p. 24-25].

The crisis was aggravated by the fact that the party was losing its reserve in the form of Komsomol members. At the 4th joint Plenum of the city committee of the CPSU and the city committee of the Komsomol, which was held on June 12, this was officially confirmed [8, p. 30]. First Secretary Vladimir Pantalev in his report "On the interaction of party committees with the Komsomol committees, the city Council of People's Deputies, state enterprises and institutions to address the social, spiritual problems of young people in modern conditions" noted that in December 1990 the 29th Congress of the Belarusian Komsomol organized the transition from the status of a political communist union focus on the social organization of a socialist sense, based on humanism, justice, freedom and civic dignity [9, p. 33-34]. Therefore, among the secretaries of the primary Komsomol organizations, the number of communists has decreased by 4 times, and the number of working communists in the Komsomol city committee fell from 400 people (1985 level) to 125 people (1991 level) [9, p. 34]. The number of workers of the city committee since 1990 has decreased by 2 times, 43 primary organizations were abolished [9, p. 35]. The plenary session adopted the Resolution and Program of interaction between the structures of the CPSU and the Belarusian Komsomol. The Decree prescribed joint meetings, and the Interaction Program laid the foundation for the interaction of the party and Komsomol organizations, the initiative work of the communist deputies in city council of people's deputies, communist leaders of the city executive committee, labor and training groups in solving social and spiritual problems of youth [10, p.61-62; 11, p.63].

By the summer of 1991, the all-Union destructive tendencies reached their peak, so it cannot be said that the Novopolotsk committee, which made several serious mistakes, but also subordinated to the will of the central leadership, could correct the situation as soon as possible.

On July 2, 1991, the 5th Plenum of the Committee was held [12, p. 68]. The main issue was the personal composition of the city committee. By the Decree of the Plenum, Vladimir Pantalev was dismissed from the post of first secretary in connection with his transfer to the apparatus of the Vitebsk Regional Committee [13, p. 69]. Instead him the city party organization was headed by second secretary Oleg Zakharenko [14, p. 72]. Member of the city committee Akulov, Bezenova and Latysheva were excluded. Akulov leaved Novopolotsk and changed his place of living. Latysheva and Bezenova left the CPSU [15, p. 69].

Based on the foregoing, it can be noted that in 1990-1991 the Communist Party lost control in a regular chain. Initially, the communists practically ceased to control the Soviet organs and production facilities. Then the crisis touched the Komsomol structures, which announced their departure from the role of the CPSU reserve. Then disunity began in the ranks of the primary party organizations, and the 5th Plenum was the apotheosis, during which the composition of the city committee and its first secretary changed.

It is widely known that at the second stage of perestroika, destructive phenomena reached their apogee, including in the Byelorussian SSR. The new first secretary, Oleg Zakharenko, in the conditions of the collapse of the party system could not influence the course of decisions of the Novopolotsk City Council of People's Deputies and the national democratic movement.

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On August 25, 1991 Decree of the Supreme Council announced the suspension, and de facto, the actual ban of the CPSU and the Communist Party of Byelorussia in the territory of the Byelorussian SSR [16]. Communist party organizations ceased to exist and no longer influenced the state apparatus.

**Conclusion.** Summarizing, we can highlight the following theses:

- In 1990-1991, the Novopolotsk Committee of the CPSU ceased to be the main driving social and political force in society, lost public support and control over government bodies.
- There was a pattern of loss of control, according to the materials of Novopolotsk committee - first in Soviet and industrial bodies, then over Komsomol, later in primary party organizations and directly in the city committee itself.
- At the 2nd Plenum, the city committee confirmed that primary party organizations do not follow the discipline, which resulted in an increase in crime, theft and alcoholism.
- The 3rd Plenum was held in an atmosphere of disunity - several primary organizations (Novopolotsk plant of protein-vitamin concentrates, Novopolotsk Polytechnic Institute, music school, communications center) refused to participate in the creation of the reserve fund of the city party organization.
- At the 4th Plenum, the city committees of the CPSU and the Belarusian Komsomol adopted the Interaction Program, as previously the Komsomol changed its ideological orientation and refused the political union and reserve of the CPSU. It was announced and the reduction of the ranks of the Komsomol, the communists working in it.
- The top of the loss of control by the party was the change of leadership of the city committee and its composition at the 5th Plenum: the first secretary went to the office of the Vitebsk regional committee, two members of the city committee left the CPSU, one left Novopolotsk.
- The loss of control of the Novopolotsk party organization is associated with both local and all-union destructive processes, which is a characteristic feature for all party structures in the territory of the Soviet Union.

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