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LINGUISTICS, LITERATURE, PHILOLOGY

UDC 81.111'25=111

TRANSLATION OF EUPHEMISMS

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The article deals with the problem of euphemism translation in publicistic literature. It describes what the translator should take into account while interpreting euphemisms. Moreover, the article determines the prevalent methods of translation of the euphemistic units found in the newspaper texts.

The interest of researchers in the problem of euphemisms has grown for the last decades. It has become a subject of numerous studies of both national and foreign scientists. Euphemism, as a linguacultural phenomenon, is of particular interest because the process of euphemisms formation is taking place with increasing intensity and they are widely used in various spheres of speech activity.

The word "euphemism", according to the majority of researchers, derived from the Greek word "euphemismos" (eu – well, phēmi – speak).

Comparing the works of various authors, we found out the lack of a universal definition of euphemism.

Among all the currently existing definitions of euphemisms, the definition given by D.N. Shmelev reflects the concept of euphemism more accurately and clearly: "a word or a phrase that serves in certain circumstances to replace such signs which seem to the speaker undesirable, not very polite or too harsh[quotation: 3, p.402].

It should be noted that the problem of rendering euphemisms into the Russian language has become of great important, which in its turn has become the object of study. The translation of euphemisms depends on the context. One and the same lexeme may acquire different interpretations depending on the context and background information[1, p.16].

So it is very important for the translator to know the linguistic peculiarities of using euphemisms in speech in order to rate the role of implication correctly especially in fiction or publicistic literature.

For example, a *guitarist* (гитарист) prefers to call himself not a guitarist, but *a recording artist or entertainer* (художник по звукозаписи). Thus euphemistic language permeates deeply into all spheres of life.

The translator should pay attention not only to the main meaning of the word, but also to the secondary meanings which are used in various speech situations. Moreover, he should take into account not only the context but also background knowledge and sociocultural information.

Among the translation methods, used to translateproblematic lexical unitsthe scholars distinguishthe following types: the method of equivalents selection,interpreting translation, concretization, generalization, paraphrasing, translation loan, metonymic translation, additions, and others.

We have selected 31 cases of using euphemisms in such British newspapers as "The Guardian", "Independent", "Financial Times", "New Scientist" and"BBC". We have analyzed the articles about politics, medicine, science, economy[2, 4-7]. The main purpose of our study is to determine the peculiarities of translation of the euphemistic units found in the newspaper texts. In this article, we have worked with the euphemisms taken from the British newspapers and analyzed the ways they were translated into Russian. We have determined the prevalent methods of translation of the lexical items in our analysis.

Thus, it is known that the translation of expressions that do not have equivalents in the Russian language is carried out by means of translation methods. The study has shown that the prevailing method of translation of the identified euphemisms is translation loan (36%). The translation of euphemisms by means of translation loan helps to introduce new lexemes into the vocabulary of the Russian language, as well as to transfer stylistic and connotative meanings of the expressions. Below you can see some examples of the translation of euphemisms by means of translation loan (Table).

Also, it is necessary to note that we have met the use of translation loan with elements of addition (10%): *military activity – активизация военных мероприятий; a policy of "launch-on-warning"– принцип «запуск по сигналу предупреждения»; contempt – презрительное отношение* and with elements of transposition (23%): *pregnancy termination – прерывание беременности; money laundering – отмывание денег; income legislation – легализация налогов.*

Table – Translation of euphemisms by means of translation loan

Euphemism	Translation into Russian
Bloodshed	Кровопролитие
Change tack	Менять курс
Heavyweight targets	Солидные мишени
Illegalaccess	Несанкционированный доступ
Militarytension	Военная напряженность
Trading partner	Торговый партнёр
Surreptitiousactivities	Тайная деятельность
Technicalandsupportpersonnel	Технический и вспомогательный персонал
To meet one's end	Встретить конец
Use public resources for personal enrichment	Использовать государственные ресурсы для личного обогащения
Vanquish	Покорить

Apart from this, we have found the use of such translation method as interpreting the meaning (13%).For example, *hairstylist –парикмахер; the downward spiral– ухудшениеотношений; to ditch – оставитьнапроизволсудьбы.*

Besides, we have identified some cases of metonymic translationmethod (19%). For example, *leak top-secret documents– предатьгласностисовершенносекретныедокументы;make noises – подаватьсигнал; the mess from the day before –вчерашняянеприятность.*We present the correlation of translation methods of the selected euphemisms in the following diagram (see Fig.).
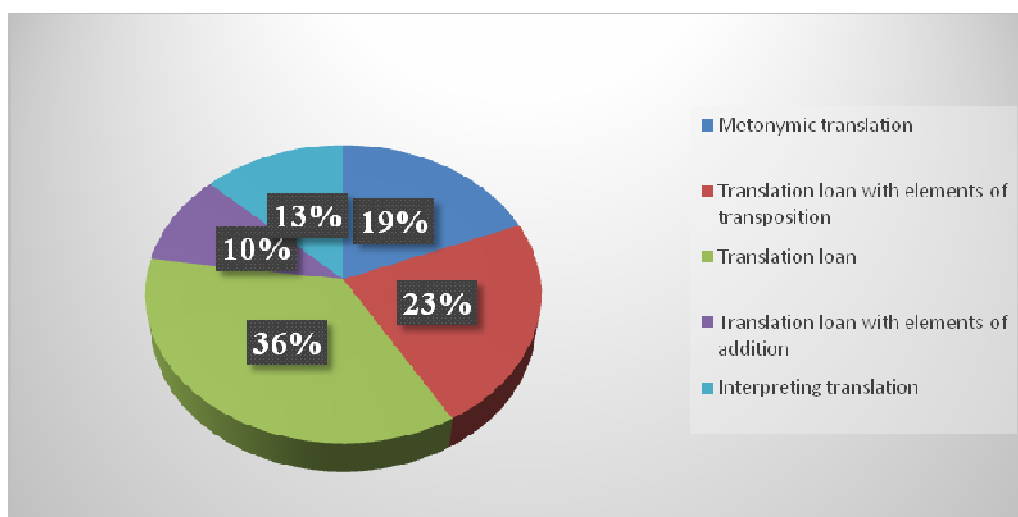

Fig. Correlation of translation methods

Thus, we can draw the following conclusions based on our analysis of translation of euphemisms: the translation of emotionally evaluativeand stylistically colored vocabulary in general and in particular euphemisms is impossible without taking into account background information and linguacultural background.Translation loan is the most effective translation method of the identified euphemisms.This method contributes to a better understanding of information and uncoversthe implicitly expressed in the English language information.

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UDC 811

DIMINUTIVES AS A MEANS OF SUBJECTIVE EVALUATION
(IN CONTEXT OF SPATIAL RELATIONS)

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The article regards diminutives as a means of expressing the concept of space. The presence of the evaluation component is observed - both positive and negative, as the speakers, expressing their positive attitude to a subject or person "brings" them nearer or, on the contrary, showing disrespect "distances" them.

Vocabulary constantly changes in the process of language development, reflecting the transformation in the language picture of the world as well as the reality perception transformation, while the grammatical forms change much less frequently. The linguistic material analysis of different ages indicated that throughout the history of the English language there have been phenomena, which can be combined into a diminutive group, but nowadays they are used more and more often.

Diminutive is a special linguistic phenomenon associated primarily with the reference to the size reduction of the object, the meaning of small volume, quantity, strength, value, importance, etc. Diminutive semantics also indicates incomplete feature manifestation, inaccurate description of the feature or characteristics limits. As a rule, diminutive is realized on the level of morpheme, lexeme, phrases (including phraseological ones) or super-phrasal unity.

Diminutives are fiendishly important for the expression and emotion display, as affectionate or disdainful attitude towards the referent determines the companion's proposed system of values, which might not be accepted.

Diminutive is closely linked to the emotive concepts and is widely used to express both love and contempt to the object of nomination, establishing its positive or negative evaluation on the subjective attitude based on the insignificance of the object of speech [1].

The diminutive implementation ways are registered at different levels of the English language, but the list is not complete. There constantly arise new diminutive forms, while some of the already existing forms gradually disappear from the language system.

Diminutive forms in English can be created on the basis of proper names, names of common nouns, verbs, numerals, adjectives, adverbs. Diminutives can be formed from the following semantic bases: names of people; kinship terms; the name of person by sex, age, appearance, profession, occupation, social status, nationality, place of residence, the type of relationships between people; names of common household items that have the sign of a size; names and nicknames of animals; names of plants; natural phenomena; unit of measure of time, weight, and mass. Diminutive-forming bases and derivational suffixes may be of English origin and borrowed from other languages. Nevertheless, in the English language diminutive does not solve the problem of word formation, it is a form of already existing word, reflecting the newly acquired connotations.

It should be noted that diminutive pragmatic implementation is only possible in the context, and it depends on other expressive means used in a specific communicative situation.

So, diminutive affects the communication in various situations differently, since a whole range of modal meanings of diminutives can be revealed in real communication that are transmitted when combined with other linguistic means of communication [2].

The use of diminutives is associated with the presence of the evaluation component – both positive and negative, and this is because the speaker as if "brings" them nearer or, on the contrary, showing disrespect, "distances" the interlocutor expressing his attitude to the object or person.

The aim of our research is to study the distance, observed between the speaker and the object of speaking and realized through diminutive use. Moreover, to identify the motives of this usage.

Diminutives are most frequently observed in the manifestation of endearment, care, love and affection towards the object. As a result, in such a situation, in the aspect of spatial relations, we can observe a significant reduction in the distance between the communicants:

Okay there, let's put on your <u>little hat,</u> take your <u>horsie</u> and go for a walk with our new friends (Greene) [3].

Addressing to her child, the mother uses several diminutive forms in the naming of things that surround the baby. Although these items are not objects of the mother's special attitude, she is trying to calm the child

down. This is facilitated by reference to familiar and dear to him objects – clothes, toys–their names in the diminutive form. Thus, the mother shares the child's world, gets closer to his world perception and consequently to him.

It should be noted that quite often, trying to establish friendly or more open relationship, one of the communicants can express their intentions, using diminutive of his name:

– *My name is O'Toole. James O'Toole.*
– *Mine's Pulling-Henry.*
– *I'm visiting an old relation of mine I said and added James. I could see he wanted that too.*
– *My friends call me Tooley* (Greene)[3].

A suffixal method of diminutive formation can be observed in this example and we see that the first communicant does not only introduce himself, but also says the name used only by friends. He makes the conversation more informal, offering to the interlocutor the opportunity to call him by an unofficial name, and thus, he puts him almost into the position of his friend. Moreover, friends are known to be of short distance from each other in terms of personal relationships.

– *Are you listening, Geoffrey?*
– *Yes, my darling* (quoted from Lingvo 12) [4].

Checking the attentiveness of the communication partner, the girl asks the interlocutor using his full personal name. Since the man is chasing after this woman, then answering in the affirmative, he adds *darling*, which is a diminutive form of the evaluative adjective *dear* thus reducing the distance between them.

What's your name, cutie pie (O'Henry) [5]?

In the example above, trying to win over the interlocutor, the man uses a diminutive phrase. It implements "sweet" meaning and in such a way significantly reduces the distance between the speakers.

You can also see the opposite effect– expressing their disapproval, contempt and desire to emphasize familiarity and disdain or prevent any possibility of "familiarity". In this case, the diminutives create a gap between the interlocutors spatially:

Why is she so worried about Dudley being upset, anyway? Not that she ever likes to see her little popkin upset (Rowling) [6].

Describing the mother's concern about the son's state, the author uses *little popkin* phrase. It realizes the ironic attitude of the character, who this statement belongs to, to the current situation. Hidden mockery in this proposal emphasizes the exaggerated anxiety experienced by the mother. These emotions distance the protagonist from the mother. He does not try to understand her but just criticizes.

Mrs. Sunbury's first name was Beatrice, and when she got engaged to Mr. Sunbury and he ventured to call her Bea she put her foot down firmly (Lingvo 12) [4].

Mr. Sunbury tries to use his fiancée's personal name diminutive in addressing her, aspiring to establish some formal markers of close relationship with his fiancée. However, guided by the behavior norms, which she used to live in, Mrs. Sunbury insists on such form not to be used to her. This option allows her to keep the distance and to emphasize the formality of the relationship, to identify existing social and status distance.

What a shame, little sweetheart (Golden) [7].

In this example, the diminutive assumes a connotation of contempt, disparaging in relation to the other party and, consequently, the spatial ratio increases.

Harry looked over at Dudley and furrowed his eyebrows. «What's got your knickers in such a twist, Dud» (Rowling) [6]?

Here, the diminutive *Dud* is formed by the truncating the name *Dudley*. In this situation, where it comes to the conversation between the two cousins, we can observe that the diminutive form, used to address the constantly humiliated and hurt boy, conveys a pejorative, familiar tint. Thus, we can see the distance and space increase between the interlocutors, as it is logical that such familiarity does not cause positive emotions neither to the corporal nor to the boy.

These examples show that diminutives serve as markers of specific social situations and speech acts, help the speaker to express pragmatic nuances and establish a specific relationship between the interlocutors, delimiting and implying a certain distance.

Therefore, using diminutives to display affection, care, love and kindness towards the object, in the aspect of spatial relationships, there occurs a significant reduction in the distance between the communicants. However, the opposite effect can be noticed – expressing disapproval, contempt, wish to emphasize familiarity – diminutives can thereby create a gap between the interlocutors spatially. There has been a sharp distance increase, which only feeds misunderstanding and isolation of the participants of communication. Thus, depending on the aim of a speech act, diminutives are extremely important for achieving it.

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UDC 82-3

EMIL TISCHBEIN AND THE WORLD OF THE BIG SITY IF THE NOVEL «EMIL AND THE DETECTIVES» BY ERICH KAESTNER

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The article is devoted to the analysis of the images of the child and Berlin in the novel «Emil and the Detectives». Emil is the main character. The setting of the novel is Berlin of the 1920s. The boy is faced with difficult situations and successfully deals with every problem to become a socialized person.

Introduction. In the first half of the 20th century a child living in a big city becomes the main character of realistic children's literature for the first time. There appear a number of books, where a little person faces the world of the big city and gets the first life experience there [1]. The German writer Erich Kaestner (Erich Kästner, 1899–1974) became one of the first children's authors who chose city as the main setting for life and growing up of his characters, depicting a situation when a child has to learn the laws of social development in a huge city on his own[2, p. 102–103].

The main part. Erich Kaestner along with Hermann Kesten, Carl Zuckmayer, Joachim Ringelnatz, Alfred Doblin and other German writers is the leading figure of the «New Objectivity» (Neue Sachlichkeit) movement. «New Objectivity» is the most common translation for «Neue Sachlichkeit», but there are other translations: «New Matter-of-factness», «New Resignation», «New Sobriety», and «New Dispassion». The «New Objectivity» is an art movement which arises during the 1920s as a reaction against Expressionism. In the 1920s and the beginning of the 1930s years it becomes the leading movement in German art and literature. Its typical feature is realistic style. Writers' works are characterized by a clear and understandable language which precisely portrays reality [3, p. 15–16].

Following aesthetic criteria of this movement, Erich Kaestner writes a detective novel for children «Emil and the Detectives» (Emil und die Detektive, 1928), the prevailing topic of which is socialization of a child in a big city. The main character of the book is a little townsman named Emil Tishbayn. The boy lives with his mother in a small provincial town called Neustadt. His mother works as a home-based hairdresser. She raises the boy alone as the child's father is dead, and she works without cease to provide for the family. Mother sends her son to the big city of Berlin to stay for a while with his grandmother, aunt and cousin for holidays. She supplies him with some money to give to his grandmother, for his personal expenses and for his return journey. On the one hand the boy rejoices at his travel to Berlin by train, for the simple reason that in Neustadt there is only one vehicle – a horse-tram. Emil and his friends call a horse-tram a «jade» and consider it to be a shame for their small town. They want to see electric trams. On the other hand the boy feels fear. That is his first travel by train. He watches the road all the time so that not to miss the right station. When Emil is asleep on the train, a thief steals all the money from him. The danger often comes from the most unexpected side. So, the boy arrives in Berlin without adults. For the first time in his life Emil is in serious difficulty in a big city.

Fortunately, Emil Tishbayn meets local boys. When they hear Emil's story, they decide to help him. They follow the thief and make plans how to get Emil's money back. They are sympathetic and brave children. It should be noted that they behave like adults: they know their way in a big city well and decide what to do in their free time by themselves. The children spend much time without parents. One of the new friends tells Emil that he often spends a lot of time at home alone, because his parents go to the theater or visit their friends. From the first day of acquaintance Berlin children become true friends for Emil. He can always rely on them with confidence. That makes Emil much happier. It is a great help to have friends when you are in trouble. Children call themselves «the detectives» and act together[6, p.58]. They help Emil catch the thief. Eventually, it comes out that the thief is a bank robber. Emil does not only get the stolen money back, but also gets an award. Apart from that in the newspaper an article about Emil's adventures is published, where it is described how he became a detective and found the criminal. Besides that, one shop offers young detectives new suits in exchange for their advertising, but children refuse. They consider this occupation boring. For children adventures are more interesting. Emil and his detective pals are the heroes who, for a moment, improve the world, whose example the readers can follow.

The image of the main's character is revealed through his actions and behavior. Emil is a clever, brave and fair boy. He does not go to his grandmother without money, because he knows that his mother works hard to earn it. So Emil decides to follow the thief and to get his money back. The boy makes a promise to return themoney to the man who buys him a tram ticket. Apart from that the local boys give Emil all their pocket money and characterize the boy as a grateful and honest child.

It should be noted, that in besides the interesting plot of the novel, where there are a lot of breathtaking events, the whole narration is permeated with Emil's love to the mother. The relation between the son and the mother are autobiographical. Erich Kaestner grew up in a small town and lost his father when he was young – and so did Emil. Erich Kaestner was as a good and caring son just like Emil Tishbayn is. In his autobiographical book «When I was a Little Boy» Erich Kaestner remembers that he studied well at school, did the shopping, carried firewood and coal upstairs from a cellar [5]. When Emil's mother is ill, he makes compresses for her, and when she is extremely tired from her work, he cooks for her and for himself and cleans up the apartment. He studies well at school, not because he likes his lessons, but because his mother is pleased when he has a good report from his teacher at the end of the year. Emil tells the new friends that his mother allows him to be out till 9 o`clock, but he is at home at 7 o`clock, because he does not want that her to have dinner alone [6, p. 80].

In the novel «Emil and the Detectives» events are developing on the background of Berlin. Danger, loneliness, fuss, indifference are the major problems to which the author draws attention in the novel. Emil arrives in Berlin and fells very lonely. The city is so large and Emil is so small. People do not care that he has no money to pay for a ticket, or that he does not know the name of a station where he should get off a tram. No one wants to hear about other people's trouble because people have a very busy life here. When somebody in Berlin says that they sympathize with you it means they want you to leave them alone [6, p. 50].Emil feels very unhappy. In Alfred Doblin's novel (Alfred Döblin, 1878–1957) «Alexanderplatz, Berlin» (Berlin Alexanderplatz, 1929) the major problem is loneliness in a big city. The main character is a criminal, Franz Biberkopf. His release from prison is a punishment. During the four years of his imprisonment the city has changed to unrecognizability. Franz Biberkopf as well as Emil feels like a helpless child who is afraid of being in Berlin. He stands near a red wall and watches all trams pass by [4].

Emil describes a realistic image of Berlin of the 1920s years in the novel. There are a lot of cars and trams. They harry round corners. It is very noisy. There are a lot of high buildings, clothes and shoe shops. Emil wants to see everything [6, p. 46]. In Alfred Doblin's novel «Alexanderplatz, Berlin» Franz Biberkopf describes Berlin, too. There are a lot of shoe shops, hat shops, beerhouses and bars [4].Emil gets a beautiful view of Berlin. The city is wonderful. It is necessary to emphasize that there is contrast between a huge city and a small city. For Berlin busy and dynamic life is typical. Neustadt is a small, provincial town, but it is big enough for Emil. Life is quiet and plain here. In Berlin there are a lot of places of interest. Neustadt has only three squares and one park in contrast to Berlin [6, p. 79]. In spite of the fact that Emil gains a positive impression of Berlin beauty, he likes his small town and wants to live there with all his heart and soul. Apart from that, people in a small town know each other and they are always ready to give a helping hand any minute. The only thing which Emil lacks in Neustadt is the tram.

Conclusion. Erich Kaestner in his novel creates an ideal image of a child. Not only children, but also adults can follow Emil`s example. He is a kind, brave, sympathetic boy who respects and loves his mother. The character of the hero is revealed through his actions. He follows the thief and accuses him of his crime. In the children's book by Erich Kaestner «Emil and the Detectives» the realistic image of Berlin of the 1920th years and his citizens is presented. Berlin is not only a beautiful, industrially developed city, but is a place of depravity and decadence. Emil Tishbayn sees the way people in the megalopolis live. The boy feels lonely and defenseless in Berlin. By Emil's example it is shown that a city dweller is a grain of sand at sea. By the end of the story Emil is no longer a wide-eyed innocent child. He learns that one should not believe everything strangers say. Life is difficult sometimes but there are many kind people in the world and a true friend comes when you need help. The boy socializes and becomes a mature member of society.

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FIGURATIVE REALIZATION OF THE SUBJECT OF SOLITUDE IN HERMANN HESSE'S WORKS: THE WOLF IMAGE

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The issue which is put under the consideration is the artistic realization of the solitude subject in H. Hesse's works through the analysis of the wolf image interpretation in the novels 'Steppenwolf' and 'Journey to the East'. It is shown that the given image was used by the writer to reveal the lonesome and extremely complicated soul of an artist. The wolf image is analyzed from mythological, philosophical and psychological aspects. The mythological component of the given image implies the characters' feeling of disharmony with the environment and society, ferocity, rudeness towards people. From the point of view of philosophy the wolf nature of characters is a sign of lone geniuses standing out from the crowd of everymen. The psychological component of the image refers a reader to the characters' subconscious, to the unconsciously instinctive power. And as soon as a person releases this power they may find spiritual harmony.

The German-speaking poet and writer, artist and Nobel prize laureate Hermann Hesse overcame a difficult way to the top of self-knowledge and creative activity. His works include the person's unique search experience of their unrepeatable individuality, their 'I'. This way got through psychoanalysis, retiring into their shell, always accompanied by solitude. Most of the writer's works are largely autobiographical, and at the same time they reflect the social and political problems of the XX century.

An important role in the comprehension of the lonesome and highly complicated human soul in H. Hesse's works belongs to the wolf image. The symbolism of the image underlies the concept construction of the protagonist personality in the novel "Steppenwolf" (1927). The image is also found in the writer's later work — his novel "Journey to the east" (1931).

The protagonist of the novel 'Steppenwolf' is a writer and intellectual Harry Haller who badly lives through isolation of his soul from modern reality. He suffers from the fact he cannot find the balance between commonplace world and his own spiritual needs. The wolf part of the character's soul despises the philistine environment, its false manners and depraved morals, and the human part tries to come to terms with it, to find its life guiding lines and to enjoy art and creativity. In the novel the human-wolf image is revealed not only through the opposition of the intellectual and spiritual, and the natural and biological components of human nature, but also includes the synthesis of its mythological, philosophical and psychological interpretations.

In the mythologies of many nations 'wolf' is one of the most common zoomorphic images representing an evil and fiendish animal, hostile for a human, which, however, was often sacrificed [3]. Harry Haller's behavior is identical to this definition. From the first pages of the novel we notice his wolf habits: *«Er aber, der Steppenwolf, hatte seinen scharfen kurzhaarigen Kopf witternd in die Höhe gereckt, schnupperte mit der nervösen Nase um sich her und sagte, noch ehe er Antwort gab oder seinen Namen nannte: «Oh, hier riecht es gut.»»* [5, S. 11] // *«He, however, the Steppenwolf, stuck his sharp, closely-cropped head sniffingly up in the air, scented around him with his nervous nose and said: "Oh, it smells good here."»* [7, c. 6]. In relation to the commoners he often behaves as a wild, angry wolf. For this reason, he has to avoid the society and to put up with his solitude. According to 'Treatise on the Steppenwolf' we learn that Harry's hatred towards everything trivial started to emerge already in his early years. Harry Haller's wolf nature expresses itself in the episode of the protagonist's visit to the familiar professor. Harry-wolf does not want visiting the professor but the human side of his soul suddenly desires to feel itself as a part of the society. And here Harry Haller has to be polite, amiable and friendly, he feels anger and contempt in relation to himself because of it. The character hates the deceitful commoners: *«…Stunde um Stunde zwanghaft und ohne es eigentlich zu wollen, machen Besuche, führen Unterhaltungen, sitzen Amts und Bureaustunden ab, alles zwanghaft, mechanisch, ungewollt, alles könnte ebensogut von Maschinen gemacht werden oder unterbleiben...»* [5, S. 93] // *«…hour after hour, compelled without really wanting to, making visits, spending hours behind desks at offices and bureaus, all compulsory, mechanical, involuntary, all of which could just as well be done by machines or left undone»* [7, c. 60]. Harry Haller makes fun of commoners' lack of will and hypocrisy who, in his opinion, are not able to accept all the worthlessness and meaningless of their existence. However, he does not judge these people because he knows from his own experience that the path of the uprising against the usual way of life isn't easy. The professor and Harry are talking about wars and art. During the talk the protagonist is convinced once again of the ignorance and inspirituality of modern minds. Harry can not stand, his wolf nature breaks out with all the force, he is rude towards the house

owner and leaves with the idea of suicide. In the description of Harry Haller's wildness and rudeness Hesse uses the appropriate epithets: *«der wilde Wolf»* // *«the wild wolf»*, *«der böse Wolf»* // *«the angry wolf»*[1].

Grey ordinary days, useless pastime is harmful for the creative nature of the Steppenwolf. He thinks the life is absurd and worthless when you rejoice that the day is over *«...ohne besondere Schmerzen, ohne besondere Sorgen, ohne eigentlichen Kummer, ohne Verzweiflung...»* [5, S. 34] // *«...without special pains, without special cares, without particular sorrow, without despair...»* [7, c. 22], that *«...kein Krieg ausgebrochen, keine neue Diktatur errichtet, keine besonders krasse Schweinerei in Politik und Wirtschaft aufgedeckt worden ist...»* [5, S. 34] // *«...no new war has broken out, no new dictatorship has been established, no particularly crass scandal has benn uncovered in politics or the economy»* [7, c. 21]. Harry Haller sees red because of such a normalized life. His spiritual principle, refinement of the soul gives way to destructive and immoral ambitions, the desire to destroy his life. The efforts to live *«like everyone else»* disappoint the character, he feels fatigue and he is thinking of suicide.

The destiny of the Steppenwolf, a dualized personality, which hates both people and itself, is lonely existence, eternal wandering and torment. During the description of Harry Haller's wolf nature Hesse appeals to epithets not once: *«unzugehörig», «einsam», «fremd»* // *«detached», «lone», «strange»*. Harry Haller is incomprehensible for ordinary people. In the eyes of the society he looks like a crazy person suffering from schizophrenia. The character painfully lives through the tragedies and problems of modern reality: wars, the degradation of art and morality. He writes the pacifist newspaper articles and urges people to humanity, compassion and love. At the cost of his well-being and spiritual balance the Steppenwolf struggles with his present as if he sacrifices himself: he wish people to awaken, rebel against the established unjust order.

From the philosophical point of view the wolf image combines two hypostase at once: a lone human and a genius. Such an interpretation of the image can be found in F. Nietzsche's works who opposed a gregarious human-being to *«a beast»* or a lone genius, a differentiated personality[2]. Harry Haller stands out from the crown of ordinary people. He exists in the society but he does not accept its order and rules. We learn that the character does not admit the labour of ordinary people for the state benefit, its politics, he doesn't like bureaucracy. Harry Haller, a lone genius, is used to wandering alone like the Steppenwolf, to lead the life of a hermit: *«heimatlose Steppenwolf»* // *«the rootless Steppenwolf»*, *«einsame Hasser der kleinbürgerlichen Welt»* // *«a lone hater of the small philistine world»*. He lives on his own: spends time in his room among the books and manuscripts, attends music concerts, walks alone through the city. He does not have his own house, a permanent place of residence. The Steppenwolf is incapable of family life, of sedentism; his destiny is constant wandering and searching for himself. For the description of Harry's severe mental condition caused by the unproductive life and impermanence Hesse uses the following comparison: *«richtig wie ein Wolf im Käfig geht»* // *«goes as a wolf in a cage»*.

Harry Haller's occupation is mental work, writing. He constantly reads, discusses the classical writers and composers such as Goethe, Novalis, Mozart, Bach etc. However, he does not consider them as the framework and format celebrities, but the exceptional personalities, geniuses, who have managed, like the Steppenwolf himself, to feel deeply the troubles of their age, to rise above the sphere of everyday life; who were trying to comprehend the true essence of human life and the mysteries of the universe.

The psychological component of the wolf image is associated with the certain side of the human mind ousted into the subconscious (the unconscious and instinctive energy). The Jungian psychology interprets the division of a personality into a human and a wolf in the following way: *««A human» carries a masculine, rationalistic and spiritual principle, i.e. ousted natural instincts, theoretically — nullified women's influence within a separately taken individual»* [2]. K.G. Jung assigns the category of *«spirit»* to a human principle, as an animal has only natural instincts. The wolf symbol *«is «the result of Eve's disobedience», who, in her turn, is the embodiment of a female, passionate, motherly, natural, irrational principle»* [2]. Thus, the wolf in Harry Haller is his natural instincts, emotions and passions. And as in many beliefs nature is associated with God, the protagonist's frightening and alien wolf character also represents the divine principle. Therefore, the awakening of the protagonist's wolf side can be explained also as an attempt to free his sensual principle from the Christian dogmata (the atmosphere of eroticism and ecstasy at the masquerade in «Globe» halls, sensual pleasure with Mary), i.e. the aspiration of the individual for spiritual freedom.

Harry Haller's wolf nature reveals itself through self-examination. In «Harry Haller's Records» the narration is the first-person one, in which the narrator plunges into the depths of his inner «I», analyzes his personality, true desires and behavior. In the novel, which is under our consideration, the protagonist aims to resolve the contradictions of the inner life and to find mental integrity. Hence, the wolf image represents the dark sphere of Harry Haller's mind, which should be taken out from the subconscious and reconciled with the conscious side of life. That's why the development of the wolf principle in the novel «Steppenwolf» doesn't mean the character's

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[1]Hereinafter translation is mine – Vitalina Nikolaevna Sapega's

[2] Look. Ницше, Ф. Воля к власти / Ф. Ницше // Избранные произведения : в 3 т. – М. : REFL-book, 1994. – Т. 1. – С. 35–90;

degradation, but favors the formation of a harmoniously developed, whole individual. The novel is not so much about a spiritual illness of the protagonist, but about how to get rid of it.

«Treatise on the Steppenwolf» distinguishes two types of a human — the bourgeois «I» and the so-called «immortal», who has overcome his own «I» and has reached a higher level of the development, awareness and understanding of life. The Steppenwolf relates to the third type — he is between the «bourgeois» principle and the «immortal» one. However, it is very difficult to reconcile the two conflicting opposites, and most people choose only one side. Harry Haller cannot make a choice, as he is unhappy with his life and is seeking a solution to the problem in a suicide. In «Treatise on the Steppenwolf» we see the reference to humor as one of the ways out of the situation, and it is the path to the «immortal». But it is necessary to pass the way of self-knowledge and overcome the inner mental conflicts in order to become proficient in the art of humor. «Treatise on the Steppenwolf» reveals that wolf nature, in fact, is the best part of a personality. It pushes a human to the liberation of bourgeois thinking and cowardice. A «wolf» lives only in genial people, who are close to the immortal. Wolf nature helps to unveil a genuine person. Such an interpretation of a wolf side is akin to the divine principle of wolf essence. «Treatise on the Steppenwolf» leads a reader to the understanding of coexistence of not only the wolf and the bourgeois side in a person. The inner world of a human is much more complicated and consists of many principles.

A final fight between the «Human» and the «Wolf» occurs in «Magic Theatre». It is the allegorical climax of the Steppenwolf's dramatic searching. Here Harry Haller plunges into the dark depths of his subconscious, takes out his wolf nature and reconciles it with the conscious side of life. «Magic Theatre» symbolizes the habitat of eternal values, where the immortal live, namely the great artists and creators: Goethe, who represents humanity, the thought depth and humor in the novel, and Mozart, standing for cheerfulness, freedom and humor.

Harry Haller realizes that those people, who cannot overcome the attachment to their epoch, in which inspirituality and philistinism prevail, should learn to laugh and play: *«In der Welt zu leben, als sei es nicht die Welt, das Gesetz zu achten und doch über ihm zu stehen, zu besitzen, «als besäße man nicht», zu verzichten, als sei es kein Verzicht – alle diese beliebten und oft formulierten Forderungen einer hohen Lebensweisheit ist einzig der Humor zu verwirklichen fähig»* [5, S. 68] // *«To live in the world as though it were not the world, to respect the law and yet to stand above it, to have possessions as though "one possessed nothing," to renounce as though it were no renunciation, all these favorite and often formulated propositions of an exalted worldly wisdom, it is in the power of humor alone to make efficacious.»* [7, c. 43]. In the invitation to «Magic Theatre» it is said: *«Only for madmen»*; in other words, a person needs to discard philistine thinking and fettering conventions and to unleash their imagination.

In «Magic Theatre» the Steppenwolf understands that a human personality is more complicated, that not only a «Wolf» and a «Human» live in it. He sees himself in a magic mirror in many shapes: from the childish to the senile one. The mirror shows that the human «I» is a multilevel world, *«ein kleiner Sternhimmel, ein Chaos von Formen, von Stufen und Zuständen, von Erbschaften und Möglichkeiten.»* [5, S. 66] // *«a little starry heaven, a chaos of forms, of stages and states, of inheritances and possibilities.»* [7, c. 46]. The human's inner world gets liberated from reality, the overcoming of time dependence occurs, as a game can be always started over and according to the various rules which a person creates at their discretion. After finding himself in «Magic Theatre» Harry Haller plunged into the hell of his own soul, took his dark sides out of the subconscious and reconciled them with the conscious side of his life. He succeeded to realize that every person's soul has a dark principle. It is necessary to find a balance, to gain harmony between all parts of human nature. One of the gracious ways is to take life with humor, as a game.

The Steppenwolf's image, besides the above-mentioned meanings, also carries the symbol of transitional time, *«die Krankheit der Zeit selbst, die Neurose jener Generation»* [5, S. 34] // *«the sickness of the age itself, the neurosis of the generation»* [7, c. 29]. The Steppenwolf's image represents a generation which ends up to be between two epochs, between natural humanity and inhuman technological civilization.

The creation of a zoomorphic wolf image in the novel «Journey to the East» is no less interesting. An attentive reader will easily detect three main levels in the disclosure of this complex symbol: the mythological, philosophical and psychological one. The protagonist of the work, the writer H.H., as well as Harry Haller, lives through the decline of modern culture and moral values of the generation. H.H. lives in the burgher environment, but, being a man of art, feels uncomfortable in it. He aims to cognize the purpose of an artist-creator, to find the true meaning of life. The episode with the wolfhound Necker, in which the servant Leo demonstrates the friendship with the dog, symbolizes the harmoniously developed Leo's personality. He is the Supreme of the Brotherhood, i.e. a veritable human, genius, a man of art and, along with that, lives in the philistine environment and enjoys his life, is able to take it with humor. Meanwhile, the wolfhound Necker growls at H.H., showing to a reader the disharmony of the protagonist's personality, his inability to exist in two worlds simultaneously. At the

end of the novel H.H. gets judged by himself for his own «I» (a kind of the introspection dramatized form). H.H. is given one more chance – to learn humor and the game of life.

Hesse's wolf image represents, first of all, a lone creative person, a hermit. The mythological component of the image endows the characters with such traits as spite towards surrounding people and to themselves, rudeness and wildness. From the philosophical point of view the wolf image is treated as a lone genius personality standing out from the crowd of ordinary people. Such are the characters (Harry Haller and H.H.). They are the writers who by means of art aim to wake people's love, humanity, creation and the aspiration for self-knowledge. From the psychological point of view the wolf image symbolizes the dark side of a human (unconsciously instinctive power), which should be ousted from the subconscious and reconciled with the conscious side of life, in order to gain spiritual harmony and balance, become a holistic personality. The protagonists of the novels «Steppenwolf» and «Journey to the East» manage to do it. They find the path to salvation in humor. I.e. they realize that life is a game in which it is necessary to be able to laugh at all the conventions of the philistine world.

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THE ARABIC LOANWORDS IN THE RUSSIAN LANGUAGE
AND THE CIRCUMSTANCES OF THEIR ADOPTION.

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The article deals with the loanwords in Russian borrowed from the Arabic language. It considers the ways of how both languages interacted in the historical context and analyses functioning of the words having the Arabic origin in the system of the recipient language.

Every language is inextricably bound up with the humanity. To be a human being is to use a language and to talk is to be a person. A language is an ability inherent to us. Modern languages including such as English, Russian, Arabic, Berber, Belarusian, French, German are particular systems presenting the developments of that ability. One of the important reasons for studying languages is to find out more about ourselves, about what makes us persons. And the best point to start this study with is to learn more about our own language, the language that has fed our minds and contributed to our view of the world. The historical approach is an appropriate one for studying languages. To understand how the things are, it is helpful and often essential to know how they got to be that way.

When a speaker imitates a word from a foreign language and at least to some extent adapts it in sound or grammar to their native speechways, the processis known as borrowing and the word thus borrowed is a loanword. The ways to borrow the loanwords can be both oral and written. If borrowed orally, the word undergoes more visible transformations than in case when we adapt it in a written way.

Though the speakers of Arabic and Russian have never shared the same territory for living, neither bordered on the neighbouring countries, the Russian-Arabic linguistic contacts date back many centuries ago.

Some researchers consider their starting point to be in the XI–XII centuries when the commercial contacts between the old-Russian and Arab tradesmen were set using the water ways through the Volga river and the Caspian sea. At approximately the same time the pilgrims from the KievanRus began visiting the Christian shrines in Palestine controlled by the Muslim leaders of the Near East. It is worth mentioning right here that a famous educator Euphrosine of Polotsk also made her pilgrimage to the Holy land at that period of time and died in Jerusalem in 1167.

During the years to come the Russian language absorbed a number of the words connected with the Muslim cult, also the administrative and trade terms. All these loanwords resulted from the military conquests of Ivan the Terrible and other Russian Tsars who added new lands to the Russian Empire. At first the words from the East trickled into Russian by way of the Turkic language. In the XVIII century a lot of Arabic words came into Russian by means of French, English, Dutch and other European languages. These were the terms, mostly connected with navigation, mathematics, astronomy, trade. Even the famous nowadays term "lingua franca" in the meaning of "a language used as a means of the interethnic communication" is nothing else but an Arabic "lisan al ifrang" / لسان الافرنج. "Ifrang or ifranja" was a word to call the Europeans entering the Near East region during the Crusader invasion.

Later the further development of the diplomatic, scientific and economic relations with the Arab countries contributed to the growing amount of the Arabic loanword vocabulary in the Russian language. New arabisms are added nowadays due to the available travelling around the world and the increasing interest to the Eastern countries, their culture, philosophy, religion.

The Arabic and Russian languages belong to absolutely different language systems. However, namely this factor makes the research of these languages so challenging and inspiring. Russian is a Slavic language of the Indo-European family. It's written in Cyrillic alphabet. The Russian alphabet consists of 33 letters, it has six vowels. Arabic belongs to the Semitic language family. It is written from right to left in a cursive style. The basic Arabic alphabet contains 28 letters; what is more, almost all the letters are consonants.There are only three vowels. Belonging to the different sound systems, these two languages have an obvious distinction in the amount of the sounds and their quality in each of them. Undoubtedly it influences the process of the adoption of the Arabic words into the Russian lexicon. Thus, there are 36 consonant sounds in Russian and 28 ones in Arabic. There are such sounds in Arabic which are absolutely not characteristic of the speakers of Russian and hence, their articulation is inconvenient. On the other hand, some Russian letters give the sounds which do not exist in Arabic and in their turn complicate the way of learning Russian. The process of borrowing the words from Arabic into Russian was obviously affected by this.

The majority of the Arabic loanwords in Russian are nouns and they are consequently subjected to the grammatical categories functioning in the Russian language. Both the Arabic and Russian nouns have the categories of a gender, a number and a case. However, the differences in these two language systems are considerable. The discrepancy of the formal attributes of the gender in both languages causes the significant transformation of this category for the Arabic nouns adopted by Russian. The difference in the amount of the grammatical genders complicates this process even more. Thus, in Arabic we have got an opposition of masculine-feminine, while in Russian a noun can be masculine, or feminine, or neuter. In the Russian language the grammatical category of the gender is closely related to the biological category of "sex" and can be considered natural, whereas the Arabic gender is purely grammatical. Being different from one language to another, the gender in grammar can be related to as culture bound as well. Dividing the Arabic loanwords into three genders of Russian we can observe their following transformations:

−   some words belonging to the masculine gender category in Arabic acquire the endings of the feminine gender in Russian. The example here is masculine مسجد [masjidun] which becomes a feminine noun [mechet']мечеть;

−   the loanwords can gain the formal attributes of a masculine gender in Russian while their original Arabic correlates are feminine: منارة [manara] fem. – [minaret]минарет masc.;

−   to the third group we can refer those nouns the gender of which coincides in both languages: فتيلة [fatil] masc. – [fitil'] фитиль masc.

The grammatical category of a number in modern Russian is based on the opposition of plural-singular while in Arabic we observe singular- dual- plural. In the process of absorbing the word in Russian the Arabic word being originally only plural, gets the entire paradigm. As an example we can show the word طلاسيم [talasim] which is only plural transforming into [talisman] талисман having both singular and plural forms. On the contrary, the Arabic word غلام [gulam] being only singular has formed the Russian word [gulyamy] гулямы which is only plural.

Normally, the Arabic nouns undergo all the existing rules of changing the words in Russian. But some of them cannot be declined: [kofe] кофе, [mumiyo] мумиё, [mokko] мокко, [kafe] кафе.

The Arabic definite article *al* is retained in one form or another in such Russian words as [alhimiya] алхимия, [algebra] алгебра, [al'manah] альманах, [elixir] эликсир, [alkogol'] алкоголь, [azimut] азимут.

The scientists are not unanimous about the amount of the Arabic loanwords in Russian. Linguist Gavrilova T.P. wrote about 193 Arabic loanwords in Russian in 1981. The Arab researcher M.H. Hallawi later pointed out 260 arabisms, only a half of them being in active use only. According to the research carried out by the scientist V.V. Reztsova, there are about 235 lexemes of the Arabic origin in Russian. And she classifies them according to the thematic approach:

1) Plants and animals: [artishok], [limon], [hna] [sahar].
2) Geography and nature: [azimut], [musson], [avaria], [sirokko].
3) Social status: [admiral], [sheriff], [emir], [sultan], [sheih].
4) Clothes and materials: [atlas], [moher], [shuba], [halat], [fata].
5) Scientific terms: [almaz], [balsam], [tsifra], [algebra], [shifr], [zenith].
6) Religious terms: [allah], [Koran], [hadzh], [shaitan], [djinn], [imam].
7) Food and drinks: [alkogol'], [bakaleya], [kofe], [magarych], [halva], [shafran], [carawai].
8) Human activity: [basurman], [fakir], [musul'manin], [beduin].
9) Political and economical spheres: [kabala], [kandaly], [halifat], [emirat].
10) Precious stones: [almaz], [lazurit], [yashma].
11) Constructions: [al'kov], [arsenal], [harem], [magazine], [medrese].
12) Literature and language: [al'manah], [kalam], [shifr].
13) Military topic: [djihad], [kinzhal], [shahid].
14) Emotions: [azart], [gashish], [kaif].
15) Mass and money: [tara], [kantar].
16) Musical instruments: [lyutnya], [tamburin].
17) Human character: [hanzha], [nabob].

We will analyse some of the most widely known arabisms in Russian in order to try to show the peculiarities of their adoption and linguistic behavior.

[admiral] адмирал – [emir al bahr] أمير البحر – this word has got the vivid Arabic roots and is translated as "a commander of the sea". It appeared in the Russian language at the times of Peter the Great and apparently came from the Dutch. Through the confusion with Latin *admirabilis* meaning admirable, this word acquired a letter *d*.

[algebra] алгебра – [alzhabr] الجبر – this word being so familiar for the native speakers of Russian came into it from the Arabian world where the exact sciences were blossoming in the Middle Ages. Also the numbers used nowadays are called Arabic ones on the same etymological reason. Alzhabr in Arabic means the "reconstruction of the disassembled parts".

[alkogol'] алкоголь – [alkuhul] الكحول – this word is a bright example of the Arabic influence on the Russian language vocabulary. Its reference to Arabic is proved easily by the article *al*. The word alkohol' means strong drinks in Russian but in Arabic it meant "finely ground powder» which presumably was used by the medieval Arabian naturalists. The Russian word "alchimiya" is also borrowed from the Arabic word sounding much alike and meaning the science about the composition of the substances. In the Middle Ages Arabic was a language of the advanced science.

[almas] алмаз – [almas] الماس – this word was brought into old Russian from the Turkic languages, which in their turn had definitely borrowed it from Arabic. There exists the connection of the Arabic word "almas" and the Greek word "adamas" meaning something adamantine which logically enough is characteristic of the property of a diamond.

[al'mahah] альманах – [аль-манах] المناح – It means "a non-periodical publication" in Russian and it means "calendar" in Arabic.

[gibraltar] Гибралтар – طارقجبل **[zhabaltariq]** – the given word was borrowed from the Arabic language by means of Spanish and the literal translation is "the mountain of Tariq". Tariq (the whole name was Tariq ibn Ziyad) was a famous Amazigh general from Morocco who led the Muslim conquest of Spain in 711 A.D.The cliff where a military camp was set was called after general Tariq's name.

[magazin] магазин – [mahazin] مخازن – this is an Arabic loan word but it had entered the European languages before it appeared in Russian. Presumably, this word eventually came to Russian from an Italian "magazzino" meaning "a store".

[safari] сафари – [safar] سفر – the original Arabic word means "a travelling". The Russian safari thus means practically the same.

[tarif] тариф – [ta'rifa] تعريفة – this word was brought into Russian by a European language, probably German or French. TheArabicword "ta'rifa" meant 'the announcement about the tax levies".

[halva]халва – [halwa] حلوى– they both mean the traditional Eastern sweet dessert made from the ground nuts and seeds, mixed with caramel.

[shachmaty] шахматы – [sheihmaiit] شيخ ميت – this popular intellectual game gets its name from the Persian-Arabic combination meaning "the sheikh is dead". And that is exactly where the sense of chess lies, to remove the king from the game.

[shifr/tsifra] шифр/цифра – صفر **[syfr]** – this French loanword goes back to Latin *cifra* which was borrowed from the Arabic language where it meant "emptiness" like zero. The relation between a numeral and a cipher is obvious as the cipher may represent a number of numerals.

It goes without saying that the development of the personal, political, scientific, economical relations between the people living around the world and the countries on the whole will contribute to the process of the mutual influence of the languages, to the reciprocal linguistic enrichment and benefication.

<div align="center">REFERENCES</div>

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COMMON SOCIO-CULTURAL PITFALLS TO AVOID
IN CONDUCTING PRESENTATIONS IN ENGLISH

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The article focuses on the common socio-cultural pitfalls made by Russian students while presenting in English, such as ignoring the audience, avoiding eye contact, misuse of pronouns and prepositions, using too much nouns and passive verb forms, etc. The article presents some possible ways of avoiding these mistakes.

Introduction. Being human, most of us automatically assume that our cultural norms are universally upheld and we are often left confused when people don't share our cultural axioms. People from different countries see, interpret and evaluate things in different ways. What is considered an appropriate behaviour in one culture is frequently inappropriate in another one. Besides, cultural differences affect the norms of various forms of communication. When we speak in public, much of our success in adapting to the audience hinges on establishing common ground and drawing on common experience. So a simple overview of basic cultural assumptions would be enough to give us the knowledge to avoid most serious miscommunications [1].

Many authors (G. Pavlovskaya, G. Elizarova, J. Comfort, A. Wallwork) notice that Russian-speaking presenters, however, tend to have some difficulties in following socio-cultural features that characterize the Anglo-American speech behavior. Unawareness of cross cultural differences is the main reason for the typical socio-cultural pitfalls. According to G. Pavlovskaya, all cross cultural pitfalls can be divided into 3 groups: verbal (concerning the usage of the English language), non-verbal (dealing with non-verbal behaviour) and sub verbal (considering contact with the audience, politeness and concern for the listener/ the speaker) (see table 1).

Table 1 – Groups of common socio-cultural pitfalls

Verbal pitfalls	Non-verbal pitfalls	Sub verbal pitfalls
– failing to use transition words; – misuse of prepositions; – using "false friends" incorrectly; – using nouns instead of verbs and passive verb forms instead of active verb forms which make presentation sound awkward; – lacking a clear focus and ignoring time limits; – misuse of personal pronouns; – literal translation of idioms	– using a monotone voice and showing a lack of dynamism; – failing to give the presentation a structure; – reading directly from the paper, avoiding visual aids	– being impolite using imperatives and modals; – ignoring the audience, avoiding questions

Let us consider in more details the most common pitfalls made by Russian speakers while presenting in English and the possible ways of avoiding them. In this article we are going to dwell on the mistakes mentioned above in table 1, which make presentations irrelevant and confusing.

Verbal pitfalls

Failing to use transition words. It is important to guide the listeners through the spoken information using signposts and language signals. They give an advanced view of the organisation of the whole presentation or its next section. Signposts tell the listener where you are in the presentation, where you are taking them next and where they have just been. Transitions may signal either the topic of the whole talk, the beginning or the end of a section of the talk, a new point in a list, a contrasting point, an example, or a point of special importance [4].

Misuse of prepositions. In Russian, the role of prepositions is partly played by the language's 6 cases, but as English lacks a complex case system, prepositions have increased importance. Where English and Russian use the same preposition in a given construction, we would not expect errors to occur, e.g. *rely on – рассчитывать на*. However, where the languages differ, mistakes are more common. Let us compare the following (see table 2):

Table 2 – Examples of misuse of prepositions

English	Translation	Russian Mistake
depend on	зависеть от	depend from
refuse	отказаться от	refuse from
graduate from	закончить	graduate __ university
divide into	разделить на	divide on
wait for	ждать	wait __ someone
listen to	слушать	listen __ music
explain to	объяснять	explain __ someone

If we are able to understand where our languages differ, we can focus on these points of divergence and learn the correct forms through repetition and practice. Relying on your native language instinct when speaking English will lead to mistakes similar to those listed above. This is an entirely logical process of transfer from the mother tongue.

Using "false friends" incorrectly. Russian presenters often get into trouble with their "false friends". "False friends" are pairs of words in two languages that are written or pronounced identically or similarly but differ in meaning [5]. For example:

*You should be very **accurate** with different sorts of jokes, personal stories and anecdotes presenting for an international audience.* (accurate ≠ careful)

*You do not need any special **instruments** to install Power Point on your computer.* (instruments ≠ tools)

*If we **realize** our plan till the end of the fiscal year we will be able to break even.* (realize ≠ fulfill)

***Momentous** actions should be taken to prevent terrorist attacks.* (momentous ≠ immediate)

*During the last **decade** there were 15 road accidents and their number doubled this week due to bad weather conditions.*(decade ≠ ten-day period)

Using nouns instead of verbs and passive verb forms instead of active verb forms which make presentations sound awkward. Spoken English, which is quite conversational, is quite different from written English, which is more formal. While academic and business writing may use a lot of nouns, spoken English sounds more natural when you use more verbs [2]. Passive constructions are used by English people mostly in written speech. So when we speak by means of passive voice we may sound impersonal and the audience will fail to follow us. Let us compare two versions which are parts of a speech for a presentation (see table 3):

Table 3 – Comparing two versions which are parts of speech for a presentation

ORIGINAL	REVISED
The main advantages of these techniques are a minimum or absent sample pre-treatment and a quick response; in fact due to the relative difficulty in the interpretation of the obtained mass spectra, the use of multivariate analysis by principal component analysis, and complete-linkage cluster analysis of mass spectral data, that is to say the relative abundance of peaks, was used as a tool for rapid comparison, differentiation, and classification of the samples.	*There are two main advantages to these techniques. First, the sample needs very little or no pre-treatment. Second, you get a quick response. Mass spectra are really hard to interpret. So we decided to use two types of analysis: principal component and complete-linkage cluster. We did the analysis on the relative abundance of peaks. All this meant that we could compare, differentiate, and classify the samples.*

The original version would be difficult to understand even if it were in a manuscript. The audience would find it hard to assimilate so much information at a single time. And for the presenter, it would be hard to breathe while saying such a long sentence (74 words!) without a pause.

The solution is to

− split the sentence up into very short chunks (12 words maximum) that are easy for the speaker to say and easy for the audience to understand;

− use more verbs (the original contains only four verbs but around 20 nouns);

− use the active form and personal pronouns.

The revised version contains a series of short phrases. And the result is something that sounds natural and that the audience will enjoy listening to. If the speaker talks like in the first version he risks alienating or confusing the audience.

Lacking a clear focus and ignoring time limits. As G. Elizarova says: "Russians are very much into theory; they use a lot of historical and philosophical digressions while talking, never coming straight to the point" [3]. The members of the audience have time restrictions and we should respect them. In the United States and Canada, an efficient presenter is one who starts and finishes the presentation on time. However, time is viewed differently in eastern and western cultures. When presenting in an international context, it is better to consult a local partner or colleague to find out what is considered "normal", even if it seems strange or differs from our own practices back home.

Misuse of personal pronouns. While talking about personal achievements in scientific work, expressing personal opinion or giving recommendations Russian and British/American presenters use different personal pronouns "I" or "we". According to statistical analysis by I. Vasilieva, the most frequent pronoun used by Russian speakers is "we" and it forms 95.5% of all the pronouns. While the usage of "we" by English-speaking presenters does not exceed 31%. Another startling fact is the difference in using the pronoun "I": 0.5% and 69% relatively. I. Vasilieva says that these pronouns have different meanings in different cultures [7] (see table 4).

Table 4 – Cross-cultural peculiarities of using pronouns "I" and "we"

British/American culture		Russian culture	
"I"	"we"	"I"	"we"
personal autonomy	team work	egocentrism	collectivism
personal commitment	avoiding personal commitment	lack of modesty	modesty
being concerned with the discussed issue	being unconcerned with the discussed issue	arrogance	experience and work of the group

Literal translation of idioms. The problem is that when Russians start literally translating idioms into English it turns to be a total mess that causes some misunderstanding. E.g.:

Он свалился с луны ≠ He fell down from the moon→ He does not understand ABC of the position, he has no clue about something

В рубашке родиться ≠ to be born in a shirt→ to be born under the lucky star.

Он съел на этом собаку ≠ He ate a dog on that→ He knows that inside out, he is an expert in that.

Although many English learners enjoy using idioms, the speaker should avoid using them unless he has mastered the use of the idiom. An idiom used incorrectly sounds hilarious or ridiculous and will surely detract from the seriousness of the talk.

Non-verbal pitfalls

Using a monotone voice and showing a lack of dynamism. The voice is the primary means of communicating with the audience. No matter how interesting the material, if you speak in a monotone voice, you will lose your audience. An effective voice should be vital, audible and clear. Of course, voice will be affected by age, gender, physiology, health, motivation, and past experience. Nevertheless, people of all kinds can learn how to make their voices more effective by learning about voice production, breathing techniques, vocal exercises and voice care. As well as using inappropriate tone of voice, another common mistake is to freeze in one spot for the duration of your presentation. Body language impacts a great deal of how we communicate, and can reflect quite accurately what is going on inside us. It includes body movements and gestures (legs, arms, hands, head), posture, muscle tension, eye contact, skin coloring (flushed red), even people's breathing rate and perspiration. It is important to recognize that body language may vary between individuals, and between different cultures and nationalities. So it is fine to put on a "brave face" when you are about to do a presentation in order to communicate excitement and passion for the subject of the presentation and to look confident. However, being too flamboyant with the gestures may make the audience laugh.

Failing to give the presentation a structure. The way we receive and absorb information in an oral presentation is very different from how we get it by reading a paper. When we read, we control how fast and in what order we want to absorb information. We can scan the whole paper quickly if we wish, and we can skip certain parts. If a written paper is well organized, we are guided by the section headings and paragraphs and we can see how the points fit together.

While watching a presentation, we have no control over what or how or in what order the presenter will give us this information. So in your preparation, everything you do should be oriented to making what you say easily and immediately understandable to the audience [2]. This is achieved through a clear and logical structure of a presentation. The "classic" presentation structure usually includes the following sections [3]: introduction, outline, main body, summary, and conclusion. In the introduction the speaker welcomes the audience, introduces himself and creates a positive emotional atmosphere. In the outline the speaker announces the title/subject, the purpose, a plan of a presentation. In the main body the presenter expands more on the main parts of the presentation announced in the outline. In the summary the presenter summarizes the key points briefly. And in the conclusion the speaker gives recommendations, outlook, etc., thanks the audience and welcomes the audience to ask questions.

Reading directly from the paper, avoiding visual aids

English speakers usually use a written script or slides which help them to memorize what to say at each step of their presentation. As a result English presenters sound natural and do not have to read the whole text from the paper. Russians, on the contrary, tend to avoid using visual aids and just read what they have written down. Consequently, their speech is less encouraging and do not attract any audience attention. [2].

Sub verbal pitfalls

Being impolite using imperatives and modals. Imperative constructions and modal verbs expressing obligation may cause offence if they are addressed to British or American audience. So it is better to find English equivalents so that they sound appropriate for British and American listeners [8]. For instance:

Don't ask any questions till the end of my presentation! → I'd like to ask you to hold your questions till the end.

You must demonstrate cultural awareness if you want to succeed presenting to an international audience. → It's important to demonstrate cultural awareness to be successful presenting to an international audience.

Ignoring the audience, avoiding questions. Interaction between the speaker and the audience is appreciated and expected in America, but this is not so much the case in Russia. Meeting a person's gaze establishes a personal connection, and even a quick glance can keep people engaged, but nevertheless, "Russians are not sensitive to the non-verbals and appear to be shifty-eyed", mentions G. Elizarova [3]. Sometimes Russian speakers seem uninterested in whether the listener understands or is interested in what they are saying; they rarely ask for feedback, while for English presenters "question time" is one of the most important parts of their performance. There are different ways of asking questions in English. But to sound polite and friendly to an English-speaking audience, we should know how to ask polite questions. For example, instead of "*Please, tell me …*" it is better to say: "*Perhaps you could tell me…*"; instead of "*Do you know/Have you any idea…* " you should say "*Do you happen to know…*"; "*I'd like to ask you*" should be replaced by "*Can/will you tell me…/Could you possibly tell me…/Do you think you could tell me…/Would you mind telling me.*"

Conclusion. When you are communicating, you should always consider the audience – and particularly if you are giving a presentation. A "professional" presentation is one where you put the audience first. You think about how the audience would most like to receive the information you are giving. The key to an effective presentation is that you have a few main points that you want the audience to remember and that you highlight these points during the presentation in an interesting way. Knowing as much as you can about your audience's cultural background before preparing your speech will ensure that you are more effective in delivering it. Speakers should be aware of cultural differences and public speaking traditions, demonstrate cultural awareness, search for and use culturally appropriate material. It takes practice and effort to deliver a good presentation. But, if you know how to avoid the pitfalls, your presentations will be inspiring, motivating and informative.

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PECULIARITIES OF AUTHORIAL MASKS USED BY W.M. THACKERAY IN HIS WORKS

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In this article authorial masks used by W.M. Thackeray in some of his works are considered. The main functions of authorial mask are mentioned. Some peculiarities of authorial masks worn by W.M. Thackeray are analyzed and examples are provided.

Authorial mask, as any other kind of mask, is used either to reveal or hide the real face of its bearer. Masks, worn by W.M. Thackeray in his works, are plentiful and diverse but they all serve one main purpose - to show life as it is, without any flattering and painting in bright colours or,vice versa, maligning or blackening. His masks are always carefully chosen and give a reader the unique chance to observe described events from different angles, to get in every nookand, in his later and more psychological novels, to get to know innermost thoughts of the heroes. Thackeray hides his face behind the masks of Mr. Snob, the footman Yellowplush, the Manager of the performance but these masks at the same time reveal and make clear the author's attitude toward represented scenes, his sorrow for and anxiety about greed, selfishness, and hypocrisy spreading out in the contemporary society.

The truth in showing people's characters, emotions, motives, etc. was the principle W.M. Thackeray always stood to in his works. He was sure that the author has to be always honest while writing "…unless the painter paints him fairly, I hold he has no right to show him at all" [1, c.9]. He called a writer who misrepresented the reality "a quack, who shams sentiment, or mouths for effect" [1, c.8], who "seek popularity by claptraps or other arts" [1, c.8].

Because of this principle, we cannot find in his works neither absolutely positive characters, nor undoubtedly negative ones. All people around have some weaknesses, sins, prejudices... Everybody can sometimes be accused of vanity, snobbery, disingenuity, boasting…

Very often people wear masks. And in order to tear the masks off his heroes Thackeray himself puts different masks on.His masks are never chosen by chance. They are always accurately planned and created in order to provide the reader with the opportunity to see what happens here, at this very moment, when there are plenty of people around, and at the same time what happens when the carriage turns round the corner or when all the doors are closed and only an old maid is the eyewitness of real appearance and manners of her master, the baronet.

In "The Yellowplush Papers" Thackeray puts on the mask of a servant Yellowplush. As servants always know everything about their masters a reader also obtains a rare possibility to learn about the true state of things in the life of the young man, "honorable" Percy Deuceace. "…there wasn't a paper in Deuceace's desk or drawer, not a bill, a note, or mimerandum, which I hadn't read as well as he…", "We had keys to all the cubbards - we pipped into all the letters that kem and went - we pored over all the bill-files…" [2, c. 324].

In "The Book of Snobs" W.M. Thackeray puts on the mask of Mr. Snob. This mask is complex and includes two characters:Frank Snob andthe young fellow with pleasant appearance, we even don't know his name.

Frank Snob is the "positive" snob: "I mean by positive, such persons as are Snobs everywhere, in all companies, from morning till night, from youth to the grave, being by Nature endowed with Snobbishness… [3, c. 5].These snobs often even don't realize that they are snobs they consider themselves to be absolutely innocent, highly moral people and angrily look down at crowds of "snobs" around them. For example, Lady Susan Scraper "sets that prodigious value upon herself, upon her name, upon her outward appearance, and indulges in that intolerable pomposity; as long as she goes parading abroad, like Solomon in all his glory; as long as she goes to bed – as I believe she does – with a turban and a bird of paradise in it, and a court train to her nightgown; as long as she is so insufferably virtuous and condescending" but at the same time "O stars and garters! how she would start if she heard that she – she, as solemn as Minerva – she, as chaste as Diana (without that heathen goddess's unladylike propensity for field-sports) – that she too was a Snob!" [3, c. 29].

The secondcharacter belongs to the category of "relative" snobs: "…who are Snobs only in certain circumstances and relations of life" [3, c. 5]. These two characters have the same surname "Snob" and visit the same places and meet the same people.This complex mask helps to show the problem of snobbery from two opposite points of view, from inside and outside.

In "Vanity Fair" the mask of the Manager of the performance gives the author really unlimited opportunities in describing not only events and life situations but also feelings, thoughts, motives and emotions often hidden behind external decorum. Every character in this novel wears a mask and hides his or her true face and true thoughts. For exampleRebecca Sharp in her letter to Amelia wrote that she had passed the fatal night in which

she had separated from Amelia in tears and sadness but in reality she concluded the operation of wiping her eyes with her handkerchief the very moment the carriage had turned round the corner of the street.Amelia Sedley who was very charming, good-natured, kind and naïve insisted upon Rebecca accepting muslin dress but only because it was too small for Amelia herself and she wanted to present Rebecca white cashmere shawl but only because her brother had just brought her two from India.The reader gets to know all this due to masterfully chosen authorial mask that opens all the doors and breaks cover.

As it has been mentioned above, masks can also help to reveal the face of their owner. So, in "The Yellowplush Papers"the figure of the footman Yellowplush, chosen by Thackeray as his authorial mask, is extremely far from the real author, it is diametrically opposite in every detail. While reading the story we clearly understand that illiterate speech of the footman, his way of thinking, his life style, his lackey understanding of morality and honesty is absolutely alien to W. Thackeray and the distance between the narrator and the author is enormous.

In "The Book of Snobs" the figure of the young Snob is slightly autobiographical: (this young man works for Punch, his wife's name is Bessy) and we may assume that this young man's point of view on snobbery and snobs is approved and shared by W. Thackeray and is opposed to the second opinion expressed by the "positive" snob Frank Snob.

In "Vanity Fair" the Manager of the performance addresses to the audience before the curtain, then at the end of the performance and also makes different statements, expresses his thoughts and shares opinions in the course of the narrative.The position of the author and his attitude towards events and characters described is clearly seen and understood in this novel. Bertil Romberg even thinks that in this novel W. Thackeray speaks directly to the reader and that his messages are delivered unmediated by any fictional stance, like narrator or authorial mask. "I" of Thackeray's Vanity Fair, as being quiteseparate from the fiction, standing "to one side of it, orrather above it" [4, c. 28].

Authorial masks masterfully chosen by W.M. Thackeray perfectly serve the realization of his literary principle – to provide only true and fair description of the society and life. These masks enable readers to observe presented events from different points of view, from inside and outside and to draw their own conclusions taking into account all the details provided by the author. In addition they also get to know the author's personal attitude toward questions and problems raised, as authorial masks used by W.M. Thackeray not only hide the face of the writer, but also reveal it.

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CREATING AND PRESENTING VISUAL AIDS EFFECTIVELY

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The article focuses on making well-designed and well-presented visual aids. It also presents "signpost" phrases to refer to visual aids.

Introduction. English is now an international language. It no longer "belongs" to the British and Americans. That is why there are a lot of international conferences that are held in English. Giving a scientific presentation at a conference can help you in different ways, for instance you can gain visibility and inform others of the results you have achieved. This also increases your chances of getting feedback on your work, establishing new contacts and getting more funds for you future investigations.

For learners of English, however, making a presentation in English can be difficult and demanding. The presenter needs certain communication skills and language knowledge such as structuring information, using an appropriate style of language, using visual aids, and adopting the right body language. A thoroughly prepared speech together with effective visual aids makes your presentation successful. The given article contains "rules" for designing and using visual aids. We also dwell on "signpost" phrases to refer to graphs and charts.

Choosing a title slide. The title of your presentation is like an advertisement. You want as many people as possible to get interested in it, so it should not be too technical or too generic. Consider not using the title of your paper as the title of your presentation. An interesting title is more likely to attract people to your presentation, and titles of papers and theses are rarely designed to attract the attention of an audience. There is no standard way to make up a title slide, but most presenters prioritize information by using different font sizes. But for sure you should give the most space for the two most important elements — the title and your name. There are other things that some presenters include, for example the name and date of the conference, co-authors, their supervisor. But the more information you have on your title slide the more it will detract away from the most important things: your title and your name [1].

Presenting concise and relevant slides to justify any point you make. The audience does not need to see, or hear about, all the data you have collected. The data needs editing so that you only present concise and relevant evidence to justify any point you make. Slides should be clear with minimal detail and entertaining images. They should attract attention, entertain your listeners (in a way that is relevant to your topic) and interact with them. For example, a slide should make an explanation less complicated and quicker, or it should help people to visualize and recall something better or make something abstract become more concrete. If a potential slide does not do any of the above, then you probably don't need to create it. You do not need a slide for every point you make. Every slide should have a purpose and its purpose must be clear not just to you but also to the audience. When thinking of titles for your slides you should try to avoid words that give no real information such as *"activity", "investigation", "overview"*.

Writing and editing the text of the slides. Your aim should be for the audience to quickly assimilate the information on your slides and then focus on you. The less text there is, the quicker the audience will focus on what you are saying. You will also be less tempted to "read" your slides. The main task of your slides is to help the audience understand the topic. Your slides are prompts for you so that you would not forget what to say next. In order to fulfil these points you should have just one main idea or result per slide. Thus any bullets, data, or graphics on the slide should be in support of this main idea. Avoid complete sentences, by simplifying and cutting you will have much cleaner slides. The audience will then spend more time listening to you, and less time reading your slides. You will be able to give more detail when talking through the slide. You can use complete sentences for a specific purpose, for example to emphasize a particular point, explain a difficult one, or give a quotation. There should not be too much text in the slide itself. You need a slide to draw the audience's attention to your most important points. Try to reduce any overlap between what you say and what your slides "say", it should only come when you actually start commenting on it. You should never read your slides, there is absolutely no advantage for either you or the audience, particularly as people read at different speeds and most will not be synchronized with your speech. References to other authors' works, legislation and manufacturer's instructions are generally not necessary on slides. Keep quotations short. Usually there is no need to quote the full text. You can either paraphrase a quotation using your own words; or you can cut the parts. You should show only those graphs, tables, and diagrams that you will actually talk about. If you do not need to talk about them, you could probably cut them. Avoid visuals that force you to look at the screen. When you talk while looking at the screen you lose audience's attention and also your voice is much more difficult to hear [1].

Checking grammar and spelling in your presentation is essential when you have finished creating your slides. If you make mistakes in your English when you talk, the majority of your audience will probably not care or even notice. However, they may notice written mistakes. Don't be creative with your English, write only what you are 100% is correct. Always remember, the less text you have, the more evident any grammar or spelling mistakes are. Most often people make mistakes in the use of articles (*a, an, the*) and try to be very attentive with spelling. Unfortunately when you become very familiar with your slides it becomes almost impossible for you to notice spelling mistakes. Presentation software does not always manage to highlight incorrect spellings and sometimes no spell check system would have found mistakes in some words that you write, because two variants of spelling can be correct and possible but with entirely different meanings, for example *"Heart/ Hearth", "Easter/ Eastern"* [2].

"Signpost" phrases to refer to graphs and charts. It is important, when using visual aids, to refer to them appropriately and to use the correct language. Try to keep the colloquial style in your speech. It will be much easier for you to talk during your presentation if you talk as you normally do in everyday life. It will be natural for you and will sound natural to the audience. So ask yourself if this is something that a person would say in an ordinary conversation. If it isn't, you should change it. Don't speak too fast or too much. If you speak too fast, it becomes difficult for the audience to understand what you are saying. And the impression may be that if you are presenting information very fast then it is not particularly important. Do not talk continuously, make sure you pause frequently. Stop talking for between one and three seconds not only between slides, but also when giving explanations. The audience needs to have some time to absorb what you are telling them, and they need a rest from hearing new information and your voice. If the sound of your voice never changes or you have a very repetitive intonation the audience will lose essential clues for understanding what you are saying. You need to vary your speed, loudness and pitch. You can vary these factors to show the audience what is particularly important about what you are saying. If you don't sound interested in what you are saying, the audience will not be interested either [3].

Besides photographs, pictures and drawings a speaker may use graphs, tables, bar charts, pie charts, flow charts, diagrams, organigrams to illustrate the presentation. You can use linking phrases to introduce a visual, to explain a visual and to highlight information. Examples of language to refer to visual aids are given below.

Making initial reference to the diagram
Here you can see ...
I have included this chart because ...
This is a detail from the previous figure ...
This should give you a clearer picture of ...
Take/Have a look at this slide in more detail ...
I'd like you to look at this transparency/graph/table/pie chart/flow chart/bar chart/ diagram/chart
This table shows/represents ...
Let me show you ...
But a closer look shows …
Could you look at your handouts ...
The next slide/picture/graph shows ...
This diagram illustrates ...
Indicating what part of the diagram you want them to focus on
Basically what I want to highlight is ...
I really just want you to focus on ...
You can ignore/Don't worry about this part here.
As you can see from this pie chart the biggest segment represents...
I'd like to draw your attention to ...
Now I'd like you to have a look at the red segment showing …
I'd like to point out that …
You can see that different colours have been used to indicate …
This diagram is rather complex, but the only thing I want you to notice is ...
Explaining what you have done to simplify a diagram
For the ease of presentation, I have only included essential information.
For the sake of simplicity, I have reduced all the numbers to whole numbers.
This is an extremely simplified view of the situation, but it is enough to illustrate that ...
In reality this table should also include other factors, but I have just chosen these two key points.
This is obviously not an exact/accurate picture of the real situation, but it should give you an idea of ...
I have left a lot of detail out, but in any case this should help you to ...

Explaining the lines, curves, arrows
On the "x" axis is ... On the "y" axis we have ...
I chose these values for the axes because ...
In this diagram, double circles mean that ... whereas black circles mean ...
dashed lines mean ... continuous lines mean ...
Time is represented by a dotted line.
Dashed lines correspond to ... whereas zig-zag lines mean ...
The thin dashed gray line indicates that ...
These dotted curves are supposed to represent ...
The solid curve is ...
These horizontal arrows indicate ...
There is a slight/gradual/sharp decrease in ...
The curve rises rapidly, then reaches a peak, and then forms a plateau.
As you can see, this wavy curve has a series of peaks and troughs.
Explaining positions
on the left is ... on the left side here ...
in the middle ...
here, at the top ...
down in this section ...
over here is a ...
the upper/lower section ...

Using the most appropriate phrase will give you confidence when you move from slide to slide and topic to topic. Linking words and phrases will make your presentation sound logical.

Conclusion. Research has shown that of all the information the mind stores, 75% is received visually, 13% through hearing, and 12% through smell, taste, and touch [1, p. 81]. So if you want your report to be understood and absorbed, your presentation should have a strict structure and clear attractive informative slides. Visual aids improve learning, retention and understanding. Effective visual aids make a successful presentation.

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SOCIAL PROBLEMATIC AND ARTISTIC PECULIARITES
OF THE NOVEL «EFFI BRIEST» BY THEODOR FONTANE

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The artistic originality of the artwork and its correlation with the principles of poetic realism is given in the article. Peculiarities of the novel are analyzed from a psychological and social point of view.

Theodor Fontane (1819–1898) is a bright representative of poetic realism in German literature. His main masterpiece is the novel «Effi Briest» (1895), where the writer implemented a number of motifs and themes from his previous works using all of his preceding aesthetic experience.

The novel has a clear composition and text organization that emphasizes the gradual development of the plot and denotes main stages in the life of the main female character – Effi Briest. The composition of the novel is carefully designed and accurately organized, and is rather traditional: the set-up, the development of the action, the climax and the denouement can be singled out easily. The set-up is the story of a young Effi, a girl from a noble family, who is married to Baron Geert von Innstetten. At the beginning of the novel she is cheerful, blithe and full of energy. A teenage girl who grew up in the atmosphere of love and friendship, she is outgoing and communicative, the way she thinks and behaves is the manifestation of life itself.

Already in the first chapters of the novel there happens an event which is unnatural and inhuman in its essence: the girl marries the man, who is in the appropriate age to be her father. Effi's marriage to Innstetten is prompted by her mother who wants her daughter to succeed in life. Effi admits that she is afraid of Innstetten, but her mother tries to convince her, saying: «Besides, he is a man of character, position, and good breeding, and if you do not say «no», which I could hardly expect of my shrewd Effi, you will be standing at the age of twenty where others stand at forty» [1].

Effi gets married, because she is accustomed to following her parents' will and by the age of sixteen she has learned to view mercenary marriage as a source of comfort and well-being. In addition, the girl believes that she fulfills her duty to the family, because Innstetten is a wealthy person who occupies a prominent place in the society, and who successfully goes up the career ladder.

However, having left the parental home after her marriage, the main character is miserable and lonely. Her new husband is bothered by a single thought: if his marriage to Effi will help him get the majority of votes when he tries to get into the Reichstag. Innstetten remains a selfish person, thinking first and foremost about his interests. He goes to Bismarck's estate at a word, leaving Effi in an empty house and not even considering the possibility of her being scared and sad.

The main character is indecisive, radical judgments are alien to her. Effi realizes that she and her husband are very different people. In her attitude towards her husband there is respect, mixed with reverend fear, but no love. She is too young and cannot find intimacy with a man who is much older than herself, who is closed and reserved. However, the young woman does not think about divorcing Innstetten and living in accordance with her own views. Effi embodies perishing beauty and ruined human opportunities. Fontane suggests that it is impossible to be happy in the society divided by class barriers. The writer condemns the marriage of convenience and presents it as one of the forms of human oppression, which violates personality.

When Effi is in Kessin, she feels lonely among the provincials and gossips, she does not find the moral strength to resist Crampas's courtship. She sympathizes with Crampas just because he treats her as an equal, shows concern and respect towards her. However, this relation is short-lived. It ends due to outer circumstances when Innstetten is assigned to Berlin. Effi hopes that she is over with her past.

Effi's love affair is almost not shown in the novel, and Crampas's character is practically not disclosed. What Fontane wanted to show was not the story of a cheating wife, but a typical picture of his time – the tragic fate of a lonely person on the background of defective society.

The climax of the novel is the scene when letters to Effi are accidentally found by her husband, and Innstetten learns that his wife had an affair with Crampas. Innstetten tells Crampas he wants to duel, the latter agrees and is killed by Innstetten, then a family breakdown follows. Innstetten destroys Crampas's and Effi's the lives as well as his own, but he is not motivated by blinding jealousy, he wants his wife to be punished and her lover to die.

After the separation Effi tries to do something useful, but she encounters hostility and suspicion everywhere. Only after doctor Rummschuttel's letter the woman finds refuge in her father's house. But memories of the past continue to stab her heart. Thus, the reader gets the opportunity to trace a sort of evolution of the main character: after a carefree childhood she lived to a sad adolescence, and her adulthood never came. Despite the

contrast between Effi's image at the beginning and the end of the novel, the hardships of life could not change one trait of her character: she still has something of a helpless teenager.

The compositional trait of the novel is symmetry. The action starts on the playground in front of the Briests' family house. Here Effi talks to her friends and mother about her future husband, here the girls play hide and seek. From this place Effi goes to Kessin as Innstetten's wife. Many years later she returns here, broken and hopelessly ill, to die. Her place of peace will be the same playground in front of the house.

The novel is divided into small chapters. The author introduces dialogues, which are connected with the most important moments of the main character's life. They summarize the previous stage of life and at the same time contain forecast for the future. In the novel there are letters that complete each semantic chapter of the novel, and also mark the most important milestones in the heroine's fate.

The writer uses the techniques of silence and hints with great skill. Showing Effi's monotonous life after marriage, Fontane refuses to describe routine, and briefly depicts a picture of the evening in Innstetten's house, representing the suffocating atmosphere of a provincial German town. Dialogues of the main characters - Effi and Crampas – are peculiar in the fact that common phrases contain deeper meaning, there is often subtext. Understatement in the dialogues of the characters can be found on those pages of the novel, where the author writes about subtle, intimate experiences.

Story line in «Effi Briest» is intermittent. The writer omits moments that have a decisive effect on the heroine's fate. Fontane does not describe the engagement, the wedding, or the trip to Italy. These events happen somewhere behind the stage, the reader learns indirectly about them, from the dialogues of the characters and Effi's memories. After the description of the engagement, the writer focuses the readers' attention on the feelings which overwhelm Effi's parents. Effi's feelings are not described, they are just not there, as she is too naive and does not understand the importance of this event.

Some traits of poetic realism are reflected in the novel. One of the most typical techniques of this literary style is the memories technique. It is found in the scene when madam von Briest accepts Innstetten as her daughter's fiancé and remembers how he was courting her in the past, but she preferred adviser nobility von Briest to him.

In the system of characters there is Hoffman's duality principle: the characters in the novel can also be divided into «musicians[3]» (Effi, her friend Gieshubler, maid Roswitha) and «philistines[4]» (Effis parents, Innstetten, secular society of the town of Kessin). The world of philistines is much greater than that of the musicians.

Fontane uses symbols with great skill. Describing Effi and Innstetten's life, the writer introduces the story of the Chinese into the narrative, which has a mysterious sense. Thanks to this story the writer reveals longing and loneliness of a young woman. She is weak and unstable, the power of her charm is the sincerity, kindness and tenderness. When Effi gets scared of a ghost, she asks her husband to move to another, safer and more convenient housing, but Innstetten refuses. He fears that if he tells the true reasons for the move his career will be ruined, and he himself will become the object of ridicule.

There are symbols connected with light in the novel. The narration begins and ends with the description of the landscape. Describing Effi as a charming teenager, the writer prefers as a background a shining landscape, shimmering with bright colors: blinding rays of the sun, harsh shadows, an alley lined with colorful tiles, white gate, windows which are overgrown with wild grapes. Everything disposes for good spirits and joy. In the final chapter the same playground is perceived quite differently: «It was a month later and September was drawing to an end. The weather was beautiful, but the foliage in the park began to show a great deal of red and yellow and since the equinox, which had brought three stormy days, the leaves lay scattered in every direction» [1]. On this background a simple white grave where Effi rests is depicted. The picture of a dying nature in the final chapter deeper emphasizes the tragic fate of the main character, it is the sad ending of the novel.

Some details of the landscape appear repeatedly in different periods of Effi's life and point out the tragedy of her fate. In the landscape the colors, smells and sounds are organically combined. Landscape gives a feeling of space. Describing it, Fontane conveys the emotional world of the character. The author draws the readers' attention to a number of details that will be important for the development of events. So we see a pond with a footbridge, a swing, windows which are overgrown with wild grapes. These everyday objects become symbolic. It is worth pointing out that the swing, were the main character swings, is mentioned in the novel repeatedly. In one of the concluding chapters Effi once again comes to the swing as she used to do in her childhood, takes off and plummets down. She feels as if nothing happened, there was no tragedy, and that her happy and carefree childhood continues. The heroine thinks that she is flying directly into the sky, where everything is good, where

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[3] Musician – romantic, dreamer, «enthusiast», a man not of this world. He looks at life with horror and disgust, tries to get rid of heavy load of the life, runs from life in his imagination in a perfect world in which he has a recreation, harmony and freedom.

[4] Philistine – a smug petty bourgeois, who is characterized by hypocritical, self-righteous behavior, the person without spiritual needs, the one who does not appreciate art, does not share the related with art aesthetic and spiritual values.

there is a lot of air. Effi is depressed, frustrated and broken, she realizes that it is over and her careless past will never come back.

Speech characteristics are important, they are additional methods which help describe psychological state of the characters. From the way Roswitha talks we can conclude that she is simple-minded and good; from a conversation with Johannes it becomes clear that he is a reasonable and soulless person. Briest is kind and absent-minded, and his wife is calculating and narcissistic. Speech of Effi as a teenager is harsh and impulsive. In conversations with her parents before the wedding she tries to look adult, but the presentation manner shows that she is still a child. In conversations with Innstetten Effi is hesitant, compared with her husband she feels too young. The way Innstetten talks shows that he is an army man. He makes up long sentences, uses foreign words.

The novel «Effi Briest» is one of the most significant pieces of psychological and social-critical prose in the literature of German realism. Fontane highlights the actual problems of his time and shows the life of defective society which depends on the established rules and regulations. In his novel Fontane uses a complex of artistic devices: the harmony and symmetry of the composition, the intermittence of the story lines, the technique of silence and hints, the device of memories, the combination of the principles of duality and typification, symbols, special attitude to nature, speech characteristics. All these give the novel ideological and artistic integrity, harmony and completeness; help reveal social problems (burgher morality, the role of women in marriage, the collision of people with the established norms of bourgeois society). Thanks to these artistic devices Fontane achieves a balance between criticism and idealization of reality, which is one of the leading distinctive principles of poetic realism in Germany.

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ORIGINALITY OF THE NATIONAL CHARACTER
IN HENRY JAMES' SHORT STORIES

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The article deals with peculiarities of the national character in the short stories «The Siege of London» (1883) and «Daisy Miller» (1878) written by Henry James. The author depicts the representatives of the New World in Europe with particular attention to the creation of Americans' images Nancy Headway («The Siege of London») and Daisy Miller, the short story's character with the same name. The main characters in H. James' short stories find definite similarity in their desire to achieve only one aim to be accepted in European society using natural charm. They have only one goal to shine among subtle members of this society and to be a part of it.

Henry James is remembered in history of literature as a master of psychological prose. He is the author of novels, short stories, tales and essays. H. James' works are filled with depth and grace of forms and various stylistic devices. A. Zverev notes that the biography of the author influenced on his works [1, p. 13]. H. James left America in the middle of the 1870-s. After that he lived in Europe almost all the time. The author felt uncomfortable at homeland. H. James thought that cult of enrichment and mercenary ideals were incompatible with the world of literature and subtle intellectual interests [2, p. 396].

One of the main themes of the author's art is the contrast of the Old (Europe) and New World (America): «James was the first who revealed it socially and psychologically <…>. Bourgeois-democratic illusions about superiority of republican United States over depended on feudal past Europe get refracted in his conception «American naivety and European corruption»» [3, p. 313].

It should be mentioned that short stories «The Siege of London» and «Daisy Miller» reveal this issue especially fully. The main characters of these short stories are two Americans who want to be a part of society. The title «The Siege of London» corresponds to the aim of the main character Nancy Headway very well. The title «Daisy Miller» helps us to understand that the main character is the young American girl and because of that all reader's attention focuses on her.

The main character of «The Siege of London» Mrs. Headway is a charming American woman. She wants to take hold in Europe and get into the society of London. Nancy Headway «was a genuine product of the wild West – a flower of the Pacific slope; ignorant, absurd, crude, but full of pluck and spirit, of natural intelligence and of a certain intermittent haphazard felicity of impulse» [4, p. 159]. The main character had a bad reputation at homeland, because she had had a lot of marriages and divorces. Mrs. Headway had already tried to get into society of New-York from wild West, but she lost. Nancy «<…> was in no sort of «society»; she only had a local reputation («the well-known Texan belle», the newspapers called her <….>» [4, p. 159].

Mrs. Headway was always sure that was meant for better things. The main character understood that she didn't fit for the upper class: «She knew of course that as a product of fashionable circles she was nowhere, but she might have great success as a child of nature» [4, p. 191]. She had prepared a plan of the «siege» of London a long time ago. Mrs. Headway was going to marry baronet, Sir Arthur, to take hold in Europe. He was fascinated by Nancy, although baronet thought her to be provincial. Sir Arthur had never seen such ladies as Mrs. Headway. The main character was not so naive as it first seemed. Mrs. Headway was playing her own game: she wore a «mask» to hide her true nature; she said nothing about her past, when Sir Arthur asked about her life in America: «A few, verily, were indispensable, and we needn't attempt to scan too critically the more or less adventurous excursions into poetry and fable with which she entertained and mystified Sir Arthur» [4, p. 191].

It is important to note that the surname *Headway* is symbolic. It means «forward movement or progress, especially when this is slow or difficult» [5]. Nancy loved attention very much and she always knew how it should be. And indeed she became successful quickly. Mrs. Headway married Sir Arthur (despite efforts of the baronet's mother to stop their marriage), but she became the person, who was liked by the upper class: «She has come up very quickly; she's almost famous. Every one's asking about her…» [4, p. 42].

Other Americans, Mr. Littlemore and Waterville, were in the London society. They were exactly the opposite of Nancy: they were well-mannered and lived a quiet life. Mrs. Headway asked Mr. Littlemore and Waterville for help, but they tried to stay out of the way and watched her ascension from the sidelines. They thought that Nancy Headway didn't fit the upper class: «Littlemore said to Waterville that it was stupid of her to wish to scale the heights; she ought to know how much more she was in her element scouring the plain» [4, p. 182].

The main character of the short story «Daisy Miller» is a young American girl, a flirt with charming features. She travelled across Europe with her mother and brother Randolph. We watch Daisy from the point of view of Winterbourne. He had been living in Europe for a very long time. Winterbourne got surprised by her open-mindedness, when they first met: «He had never yet heard a young girl express herself in just this fashion – never, at least, save in cases where to say such things seemed a kind of demonstrative evidence of a certain laxity of deportment» [6, p. 22]. Winterbourne saw her as «<….> a pretty American flirt» [6, p. 23].

Daisy loved attention very much, especially from men: «The girl goes about alone with her foreigners. <…> She has picked up half a dozen of the regular Roman fortune-hunters, and she takes them about to people's houses. When she comes to a party she brings with her a gentleman with a good deal of manner and a wonderful mustache» [6, p. 64]. It is important to note, that the real name Daisy is Annie P. Miller, but she used it only on her cards. The word «*daisy*» means not only a flower, but also «classy, wonderful thing»: «thus this name shows her charm, but at the same time it has a shade of vulgarity, which compatriots, from New-York high places, find in the young girl» [7, p. 672].

The behavior of the young American girl was different from European norms: «Everything that is not done here. Flirting with any man she could pick up; sitting in corners with mysterious Italians; dancing all the evening with the same partners; receiving visits at eleven o'clock at night» [6, p. 89 – 90]. Freedom was very important for Daisy. She did what she wanted; she was stubborn and very confident. Daisy didn't see nothing wrong at this sort of things. She got a deadly disease because of her recklessness: «Winterbourne had now begun to think simply of the craziness, from a sanitary point of view, of a delicate young girl lounging away the evening in this nest malaria. What if she were a clever little reprobate? that was no reason for her dying of the permiciosa» [6, p. 125]. Daisy's death can be perceived as «payback for her carelessness and stubbornness, but there is something symbolic in such bad ending – reality does not accord with romance and poetry, which were in James' character» [7, p. 14].

Winterbourne was exactly the opposite of Daisy. He lived by the rules, set in the society. Daisy was playing her own game with Winterbourne. He couldn't understand the ambiguous behavior of his acquaintance. Winterbourne was torn between morals of the society and his compatriot's behavior. On the one hand, he thought Daisy was a vulgar girl with bad manners, and on the other hand, she was a breath of fresh air for him: «'I never was better pleased in my life,' murmured Winterbourne» [6, p. 55]. The image of Winterbourne helps to reveal the image of Daisy more fully.

Thus, H. James depicts Americans in Europe in the short stories «The Siege of London» and «Daisy Miller». We can find similarities between the characters of stories. Mrs. Headway («The Siege of London») and Daisy («Daisy Miller») are charming American girls with bad manners, who love men's attention very much. They are persistent and stubborn: Mrs. Headway goes persistently towards her aim; Daisy is stubborn and does what she wanted. They intrigue their friends and admirers by wearing a «mask», which hide their true nature: Mrs. Headway says nothing about her past and tries on another image to get into European society; the main character of «Daisy Miller» has another real name. The characters' names in the short stories are symbolic: surname *Headway* means «forward movement or progress, especially when this is slow or difficult», name *Daisy* means «classy, wonderful thing». Images of Mr. Littlemore and Waterville («The Siege of London») and the image of Winterbourne («Daisy Miller») complement women's characters more fully.

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FEATURES OF THE TRANSLATION "ALICE'S ADVENTURES IN WONDERLAND"

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"Alice's Adventures in Wonderland" is one of the most incredible fairytale. This story is full of puns, jokes, various riddles, hints, paronomasias and artistic touches and that is why this story is one of the most difficult texts being translated. In this article we represent the features of the translation "Alice's Adventures in Wonderland".

There is a huge number of translations of the fairytale "Alice's Adventures in Wonderland" written by L. Carroll. The Soviet and foreign literary critics always noted that this work saturated a large number of puns, jokes, various riddles and that is why this fairytale is one of the most difficult texts being translated. The main researchers of "Alice's Adventures in Wonderland" are the following literary critics: Nina Mikhaelovna Demurova, Aleksandra Leonidovna Borisenko, Irina Lvovna Galinskaya, Anastasia Nikolaevna Redkozubova and others. Leaning on their researches it is possible to create the following difficulties of the translation: puns, paronomasias, hints, various riddles, jokes and of course translation of names of the main characters.

Pun is a form of *word play* that suggests two or more meanings, by exploiting multiple meanings of words, or of similar-sounding words, for an intended *humorous* or *rhetorical* effect [5].

Paronomasia is a *form* of *word play* that deliberately exploits *ambiguity* between similar-sounding words for humorous or *rhetorical* effect [5].

Allusion is a casual reference to any aspect of another piece of *literature*, art, music, person or life in general. *Authors* suppose that the reader will identify the original source and relate the meaning to the new *context* [5].

One of the most difficult part for translation is names of the main characters. N. D. Demurova, compared the first translations of the fairy and the new one, and in her opinion the first and early translations of "Alice in Wonderland" were more adapted for Russian-speaking readers, especially translations into Russian till October, 1917. For example: Alice turned into Sonya, the maid Mary-Ann – into Marfushka, the Cheshire - in Siberian. But few years later translators stopped to adopt Alice for Russia and her aim was to understand the meaning of this fairytale and to translate all this puns, allusion and jokes.

Many literary critics consider that Lewis Carroll's fairy tales are one of the most difficult for translation, and Russian language is not an exception. The main difficulty of the translation of this fairy tale is a large number of artistic touches which are clear to native speakers, but, unfortunately, are not clear for foreign-language readers and translators. Different translators use different methods and receptions for the translation into Russian.

The Soviet literary critics translating "Alice's Adventures in Wonderland" consider that difficulties are caused not only by puns, riddles and various parodies, and also transfer of realities in this work. Irina Galinskaya in the book "Lewis Carroll and Riddle of His Texts" notes that the world in Carroll's works is a certain uncontrollable chaos. It turns all human realities into a game. Carroll creates a closed system, but it is completely rational. According to Galinskaya another problem consists of a large amount of poetic grotesques, burlesque, travesty, parodies in his works. His irony concerns characters and uses various prosaic paraphrases for their description. It should be noted that Carroll did not think up the heroes, each of them have the prototype. These are caricatures of certain people [1].

The most significant Soviet literary critic is Nina MikhaelovnaDemurova. She called Carroll's works unique in own way. Carroll paid special attention to folklore. It relied on traditions and cultural realities which are complicated even more by understanding of the text and its translation. Lewis Carroll recovered ancient images which were represented in the English proverbs.

A specific place is held by artistic touches in the text. Carroll likes to use "rhymes double-dealing fellows". Carroll plays with us. He uses a special structure of creation of the poems and that is why they become unclear. It is possible to tell that words and sounds play an important role in this fairytale. Exactly thanks to words, it builds such puns and paronomasias. He changes structure of the word, thinks up various metaphors, uses a large number of parodies that in every possible way complicates the translation of this text [2].

A. Redkozubova in her article defines one more difficulty of the translation "Alice's Adventures in Wonderland". In her opinion the main problem of the translation is the translation of images which go to the English folklore and directly to the language of the fairy tale. In the text there are a lot of grammatical, logical and lexical mistakes and discrepancies. She considers that all mistakes and discrepancies represent a certain complex structure which gives to translators a great opportunity to alter the original text, but almost all translators do not resort

to any experiments. And she told that translator's purpose is to find such compliances in a translating language to recreate the comic effect conceived by the author.

As well as other literary critics she notes complexity of the translation of poems in the fairytale. Poems in Alice have a different genre and is frequent they have an ironical implication. But all poems cannot be united in a single whole, they bear different sense. And each of them demands knowledge of various English realities which will help to translate this fairytale. It is necessary to understand all parodies, puns, to look for etymology of various words, to study history and to try to understand his texts [3].

The Russian linguist Elena Viktorovna Paducheva researched language in Lewis Carroll's fairytale "Alice's Adventures in Wonderland". She characterizes language not as language, she characterizes it as a certain "character". Language experiments of Carroll are urgent for each generation. And today the following problems arising when translating are allocated: language as game, structure of language and process of communication, nature of value and functioning of a speech sign [4].

In conclusion we can say that Lewis Carroll's fairytale "Alice's Adventures in Wonderland" is one of the most hardly translated fairytales. There are a large number of various parodies, pun, periphrases, etc. The author resorts to different art methods and hides special sense in monologues, dialogues and reflections. He pays much attention to development of the characters. Their names cannot be translated without knowledge of the English realities and history of creation of the work.

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IMAGES OF THE PROPHETS IN T.S. ELIOT'S EARLY POETRY

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There are characters in T.S. Eliot early works, who have the gift of foresight. That gift concerns mostly their own future. But if to consider the versatility and high degree of generalization of Eliot's poetic images, the warnings to the whole humanity can be seen in these self-predictions.

Introduction. Prophecies in Eliot's poetry and drama are more often mentioned in such works as "The Waste Land", "The Hollow People", "Ash Wednesday". But these prophetic elements originate in the earlier works, where we can find the images of prophets and precursors.

Task formulation. The early works of Eliot are less versatile and there is a predominance of the private, hence the main features of prophecy and the prophets are that they look inside themselves, and their predictions are about their own fate. Thus, studying Eliot's early poems may help to find the source of his later images of prophets.

Methods of research. The most striking images of the prophets are in such works as "Love Song J. Alfred Prufrock", "The Love Song of St. Sebastian", "Death of Saint Narcissus". Text analysis of each may help to get closer to understanding Eliot's idea of a prophet and prophecy.

The first poem is also the title one in the book "Prufrock and Other Observations", the other two works are included in the "Inventions of the March Hare". This poetry collection was published only after Eliot's death.

In the poem "Love Song of J. Alfred Prufrock" the main character is a prophet, who "tries on" the images of the famous biblical and literary characters. For example, in the text of the poem there is an allusion to John the Baptist:

Though I have seen my head (grown slightly bald) brought in upon a platter,
I am no prophet – and here's no great matter; [1, c. 133].

Further Eliot develops the image of a forerunner in which Prufrock shares visions about his own destiny:

I've seen the moment of my greatness flicker,
I have seen the eternal Footman hold my coat, and snicker ... [1, c. 133].

Besides Prufrock compares himself to Lazarus, which becomes prophetic, because the lack of recognition is one of the main features of a prophet's image in poetry. Prophets in literature are often associated with loneliness, persecution and ridicule. In Prufrock's case it is a life in vain. Prophecies are based on observations, cyclical time, the immutable course of events, repetitive actions, the traditional society in which Prufrock lives:

For I have known them all already, known them all:
Have known the evenings, mornings, afternoons,
I have measured out my life with coffee spoons;
I know the voices dying with a dying fall
Beneath the music from a farther room.
So how should I presume? [1, c. 131]

Misunderstanding by the society is also represented in the poem. It is quite ironic and sarcastic, but not tragic as in classical literature. Prufrock himself understands he is ridiculous, that is why he never speaks his mind. He is afraid to be laughed at:

Would it have been worth while
If one, settling a pillow or throwing off a shawl,
And turning toward the window, should say:
«That is not it at all,
That is not what I meant, at all ». [1, c. 133].

Thus, Prufrock's predictions are not mysterious gifts from God, but derived from daily observations. We can understand that from the title of the poetry collection "Prufrock and Other Observations".

Several different images of the prophets are represented in the works "The Love Song of St. Sebastian" and "Death of Saint Narcissus", as in these poems it is more than mysticism.

"The Love Song of St. Sebastian" combines eroticism and death:

Then you would take me in
Because I was hideous in your sight
You would take me in without shame
Because I should be dead
And when the morning came
Between your breasts should lie my head. »[3, c. 141]

This prediction is changed to just the opposite one in the following stanza:

You would love me because I should have strangled you
And because of my infamy;
And I should love you the more because I mangled you
And because you were no longer beautiful
To anyone but me. [3, c. 142]

Modal verbs "should" and "would" are often used to emphasize the prophetic tone of the narrative. That adds uncertainty, which creates the image of the mystical prophet.

In the poem "Death of Saint Narcissus" that image is more versatile. The cyclic nature of time represented by a number of rebirths of the main character. His prophecies of the future are based on the memories about his past lives:

First he was sure that he had been a tree,
Twisting its branches among each other
And tangling its roots among each other. [3, c. 211]

Metamorphosis continues further: Narcissus becomes a more complex creature who, one way or another, is doomed to death:

Then he knew that he had been a fish
With slippery white belly held tight in his own fingers,
Writhing in his own clutch, his ancient beauty
Caught fast in the pink tips of his new beauty. [3, c. 211]

So he comes to the realization that all living things are doomed to death. It is the future of every creature, he takes it and get killed once again:

So he became a dancer to God,
Because his flesh was in love with the burning arrows
He danced on the hot sand
Until the arrows came.
As he embraced them his white skin surrendered itself to the redness of blood,
and satisfied him. [3, c. 213]

Conclusion. Thus, we can conclude that in Eliot's early works present the images of the prophets, but their predictions are focused on themselves and do not belong to the future of civilization. At the same time by creating a universal character, generalized members of society, contemporary to Eliot self-predictions become universal.

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DAYS OF THE WEEK

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The aim of this research is to investigate the origin of the names of the days of week in French, English, Swedish and Belarusian and find connections between them.

Everybody uses the days of week in speech. But few of us think about when and where they came from in the languages that we are studying. Why were the days of week given such names? Are there similarities and differences in their origin in English, French, Swedish and Belarusian?

First, let's consider the days of week in the French language.

In French, almost all days of the week are devoted to Roman gods. This connection is lost only for Saturday and Sunday (see Table1). Name Saturday (*Samedi*) goes back to the Hebrew Sabbath means "rest". Christian motifs appeared in the name Sunday (*Dimanche*). Translated from the French language, this day is called "the Lord's Day".

Table 1 – Days of the Week in French

French	Latin	Translation
Lundi	Lunae dies	День Луны
Mardi	Martis dies	День Марса
Mercredi	Mercoris dies	День Меркурия
Jeudi	Jovis dies	День Юпитера
Vendredi	Veneris dies	День Венеры
Samedi	Sambati dies	День Шаббат
Dimanche	Dies dominicus	День Господа

The ancestors of the Britons and Scandinavians worshiped numerous heathen gods. Therefore, the days of week were named in their honour. So, Sunday has been called *Sunday* in honour of the sun god. As well as in the Swedish *söndag*. The God of the Sun was portrayed as a man, who was holding a burning circle in his outstretched hands. As a sign of special reverence to him the first day of week was dedicated to him.

In English and Swedish *Monday* and *måndag* is the day of the Moon (the Moon, måne). The moon is a symbol of motherhood, instincts and emotions. The Moon god wasdepicted dressed in a short dress with a hood, which had long ears.

Tuesday is the day of the ancient German warlike god Tiu, who was considered the Earth's son. He was portrayed as a respectable sage with a scepter in his right hand, dressed in wild animal skins. The Saxons dedicated the third day of week to him. In Swedish *tisdag* is named in honour of the one-armed god of battle Tyr, who was one of Scandinavian's 12 supreme gods. The Scandinavians prayed to Tyr, the god of courage and battles, to give them victory.

*Wednesday*is the day of the god Woden. Woden is usually depicted as a tall, thin old man in a black cloak. This God is a warrior and hero. The fourth day of the week is called in honour of this deity. His name is also found in Swedish *onsdag* (Odin's day).

English *Thursday* and Swedish *torsdag* hide the name of the glorious god of thunder Thor in them. He was portrayed in as a man sitting on a throne with a scepter in his right hand, with a gold crown on his head, adorned with a ring of twelve shining stars. God Thor is an elder and the most courageous son of Odin and Frigg.

The sixth day of the week is Friday. English *Friday* and Swedish *fredag* received their names in honour of the goddess of Frigg, or Freya, Odin's wife, who wasesteemed greatly. She was considered the goddess of the Earth. Frigg was depicted with a sword in her right hand and a bow inher left.

The seventh day of the week *Saturday* was named in honour of the god of the harvestSaturn. God Saturn or Seater is the god of hunt, fertility and water. He was portrayed with the uncovered head, standing on the sharp spiny perch's back as the pedestal. In his left hand he held the wheel, and in his right a pail with water in which there were flowers and fruits. He was dressed in a long dress, belted with rope. But Swedish *lördag* comes from the Old Norse *laugardagr*, which means "the washing day" [1, 2].

The prominent Belarusian figure Vaclaŭ Lastoŭski worked with closed lexical groups in the Belarusian language, including the names of the days of week. Let's consider the name of each day.

Taking into account that Monday is the day of the Moon, Lastoŭski called it "месіч". In Indo-European mythology the goddess whom the Romans called Diana bears the symbol "Moon".

Lastoŭski called Tuesday "ярэц", evidently in honour of the pagan god Yaryla, Slavic analogue of Tiu (Tyr).

In many languages the name of Wednesday has different meanings, in some it is the day in the middle of week or the day of the pagan god Radigost and his symbol, which is the planet Mercury. That is why Lastoŭski's variant is "радаўнік".

For Thursday Lastoŭski suggested the name "пярунец" in honour of the pagan god Piarun, the Thunderer, the figure corresponding to the god Thor.

"Грамніца" (in honor of the goddess Hramavica) is a variant suggested by Lastoŭski for Friday.

Lastoŭski gave Saturday the name "ладзіч", from the god Ladon. His symbol is the planet Saturn.

Sunday is a specific day because in different languages it's different in succession. Lastoŭski proposed the variant "соўнік" (from the word "sun"). It's very pleasant for the ears, short and accurate [3].

Table 2 – The Days of Week in English, Swedish and Belarussian

English	Swedish	Belarussian
Monday	måndag	месіч
Tuesday	tisdag	ярэц
Wednesday	onstag	радаўнік
Thursday	torsdag	пярунец
Friday	fredag	грамніца
Saturday	lördag	ладзіч
Sunday	söndag	соўнік

So, the days of week in French, English, Swedish and Belarussian (Vaclaŭ Lastoŭski's project) have something similar in their etymology as well as their own pecularities. For example, English and Swedish names are practically the same in their origin. Pagan traditions are easily observed in the names of week (French – Roman gods, English – old Germanic gods, Swedish – Norse gods). Vaclaŭ Lastoŭski proposed his own system that has much in common with the West and North European traditions.

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THE SYMBOLIC MEANING OF THE MOCKINGBIRD IN
HARPER LEE'S NOVEL «TO KILL A MOCKINGBIRD»

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The article dwells on how the symbolic meaning of the mockingbird is revealed in the novel «To Kill a Mockingbird» written by Harper Lee.

Harper Lee (1926–2016) achieved big literary success after her novel *To Kill a Mockingbird* was published in 1960. Along with other works belonging to the same period, such as *In the Heat of the Night* (1965) by John Ball (1911–1988) and *The Confessions of Nat Turner* (1967) by William Styron (1925–2006), the novel *To Kill a Mockingbird* highlights the theme of racism and prejudice. The book received mostly positive reviews from critics and a number of literary prizes and awards.

The mockingbird is the central symbol of the novel. The name of the bird is not only used in the title, but also mentioned in several crucial scenes of the novel. Besides, many characters have a certain symbolic connection with this type of bird.

Tom Robinson is one of the characters that is used in the novel to reveal the symbolic meaning of the mockingbird. He never intended to harm anybody but yet became a victim of cruel treatment: he was arrested and falsely accused of raping Mayella Ewell. It was obvious that Tom was not guilty and consequently didn't deserve punishment but because he was black his destiny had been determined long before the trial began: «Atticus had used every tool available to free men to save Tom Robinson, but in the secret courts of men's hearts Atticus had no case. Tom was a dead man the minute Mayella Ewell opened her mouth and screamed» [1]. As a result, Tom Robinson was killed which can be compared to killing the innocent bird.

The symbolic link between Robinson and the mockingbird can also be easily traced in the obituary written by Mr. Underwood, the owner and printer of *The Maycomb Tribune*: «Mr. Underwood didn't talk about miscarriages of justice, he was writing so children could understand. Mr. Underwood simply figured it was a sin to kill cripples, be they standing, sitting, or escaping. He likened Tom's death to the senseless slaughter of songbirds by hunters and children…» [1]. Such a poetic comparison depicts well the features of innocence and harmlessness which are common for both Tom and the mockingbird.

The emergence of the mockingbirds in the narrative before the sentence is passed on Tom Robinson is also symbol-laden: «The feeling grew until the atmosphere in the courtroom was exactly the same as a cold February morning, when the mockingbirds were still, and the carpenters had stopped hammering on Miss Maudie's new house, and every wood door in the neighborhood was shut as tight as the doors of the Radley Place. A deserted, waiting, empty street, and the courtroom was packed with people» [1]. Here the mockingbirds represent all the Negroes who gathered in the courtroom and were waiting for the sentence to be delivered. They knew that this decision would not only determine the fate of one black man but it could have an impact on future race relations on the whole. Besides, in this passage the author emphasizes the role of the mockingbirds in creating the atmosphere of coziness and peace in the rural South. When the birds become silent a feeling of anxiety arises and the street seems to be deserted and uninhabited.

Another character who incarnates the mockingbird in the novel is Arthur Radley, nicknamed Boo. Like the mockingbird Boo doesn't harm anybody but nonetheless he becomes an object of ridicule. They consider Arthur dangerous and disposed to do evil basing only on him being different: «People said he went out at night when the moon was down, and peeped in windows. When people's azaleas froze in a cold snap, it was because he had breathed on them. Any stealthy small crimes committed in Maycomb were his work. Once the town was terrorized by a series of morbid nocturnal events: people's chickens and household pets were found mutilated; although the culprit was Crazy Addie, who eventually drowned himself in Barker's Eddy, people still looked at the Radley Place, unwilling to discard their initial suspicions» [1]. From this extract it can be concluded that for most people in the town the opposition "*I–the Other*" is the main basis for making judgments of Radley.

It should also be noted that the allusion to the mockingbird in the portrayal of Tom Robinson and Arthur Radley is similar in its symbolic meaning. Both characters are used by the author to reflect on the problem of xenophobia in society, because hatred and fear of the unknown are the main reasons for the bias and prejudice towards Radley and Robinson. In this aspect Radley becomes "strange" in other people's perception due to his unusual lifestyle, whereas Robinson due to his race.

The children in the novel are also important in revealing the symbolic meaning of the mockingbird. The events of the novel are depicted through the children's perception of the world. Children are affected by prejudice and preconception to a lesser degree than adults. That is why it is hard for a child to understand people's

intolerance to each other: «If there's just one kind of folks, why can't they get along with each other? If they're all alike, why do they go out of their way to despise each other?» [1]. It is the child's naivety that can be associated here with the mockingbird and as events of the novel unfold adults «kill» this naivety in children and their perception of the world suffers from contacting with ignorant people.

There are a number of episodes in the novel where the child's perception of human relations is opposed to adult conflicts. One of these episodes takes place in the courtroom where Atticus' children, Jem and Jean, watch the trial of Tom Robinson's case. Having no prejudice against people based on race, the children see an acquittal as the most likely result of the trial. However, the jury finds Tom guilty and such decision evokes strong emotions in children: «It was Jem's turn to cry. His face was streaked with angry tears as we made our way through the cheerful crowd. "It ain't right," he muttered, all the way to the corner of the square where we found Atticus waiting» [1].

Another episode that shows opposition between the child's naivety and conflicts of adults happened when several local men came to the jail to lynch Tom Robinson and apparently Atticus as well. Jean found herself in the middle of the action but she could not fully understand the core of the conflict between adults and their behaviour seemed very strange to her. She realized what had really happened only some time after the incident: «The full meaning of the night's events hit me and I began crying» [1]. Thus, the changes in the child's perception of conflicts between adults are depicted in these episodes.

It should also be noted that Atticus attempts to bring up his children in such a way that they could understand the complexity of human relationships at the right time in their lives: «This is their home, sister, said Atticus. We've made it this way for them, they might as well learn to cope with it» [1]. But at the same time Atticus attempts to preserve in his children the purity of intentions and also to invoke the feeling of justice and impartiality towards other people: «The older you grow the more of it you'll see. The one place where a man ought to get a square deal is in a courtroom, be he any color of the rainbow, but people have a way of carrying their resentments right into a jury box. As you grow older, you'll see white men cheat black men every day of your life, but let me tell you something and don't you forget it — whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash» [1]. From this passage we can conclude that in the portrayal of Atticus there is also a symbolic reference to the mockingbird. His motives are pure but despite that he is subjected to disrespectful and cruel treatment. Besides, Atticus did not have the typical lifestyle of a southerner and did not fit the common stereotype of a southerner and therefore was regarded as a "foreigner": «He did not do the things our schoolmates' fathers did: he never went hunting, he did not play poker or fish or drink or smoke. He sat in the livingroom and read» [1]. Such depiction draws a stark contrast between Atticus and other inhabitants of the town. In this regard the Ewell family can be seen as the exact opposite of Atticus and his family. The Ewells lack education and intelligence which leads to confrontation and acts of violence towards Atticus and his children.

Thus, the symbolic meaning of the mockingbird is revealed in the novel chiefly through the main characters that can be associated with the mockingbird on a number of distinctive features such as innocence and harmlessness. Besides, these characters are often exposed to aggressive and violent behaviour of a certain strata of society. The reasons for this kind of behaviour are hatred and fear of the unknown and different from the usual which, in its turn, is caused by lack of education and a superiority feeling. In this regard we can conclude that the symbol of the mockingbird, as a symbol of purity and innocence, is used in the novel to disclose the themes of racism and xenophobia.

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MODAL VERBS WITH THE MEANING OF REPROACH IN CONTEMPORARY ENGLISH
(ON THE MATERIAL OF N. HORNBY'S NOVEL «HI-FI»)

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The category of modality is not typical for the Russian–speaking population. This causes difficulties in understanding and learning foreign languages, which have such grammatical category as modality. But when it comes to the English language, where this grammatical category is wide-spread in written and oral speech and has some specific features of its usage, one cannot avoid dealing with modal verbs and trying to understanf their meaning. This article describes modality as a peculiar grammatical category and dwells on the group of modal verbs with the meaning of reproach.

Modal verbs do not denote actions or states, but only show the attitude of the speaker towards the action expressed by the infinitive in combination with which they form compound verbal modal predicate. There are 12 modal verbs in English. They are: *can/could, may/might, must, have (got) to, need, be to, should, ought to, shall, will, dare*. Modal verbs may show that the action (or state, or process) is viewed by the speaker as possible, obligatory, doubtful, certain or advisable. [1, p. 232]

According to the meaning, the modal verbs are divided into several groups. They are the modal verbs with the meaning of obligation, necessity and absence of necessity, prohibition, order, possibility, asking for advice, emotional colouring, criticism or reproach and others. [2, p. 143–160]

The *aim* of this article is to pay attention to the group of the modal verbs with the meaning of *criticism/reproach* and explain the usage of these verbs by the example of the novel «High Fidelity» («Hi-Fi»», 1995) written by Nick Hornby.

The modal verbs denoting criticism/reproach like all other modal verbs have a degree of emotional colouring, and sometimes this degree is extremely high. In some cases these modal verbs can express negative relation of the speaker to the action or the state. The modal verbs, which belong to this group, are *can, may, should* and *ought to.* We should mention that such modal verbs as *can* and *may* are used in the forms *could* and *might*, when they are used in this meaning.

Nick Hornby used a great amount of such verbs in his novel «High Fidelity to emphasize the emotions of the main characters and add emotional colouring to their speech and thoughts.

Nick Hornby (17th April 1957) is a British writer. He was born in Redhill, which is in the Surrey County. He got education in Cambridge University, where he studied Literature and then worked as a lecturer of English. At the age of 26, he started his career as a writer and journalist. He began his literature career by writing plays. But they were not successful. Then he started to read Anne Tyler, Raymond Carver, Richard Ford, and Lorrie Moore, whose books inspired him and helped Hornby choose his literary way and style.

His first book was a collection of critical essays on American writers, titled «Contemporary American Fiction» (1992). But Hornby's best-known books are the internationally bestselling novels «High Fidelity» (1995), «About a Boy» (1998), «How To Be Good» (2001), «A Long Way Down» (2005) and «Juliet, Naked» (2009). His non-fiction workss include a collection of Hornby's essays on books and culture. He is also the author of «Slam» (2007), which is vintage Hornby for teenagers.

Nick Hornby is the owner of many prestigious awards such as the E.M. Forster Award by the American Academy of Arts and Letters (1999), the National Book Critics Circle Award in the USA (2002), the 2005 Whitbread Novel Award (2005), British Sports Book Awards (2012) and many others. Many films are based on Hornby's books («About a Boy», «A Long Way Down», and «High Fidelity»).

In his book «High Fidelity» Nick Hornby explores the world of breakups, makeups and what it is to be in love [3]. That is why the presence of reproaching and criticizing modal verbs is quite natural.

The modal verb *could* is widespread in the novel in the meaning of criticism. For example:

*«But she **could have tried** to tell me! She **could** at least **have given** me another couple of days to put things right! »* [4, p. 5].

These thoughts of the main character express his reproach and misunderstanding about his ex-girlfriend and the reason for their breakup. He criticized his partner, who did not explain the reason of the ending of their relationships and did not give him one more chance.

From the grammatical point of view we should mention the usage of such construction as *could + perfect infinitive (have tried/ have given).* In this case it is the only possible variant, because the main character spoke about the past event and the perfect infinitive shows us this time reference.

*«We **couldn't fill** a room… We **couldn't project** the way some couples can. »* [4, p. 23].

These words are the opinion of the main character about the breakup of his last relationships. He reproached his girlfriend and himself. He emphasizes that they are absolutely different and even *«… couldn't fill a room»* and it irritates him.

The fact of their difference is a permanent one. Grammatically it is shown by the usage of such construction as *could +non-perfect infinitive (fill/project),* when we speak about the reproaching meaning of *could.* This construction emphasizes the permanence of the action or state.

All in all we counted 24 cases when the verb *could* is used in the text. Most of the sentences are not negative or interrogative and refer the action to the past. Usually the modal verb *could* in the meaning of reproach is used with the perfect infinitive, but the non-perfect infinitive form is also possible.

The verb *may* is not so common in this meaning, but like the verb *can* it is mostly used when the speaker tells about the past. In the meaning of reproach the verb *may* is used in the form *might*, and usually in the combination with the perfect infinitive.

*«You **might as well ask** people if they'd like to take a year off and travel around the world with you… »* [4, p. 166].

Here the main character thought about his solitary life and reproached himself that he did not communicate with his friends and colleagues. He made his own private world, where there was no place for others.

Here he reproaches his usual state, that is why the non-perfect infinitive form *ask* was used.

*«…that I **might have found** within myself, if I'd looked hard enough. »* [4, p. 176].

These words are the reflections of the main character about his life. He thought he was the only reason for all his bad luck. He criticized his past life and the past itself.

This sentence is a kind of the conditional one. Moreover it is a conditional sentence of the second type. The sentences of this type are usually used when we speak about past events which cannot be changed. That is why the usage of *might + perfect infinitive is necessary.* It is worth to say that in this kind of sentences modal verbs *might* and *could* emphasize both reproach and regret.

The verb *«may»* is not as common as the verb *can,* and was used in the text only 6 times.

Speaking about the modal verbs *should* and *ought to* it is worth noting that they are not common in the meaning of reproach, and we did not find any of them in the novel. But in the other resources these verbs are usually used when the speaker relates about the present.

Making a conclusion it is necessary to emphasize the following important points:

1. The most common modal verbs which have the meaning of reproach or criticism are *can* and *may.*

2. The verbs *can* and *may* in the meaning of reproach are always used in the forms *could* and *might* (usually with the perfect infinitive).

3. The form of the infinitive indicates the time reference.

4. The modal verbs *could* and *might* may be observed in the conditional sentences of the second type with the additional meaning of regret.

5. The modal verbs *should* and *ought to* are not common in the meaning of criticism, but if they are found in this meaning, they usually refer the action to the present.

6. The usage of modal verbs in this meaning is common for the colloquial speech.

7. The novel *«High Fidelity»* by Nick Hornby tells the story of man's ups and downs, people's relationships, their breakups and makeups. This is the life story, and as any life it could not do without criticizing and reproaching. The story is full of self-analysis, which makes the usage of such verbs necessary to emphasize the emotional state of a character.

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THE HISTORICAL SOURCES OF BELARUSIAN CULTURE BILINGUALISM

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The article considers conditions for the beginning of Belarusian culture bilingualism. It describes historical events contributed to the emergence of this phenomenon, the factors which led to bilingualism. The author also notes the most important aspects of the language development of the Belarusian people.

The long history of existence of two languages in the same geographic, social and political space has created a linguistic situation, which is defined as a bilingualism. Bilingualism is a collective ownership and use of two languages by people. Belarusian as the native language and the other one are used for communication and transmission of information. [1] This phenomenon of ambiguously determined status of the Belarusian language in the modern Belarusian society has been studied by scientists for a long period of time and now does not lose its relevance. This article is based on the work of researchers such as Abetsedarskaya, Brigadin, Strukova, Bulakhov, etc.

Sociolinguistic researches are interesting not only for linguists but also for philosophers, sociologists, ethnographers. Throughout the centuries on the territory of our country the Belarusian and Russian languages do not just "get along" with each other, but also develop, expand boundaries of their influence, enrich the culture of the population.

Belarusian is considered to be the native language of Belarusians. However, over the long history the territory of Belarus has been inhabited by carriers of a wide variety of languages of the locals as well as the invaders. All of them have contributed to the development and culture changes. Bilingualism of Belarusian culture originates in the antiquity. The Belarusian culture development of the Belarusian and Russian languages are an important part of the national portrait.

The uniqueness of the Belarusian culture is largely determined by the fact that it combines western and eastern features. In 988 Slavs under the leadership of Prince Vladimir adopted Christianity. Along with Christianity Slavs adopted features of the economic and spiritual life of the Byzantine and Roman empires. The western Slavs took a sample from Latin culture. At the same time Eastern Slavs were guided by the Byzantine canons. Belarus is right between them. Both of them influenced the development of Belarusian culture greatly.

There are many examples of this phenomenon. For example, it is currently unknown which religion was professed by Francis Skorina. He could be Orthodox or Catholic. This great historical figure began publishing books in the Old Slavonic language in Prague and founded a printing house in Wilno. Thus, in the XVI century the foundations of the Belarusian book printing were laid at the European level. At the same time in the Grand Duchy of Lithuania for the old Slavonic language was assigned the status of a state language (in the statutes of 1566 and 1588). [2]

The territory of the Grand Duchy of Lithuania was inhabited by different peoples. Every nation has left a particular mark on the culture. A unique phenomenon in the history of Belarusian writing is worth noticing. Kitabs are texts written in the Belarusian language with use of Arabic alphabet. They were created by Tatars, who lived on the territory of the Grand Duchy of Lithuania in the XIV-XVI centuries. Usually they contain texts explaining the Koran, describing religious rituals and basic Islamic duties, quotations from the Koran and prophetic sayings of Muhammad, fairy tales, adventure novels.This unusual phenomenon reveals the Belarusian language culture in a different way.

In 1553, the Chancellor of the Grand Duchy of Lithuania Nicholas Radziwill Black opened a printing house for making books in Belarus. These books were aimed at coverage of main ideas of the Reformation. Printing houses were opened in Brest and Nesvizh. Nikolay Radziwill Black supported Symon Budny financially. Belarusian humanists Kovechinsky and Lawrence Kryshkovsky with Symon Budny initiated the printing of books in the Old Slavonic language in the Nesvizh printing house. Moreover, the Belarusian language remained the language of the peasants. It was used as a mean of everyday communication.The Belarusian language was just forming in those years. During this period, on the territory of the Grand Duchy of Lithuania, people could hear Russian, Polish, Ukrainian, Jewish speech.At that time the Belarusian language was not officially recognized. Also, the Belarusian language did not have a scientific status of a literary language. The Belarusian language was formed in stages, gradually absorbing the new elements and discarding obsolete. Grammar of the Belarusian language in the XVIII-XIX centuries was very different from today.

The development of Belarusian Culture in XVII-XVIII centuries took place in difficult conditions. Being a member of the Commonwealth, Belarusians, together with Lithuanians, Poles and other nations have experienced a deep crisis. In the second half of the XVII century ideas of the Enlightenment began to spread in the

Belarusian lands. Their supporters called for reforms, freedom of thoughts as required conditions for the development of science. Simeon Polotsky, Andrew Belobotsky, Ilya Kopievich are the most striking early Enlighteners [4].

Expansion of the Enlightenment contributed to the development of the printing and publishing. Eleven printing houses worked in Belarus in the second half of the XVIIth century. At this time secular literature began to prevail. Due to the influence of Polish–Lithuanian Commonwealth the Polish language dominated in the literature. The Belarusian language at this time was only in oral use. However, the developing of Belarusian folklore also took place. It is not recorded folk art, passed down from generation to generation.

We can talk about such phenomenon as multilingualism – possession and the alternate use more than two languages by people. This phenomenon has existed because Ukrainian, Polish and other languages were also used on the territory of Belarus.

There was a policy of dissemination of Russian culture and language after accession of Belarusian lands to the Russian Empire. Basically, it was directed against the influence of Polish culture. However, this policy also constrained the development of the Belarusian culture. The Belarusian language was defined as a dialect speaking of Russian.

At the beginning of the XX century a new task in the Belarusian Ethnography was to study the productive activities of the population and material culture.These research materials were analyzed by scientists. One of the leaders in these studies was Yefim Fyodorovich Karskiy. This cultural figure recognized as an outstanding philologist. Yefim Fyodorovich Karskiy was the founder of the Belarusian philology and linguistics. He created more than 700 works on a complex science of language and language systems. [3]

There were significant changes in the cultural development of Belarus after the October Revolution in 1917. Soviet ideology was introducing. It is a system of ideas and views, which were based on communism. A lot of activities aimed at Belarusization were carried out since 1924. This policy had the object of enhancing the use of the Belarusian language in all spheres of life.

The Great Patriotic War (1941–1945) caused irreparable damage to all spheres of life of the BSSR society, including culture. However, during the war and postwar years a lot of literary works were created by Belarusian authors, both in the national and Russian languages. Studying in schools was conducted as a bilingual one.It is worth to notice that in rural schools Belarusian was chosen as the main language, Russian was chosen as urban.

After the political and economic reforms in the last decades of the twentieth century, the Belarusian culture was exposed to changes again. There was a state commission to clarify the rules of the Belarusian language in 1993-1994. The Development of this commission became the foundation for further language reforms. The last change was the "Law on the rules of the Belarusian orthography and punctuation", approved July 23, 2008. The writing of numerals, foreign words, and singing has exposed to changes in this law. Two years after its approval the new and old versions was considered as the correct spelling.

Thus, we can draw some conclusions. Historical mutual influence of Eastern and Western archetypes outlook reflected in the culture of the peoples who inhabited the territory of Belarus. Many cultural events assimilated to each other. Ultimately, the culture of the population of Belarusian lands formed in the conditions of interaction of multiple factors. These factors also affect the modern population of the territory of Belarus. Modern Belarusian culture evolves and changes every year.

For a long time of existence Belarus made the historical way from almost universal illiteracy to creation of well-known artistic works and scientific discoveries. Under the constant bilingualism there has been created space for creativity and cultural environment available for people who speaks several languages. Original Belarusian culture has been developing in such circumstances for several centuries. The presence of several religious movements has also influenced the cultural development of the region's population. Different religions have brought with them new languages, new architecture, new beliefs at the same time.

Thus, we can conclude that the modern cultural image of Belarus has been formed over a long historical time and under the influence of different historical processes. It has been formed largely due to bilingualism. The different languages used by the local population as well as immigrants have become the foundation for the formation of the unique Belarusian culture.

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THE ARTISTIC PECULIARITIES OF THE NOVEL
"THREE SOLDIERS"BY JOHN DOS PASSOS

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The article analyzes the artistic peculiarities of the novel "Three Soldiers" (1921) by John Dos Passos. The novel depicts scaring life of three soldiers involved in war. The author believes that to show absurdity and inanity of war some special methods are necessary. Particular attention in this article is given to the methods by means of which military reality in the novel is depicted.

John Dos Passos is one of the American writers of the twentieth century, who belongs to the writers of the "lost generation". His difficult fate, the mobilization to the army, his job as a volunteer driver in the sanitary division, humiliation from the authorities, attending courses at Sorbonne played a big role in his development, not only as individual, but also as a writer. In this rather difficult period he began his literary career and wrote his first works.

The artistic peculiarities of the novel are the originality of the author's style, fragmentation and discontinuity of the narrative structure. Of particular interest are the various methods the author uses to represent the reality.

The novel "Three soldiers" was published in 1921. The writer tells about the fate of three Americans involved in the First World War. Initially, the fate of these three characters is linked by the fact that they are sent overseas together, but later their paths diverge. But each of these dissimilar fates proves the cruelty, injustice and destructive war. All the three suffer the collapse of their illusions. They feel redundant and unnecessary. They are representatives of different strata and various parts of the United States.

The main writer's principle is to tell the truth, to write the only things he was the witness of. That is to write works that are based on his own experience. The writer did not use to copy the life itself. His novels are fiction based on his experience [1, c. 17].This is the main cause of using such a method as autobiography. Andrews, one of the main heroes, is closer to the author most of all. On the one hand the writer has a very negative attitude towards civilization. The author was exposed to humiliation, threat and insult from military police officers too. He outlived the feeling of being at the very bottom of the social scale, where the human being is equal to a dog and he felt the whole oppression by the society [3, c. 284]. On the other hand Andrews is also a creative person. He tries to express his riot against the war with the help of art. It brings Andrews' positions closer to the authors'. Jh.Dos Passos as Andrews attended courses in Sorbonne.

One of his methods that he uses in his novel is contrast. The author contrasts the heroes. All of them are absolutely different and everyone treats this war in his own way. For example, Dan Fuselli said: "Gee, …this war's a lucky thing for me. I might have been in the R.C. Vicker Company's store for five years an' never got a raise, an' here in the army I got a chance to do almost everything" [2, p. 20]. Fuselli is eager to act and to show what he can do. The war is just the marker for him that would change a lot in his life. But everything turns upside down. Dan is prosecuted and has to serve in a penal battalion. And the bride Meb, who gives a promise to wait for him, is already married.

Andrews has detestation to civilization that makes him stand up to the war more aggressively. "So was civilization nothing but a vast edifice of sham, and the war, instead of its crumbling, was its fullest and most ultimate expression – said Andrews" [2, p. 168]. He does not believe in the opportunity of changing the things. This state of infidelity, the feeling of imminent death, dissolution of personality is the result of Andrews' perplexity and the whole collapse of his former ideals. "I guess people would rather put up with things than make an effort to change them" [2, p. 296].When he is in the hospital after a combat wound, the thoughts of desertion come to his mind very often. He believes that it is the only way to be against the war mechanism and to save him. But the protest against the war ends with a failure. He is arrested as a deserter.

Chrisfield feels completely feeble as a yoked ox. He cannot put up with the humiliation he suffers daily. "Chrisfield marched with his fists clenched; he wanted to fight somebody, to run his bayonet into a man as he ran it into the dummy in that everlasting bayonet drill, he wanted to strip himself naked, to squeeze the wrists of a girl until she screamed" [2, p. 119].

In the given novel the author contrasts wartime and peacetime. The writer idealizes the peacetime before the war. Everything is depicted as beautiful, and there is confidence that everything will be as usual. But when depicting the wartime the author talks about betrayal, humiliation, suppression of personality, destruction and devastation. The heroes are in the war, but often they recollect about the past, about that peaceful and beautiful time.

One of the main methods used in the novel is montage. Jh. Dos Passos was one of the writers of modernism. The young writers tried to wreck some out-of-date forms of art because they found them conservative, tradi-

tional and dead. This literary movement presupposed experiments with the narrative structure and reconsideration of cultural values. More than any other American writers of that generation, Jh. Dos Passos responded to and adopted new ways of telling the story. In the novel "Three Soldiers" the writer abandoned the traditional story-telling methods that trace the character and events chronologically, building to the climax and then tapering off [4, p. 7]. Montage is the main method that organizes the narrative of the novel. John Dos Passos' montage is realized by parallel and simultaneous development of storylines, which promote the unity of the story. The writer first tells about one of the main characters – Dan Fuzelli, his fate and the main goal in life. The main purpose of his life becomes military service, achievement of a high military rank.

Next we meet Chrisfield and John Andrews, whose views on life, in particular on the war, are fundamentally different. Chrisfield is a youth humiliated by the military officer Anderson, who incarnated absurdity of war and the whole war mechanism. Killing the officer he goes against the law. "Chrisfield marched with his fists clenched; he wanted to fight somebody, to run his bayonet into a man as he ran it into the dummy in that everlasting bayonet drill, he wanted to strip himself naked, to squeeze the wrists of a girl until she screamed" [2, p. 119]. We see how difficult the psychological state of the hero is.

John Andrews seeks for any ways, which will help him to return home and to avoid action. Andrews is a zealous war opponent. Violence and murder are not in his nature. He tries to avoid the war with all his might. The military hospital is one of the ways of salvation: "He found himself giggling softly, notwithstanding the twinges of pain from his legs. He felt suddenly as if his spirit had awakened from a long torpor. He was free. The thought came to him gleefully, that as long as he stayed in that cot in the hospital no one would shout orders at him" [2, p. 157-158].

The writer breaks off the narration about one main character and moves to another. Each literary portrait is like an independent piece of literature. Only at the end of the novel we meet the hero, whose narration is at the beginning. Story lines connected with the main heroes begin in different time. Such a number of characters and correlated with them story lines make a contribution to the subdivision of the novel.

Sudden and unmotivated conversion from current moments of heroes' life to former ones, "anticipating things" to the future are typical for montage. Thus while describing the barracks and feelings of the main hero, the writer moves dramatically to his childhood description: "When he had been a child he had lived in a dilapidated mansion that stood among old oaks and chestnuts, beside a road where buggies passed rarely <…>He had had so many dreams; lying under the crepe-myrtle bush at the end of the overgrown garden he had passed the long Virginia afternoons, thinking, while the dry flies whizzed sleepily in the sunlight, of the world he would live in when he grew up" [2, p. 22]. These recollections underline disillusionment with the present situation of the hero, his unrealized dreams and happy life by the sea.

Discrecity and fragmenterization are used to reveal the temper of the protagonists. The author omits the events that are secondary to the hero. Jh. Dos Passos describes what allows us to know and feel the protagonist. "Spurs jingled as the three officers went out. A fierce disgust took possession of John Andrews. In the deserted tea room, among the dismal upturned chairs, his crassened fingers moved stiffly over the keys. He forgot everything else. Locked doors in his mind were swinging wide, revealing forgotten sumptuous halls of his imagination. The Queen of Sheba, grotesque as a satyr, white and flaming with worlds of desire, stood with her hand on his shoulder sending shivers of warm sweetness rippling through his body, while her voice intoned in his ears all the inexhaustible voluptuousness of life" [2, p. 180].Once again the author points out that John Andrews is a person of an exalted nature, a man with sophisticated spiritual organization. The manner of his thinking is different from the worldview of an average soldier. Music allows him to move away from thinking about the war, death, and all that makes him disgusted.

Describing peacetime, Jh. Dos Passos weaves songs into the narrative. In our opinion, he wants to show the serenity of people at times when they escaped from the clutches of the military machine, because freedom and leisure bring people the beauty.

Montage lets Jh. D. Passos attach absolutely separate elements of narration, bringing in elements of documentary chronicle, spirit of credibility and verisimilitude. The destiny of the three different people interweaves to show that the First World War is absurdity, total and senseless death. Such novel composition portrays subdivision of worldview, which is typical for youths of that period.

Therefore having learnt the literary specifics of Jh. D. Passos' novel, we are persuaded that this writer-experimentalist has got his own style. In order to depict the contemporary reality he uses different methods: incidence, montage, subdivision of the plot, documentary (his own written diary). One of the most impressive methods is contrast (the prose writer contrast peacetime to wartime, the heroes, their acts and thoughts). After carrying out the research we came to the conclusion, that montage is the main method of forming the work. To our mind, such composition of the novel lets the writer show subdivision of youth' worldview of that period. By means of montage the author portrays figuratively unobserved, essential interrelations between phenomena; comprehend deeply the world in its irregularity and resplendence, discrepancy and unity. Owing to the authors' experimental methods we can clear see the burning reality that the writer portrays in his novels.

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THE PORTRAIT AS AN OBJECT OF IMAGE IN THE SHORT STORY
"THE OVAL PORTRAIT" BY E.A. POE

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The article is devoted to the phenomenon of portrait, its manifestation in literary works of romanticism and its functions and peculiarities in the short story "The Oval Portrait" by E. A. Poe

The word portrait itself refers to the Old French word *«pourtrait»* that means "to depict in an accurate way". It also refers to the Latin verb *«protrahere»* i.e "to show", "to portray", "to take out", "to picture". In painting, from which the term originates, the portrait is depiction of a definite person or a group of people, which reflects and reproduces individuality, reveals their character and inner world. According to M. Andronnikova, "the portrait is not just a picture of a person's face and figure, but reflection of the whole world through individuality, changed by art" [1, p. 397–398].

The same opinion Y. Lotman defends in his book "Articles on semiotics of art culture and art". He writes that the portrait is not mechanical displaying of a person, it even anticipates photography. The portrait is regardless of time and space, it is able to save eternal youth. It always hesitates between artistic duality and mystical reflection of reality. The portrait perfectly suits for embodiment of the very human nature. It usually has many senses and interpretations. The portrait represents a dual mirror – it reflects life in art and vice versa. At the same time not only reflection can switch, but also types of reality. Thus, it is possible to maintain that the aura of mysticism, peculiar for the genre of portrait has its grounds [5, p. 349-371].

In different periods of history the interest in the portrait has been constantly growing and its functions have been changing. Since the second half of the eighteenth century, when gothic fiction arises, the image of the portrait, that influences man's fate, becomes more wide-spread. In romanticism and pre-romanticism, when all fantastic and unusual things become objects for depiction, such careful attention, directed towards this powerful symbol, is understandable. Portraits are often depicted grotesquely. There is this motive in British gothic works by Ch. Maturin ("Melmoth the Wanderer"), A. Radcliffe ("The Mysteries of Udolpho"), in short stories by E. W. Hoffmann, in the short story "The Unknown Masterpiece" by H. de Balzac, in short stories by American romantics, e.g. W. Irving, N. Hawthorne, E. A. Poe, etc. [2, p. 173; 3, p. 13].

In the short story "The Oval Portrait" by E. A. Poe, one of the most significant authors of American romanticism, the portrait is the main means of rendering the author's central idea. To better understand the short story it is necessary to refer to Poe's critical articles (the article "The Poetic Principle" in particular), in which E. A. Poe states his conception of the Beautiful. "An immortal instinct deep within the spirit of man is thus plainly a sense of the beautiful. We have still a thirst unquenchable, to allay which he has not shown us the crystal springs. This thirst belongs to the immortality of Man. It is at once a consequence and an indication of his perennial existence. It is the desire of the moth for the star. It is no mere appreciation of the Beauty before us, but a wild effort to reach the Beauty above. Inspired by an ecstatic prescience of the glories beyond the grave, we struggle by multiform combinations among the things and thoughts of Time to attain a portion of that Loveliness whose very elements perhaps appertain to eternity alone. And thus when by Poetry, or when by Music, the most entrancing of the poetic moods, we find ourselves melted into tears, we weep then, not as the Abbate Gravina supposes, through excess of pleasure, but through a certain petulant, impatient sorrow at our inability to grasp *now* wholly, here on earth, at once and for ever, those divine and rapturous joys of which through the poem, or through the music, we attain to but brief and indeterminate glimpses. The struggle to apprehend the supernal Loveliness – this struggle, on the part of souls fittingly constituted – has given to the world all that which it (the world) has ever been enabled at once to understand and *to feel* as poetic" [6, p. 30–31]. Consequently, art helps us to reach out to something divine. It is the delight that the narrator feels when he watches the picture: "At length, satisfied with the true secret of its effect, I fell back within the bed. I had found the spell of the picture in an absolute life-likeliness of expression, which, at first startling, finally confounded, subdued, and appalled me. With deep and reverent awe I replaced the candelabrum in its former position" [7, p. 188].

Here blending of art and life occurs, that is typical for the portrait. The colourful ecphrasis, rich in vivid epithets, proves terrifying vivacity and freshness of the picture of the young woman: "The portrait, I have already said, was that of a young girl. It was a mere head and shoulders, done in what is technically termed a vignette manner; much in the style of the favorite heads of Sully. The arms, the bosom, and even the ends of the radiant hair melted imperceptibly into the vague yet deep shadow which formed the back-ground of the whole. The frame was oval, richly gilded and filigreed in Moresque. As a thing of art nothing could be more admirable

than the painting itself". This portrait is embodiment of the Beautiful, which is treasured by E. A. Poe. The last line of the prescription of the picture truly justifies this thought: "As a thing of art *nothing could be more admirable than the painting itself*" [7, p. 188].

The sad story of the portrait, following this introduction, is in the spirit of E. A. Poe. As the author writes in his "Philosophy of Composition" that the most tragical thing in the world is a young woman's death: "Now, never losing sight of the object supremeliess, or perfection, at all points, I asked myself' Of all melancholy topics, what, according to the universal understanding of mankind, is the most melancholy? "Death" – was the obvious reply. "And when," I said "is the most melancholy of topics most poetical?" From what I have already explained at some length, the answer, here, also, is obvious – "When it most closely allies itself to Beauty: the death, then, of a beautiful woman is, unquestionably, the most poetical topic in the world…" The artist is so absorbed in creating the masterpiece, that he doesn't notice her wife dying: "And he would not see that the tints which he spread upon the canvas were drawn from the cheeks of her who sat beside him". The final episode of the short story declares that art is more powerful than death. Art is higher than life, because art is life itself. But unlike life on earth, that is short and fades away so fast, art is eternal. The young woman's portrait saves her youth forever. Simple beauty comes and goes. The woman's earthly beauty turned into sheer divine beauty [6, с. 12; 7, с. 189].

It should be mentioned that in the first edition the short story was titled "Life in Death"; in the second edition it was named "The Oval Portrait". In the final version of the short story E. A. Poe removed the artist's exclamation "Is it death!" in the last passage. This fact also proves aforementioned statements about the author's standpoint [3, с. 14].

In E. A. Poe's critical articles the writer anticipates the "art for art" conception and ideas of aesthetism. It is possible to find some coincidence between E. A. Poe's "The Oval Portrait" and O. Wilde's "The Picture of Dorian Grey", where the portrait also fulfils its essential mystical function.

Thus, the portrait plays a significant part in the literature of the nineteenth century and serves both for uncovering the plot of the story and for conveying the author's main idea. E. A. Poe used this gothic element in the short story "The Oval Portrait", which main theme is struggle between art and life, so common for romantics. E. A. Poe implies that art is almighty, it is capable to fight death off and it is more majestic than life. Frightening completion of the story turns out not so sad, because Absolute Beauty wins in the end.

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BALLADS OF SUPERNATURAL
IN ENGLISH-SCOTTISH, SCANDINAVIAN AND BELARUSIAN TRADITIONS

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Ballad genre is incredibly diverse. It includes a lot of different theme groups and ballads of supernatural is one of the most extensive. Ballads about magic, transformations and supernatural beings are known all over Europe, especially in Scotland and Scandinavian countries. Belarusian folk song and ballad tradition is not an exception.

Ballads of supernatural belong to the most ancient layer of the ballad genre; at the same time most surviving texts are much younger than the texts of many historical ballads. Ballads of supernatural preserved longer in oral tradition; probably ballad collectors and publishers were more attracted by history while folk singers – by the world of magic and mystery [1, p. 111].

The determination of the time when ballads of supernatural appeared is the greatest difficulty, because the gap between the first records and the supposed time of their creation can be very large. It is possible that over the centuries of oral existence they changed their original form significantly, the traces of feudal or tribal customs and pagan beliefs often disappeared or conformed to the changing realities of later periods and circumstances [2, p. 11–12].

A. Slesarev is considering two hypotheses about the time when ballads of supernatural appeared. According to the first hypothesis this group of ballads occurred as early as in the pre-feudal period. As the evidence of this he mentions the presence in ballads of supernatural such archaic plot features as metamorphosis, marriages with mythical creatures, incest and talking animals. The family is presented as pre-patriarchal on the stage of forming, with traces of matriarchy and kind. At the same time the emergence of the genre can be connected with the feudal period, and all the archaic features are explained as being borrowings and remnants. These elements can easily occur later and exist in the form of beliefs, element of fairy stories or poetic schemes [3, p. 2].

Ballads of this type, as a rule, contain a romantic element and a tragic denouement. Ballads of supernatural were particularly popular in the era of romanticism, and many poets composed quite similar literary works. Since then the idea has spread that in a ballad there must necessarily be a meeting with a supernatural being, but in reality these stories are typical only for a small number of ballads [4, p. 235–237].

It should be noted that among more than three hundred English-Scottish folk ballads currently known supernatural events occur less than in fifty of them. Except the ballad "Robin Hood and the Prince of Aragon" an extensive series of ballads about Robin Hood is completely devoid of supernatural motives. Household ballads are also deprived of supernatural motifs, as well as those that tell about blood vengeance, clan and family feuds [5, p. 22–24].

Among English-Scottish ballads there are no mythological ballads. The time interval between the fall of paganism and the flourishing of the ballad poetry was too great. However the themes associated with supernatural beings are quite common but, of course, not as much as in the Nordic countries [6, p. 236–237]. Most of these ballads (about 86%) were recorded in Scotland, not in England.

In Scandinavia non-historical ballads are divided by researchers into ballads of supernatural (Swedish "naturmytiska visor" ("natural-mythological ballads") Danish "trylleviser" and Norwegian "trollvisor" ("fabulous ballads")), and chivalry ballads ("riddervisor"). The first group contains a supernatural element, neither does the second. This division proves the recognition of the extraordinary importance of the role played by the supernatural in the Scandinavian imagination. Of course, the pagan gods had disappeared before the flourishing of ballad literature but the old fears did not weaken at all. The power of nature plunged humans into awe. The sea swallowed up ships during storms and gales, ladies were killed in the turbulent flow of the rivers. Each bridge carried a risk because it was hiding a bloodthirsty nix under the water. Mermaids and nixes, gnomes and elves, trolls and dragons surrounded the Scandinavians, who were not so religious to defend against the enemy with the help of the Christian cross. Runes had a much greater force in comparison with the Christian symbols, and the omnipotent harper could make the evil set their unfortunate victims free. Thus, "natural-mythological" or "fabulous" ballads is a distinctive feature of the Scandinavian ballad literature, which is also typical for Scotland. Many European nations have songs about evil supernatural beings, but they do not cause reverent terror. In Latvia and Lithuania people remember and honour their pagan pantheon, but Perkunas and Lima have become friendly home spirits. In Scandinavia the situation is different. It seemed that Asgard had left people without any

protection in the face of the terrible Nature, accompanied by fog, storms, ice and mountains [6, p. 219]. It should be noted that in Scandinavia ballads of supernatural is a large group they makes up about a fifth of the total number in Sweden, Denmark and Norway.

From the point of view of the variety of ballad plots about supernatural Sweden (as well as Denmark, a coincidence with which is 89% [4, p. 228]) takes the first place among the other Nordic countries. At the same time similar plots can often be found in Norwegian, Icelandic and Faroese traditions.

Among English-Scottish and Scandinavian folk ballads of supernatural the work "Thord af Havsgaard" ("Thord from Havsgaard") should be singled out. It is well-known in Sweden, Denmark and Norway. The uniqueness of this ballad is that it is actually the only example in Europe when a mythological plot had been taken as the basis for a ballad. And the plot had not changed at all until the 16th century when the ballad was first recorded. The story repeats Icelandic "Þrymskviða" ("The Song about Þrymr" from "Elder Edda"), according to which the Thurs' prince Þrymr stole Thor's hammer Mjölnir and hid it in Jötunheimr. With Loki's help he told Thor that he would return the hammer only when they marry him (Þrymr) with Freya. But Freya refused and Thor himself had to disguise himself into the bride and go to Jötunheimr, where, thanks to the trick he regained Mjölnir and killed Þrymr.

Despite the fact that the names in the ballad are slightly corrupted, there is no doubt that Havsgaard is Asgard, Tord is Thor, Lokke is Loki and Norgefjeld is Jötunheimr. However, in the ballad Tord is depicted not as a god but as a common man [7, с. 3]:

Det var Tord af Havsgård,
Han red over grønnen eng,
Så tabte han sin hammer af guld
Og den var væk så længe.
("It was Tord from Havsgård,
He rode through a green meadow,
He lost his hammer of gold,
And it was taken far away.")

Also the hammer in the ballad is devoid of its magic power. But still before us there is the actually identical work to "The Song about Þrymr" which, according to William Entwistle, gives the right to call this ballad the only mythological ballad [6, p. 93–94].

According to L. Salavej the term "балады з міфалагічнымі матывамі" ("ballads with mythological motifs") is used to refer to Belarusian ballads of supernatural. The author asserts that the number of plots and the preservation of archaic motifs in this group are much richer than the corresponding ballad group of the neighbouring nations [8, p. 11].

The close examination reveals many similarities with English-Scottish and Scandinavian ballads. There are the same themes in the group of ballads about witchcraft and magic. It should be noted that in the Belarusian tradition ballads about transformation is the largest group. At the core of these works there is the etiological myth of the origin of a particular flower, a tree, a living being or an inanimate object. Our ancestors believed that such a transformation does not mean death; it is only a transition of human life in a new form, a new quality [9, p. 11–12]. Belarusian ballads mention dragons, or "цмокі" (as lindworms in English-Scottish and Scandinavian ballads). A significant number of works is devoted to wolves with human characteristics (it can be assumed that they are werewolves, as in the Scandinavian ballad "Varulfven"). There are also Belarusian ballads about mermaids. The storyline of the ballad "Дзеўка і шатан" resembles similar works about the meeting with the dead and especially Scandinavian ballads about how supernatural beings steal young ladies and take them in their estates ("Agneta och havsmannen" or "Den bergtagna"). The ending of the ballad "Заклятае вяселле" is almost the exact completion of Scottish ballads about tragic love, the only difference is that after death the lovers turn into an oak and a birch. All this proves that Belarusian ballads as well as the Belarusian culture in general are an integral part of the Europe-wide culture.

So, ballads of supernatural are widely represented in English-Scottish, Scandinavian and Belarusian traditions. It should be noted that in the above-mentioned traditions the terminology regarding this ballad groups is significantly different. And the question remains still open about the time of appearance of ballads of supernatural, but they are still considered the most ancient layer of the ballad genre.

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COMPARISON OF ELEMENTS OF GOTHIC NOVEL AND DETECTIVE GENRE IN LIUDMILA RUBLEUSKAYA'S STORY 'NIGHTS ON PLIABAN'S WINDMILLS' AND WILKIE COLLINS'S NOVEL 'WOMAN IN WHITE'

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The story of a Belarusian writer L. Rubleuskaya and the novel of an English author W. Collins are compared in this article. The particular attention is given to the elements of a Gothic novel and detective genre. Also the differences of both authors are singled out.

Liudmila Rubleuskaya is a Belarusian poetess and a prose writer, a journalist and a literary critic. She began her career with some poems in Russian. Then she started to write in Belarusian under the influence of Uladzimir Karatkievich and Maksim Bagdanovich. The first publication is a poem in Minsk newspaper 'Znamya Yunosti' (1983). First prose works of the writer are fairy-tales for children ('The Adventures of Little Mouse Pick-Pick' (1991).

The writer prefers to use the elements of fantasy and fairy-tale in her prose. The plots of the stories are based on Belarusian myths and legends. For example in the novel 'Romul's Cave' (2012) 'there is almost no elements of fantasy, although the scene of the book unfolds in different times simultaneously round one and the same artifact'[5] [3, c. 6]. The collection of stories 'Outmoded Myths of the City B*' (2002) is based on ancient myths, which set in in the background of the Belarusian town life in the XIX century.

The plot of the mystical story 'Nights on Pliaban's Windmills' (2007) is based on myths and legends of Minsk. If we examine the works of W. Collins (1824-1889), we can notice, that he pays his attention to describing the vital problems of the society in the Victorian Age. Both writers rely on events, that either happened at the time of the author's life (W. Collins), or before the author's works (L. Rubleuskaya).

Both authors use genres of popular literature in order to show some social problems. For Collins it was important not only to entertain his readers with an intriguing and tangled plot, but also make them think about disturbing problems. L. Rubleuskaya also tries to touch upon those problems through popular literature. In this story she wants to show 'the gloom of repressions 1920-1930s, their disastrous influence on the further Belarusian history' [3, c. 6].

The plot of the story 'Nights on Pliaban's Windmills' unfolds during that tragic period of time. Five people gather together in a house: pan[6] Andrej Belaretskij studies folklore and he is an amateur detective; Darota and Zosia are teachers; Noj is an artist; Ulad is an actor. Each of the characters tells a scary or mystic, or just an unusual story (Ulad's story about the night performance in Minsk theatre). Each story is separated from the main narration, e.g. 'The Story about Loshyck Ghost', 'The Story about Minsk town hall'.

In the novel 'Woman in White' (1860), Collins touches upon topics, that were popular during his literary work (crimes, facts of bigamy, problem of mental illnesses, relations between men and women, woman's role in family and society). And here we do not have different stories within one story, but different points of view on one and the same event. The composition of Collins's novel is very similar to the questioning of witnesses.

In the work of Rubleuskaya, the characters' stories are a kind of escapism from the most appalling events (repression, change of power). Pan Andrej Belaretskij answers to Zosia's request to tell some scary story: 'The more frightful time is the more welcome listening to made-up horrors is …. As if the darkness in comparison with the greater darkness seems to be the light not for a long time' [4, c. 4].

But in spite of differences in composition and narration, there can be found similar features of gothic and detective genres both in the story by Rubleuskaya and the novel by Collins.

Singling out gothic features, *the setting* should be mentioned first. In the novel it is the country seat Blackwater-Park, which is full of 'hugely long galleries, with low ceilings lying parallel with each other, and rendered additionally dark and dismal by hideous family portraits' [7, p.179]. In the story it is the house of the former headmaster of a real specialized school, 'an old wooden building with the attic and carved columns, darkened because of time <…>' [4, c. 3]. Characters of the story are sitting in the light of the wedding and funeral candles.

The next similar sign is *the presence of a ghost*. The image of a 'ghost' itself comes across during the whole story. Ghosts in the work of Rubleuskaya are very realistic and in most cases they are ghosts of girls. They were murdered because of love: 'the rejected admirer grasped the girl in his arms and together with her

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[5] Here and further the translation is done by A. Yukhnik
[6] Pan, pani is a polite way of addressing a man or a woman, used in Belarus at the beginnig of XX century.

drowned himself' [4, c. 20]; 'They tied up the lucky girl with silk scarves, locked in this cellar <…> Svislach overflew… The cellar was flooded. <…> When fiancé, <…>, came there and saw the corpse <…>' [4, c. 54]. Or they died because of accident '<…> [pani Jadwiga] sat in a boat…. And it turned over…' [4, c. 45]. The ghost of pani Jadwiga is described in the story as 'the ghost of woman in white'. And it is an immediate reference to the novel by Collins 'Woman in White'.

But unlike the ghost in Collins's novel, the ghosts in the story do not warn characters. Even some of them on the contrary want to kill the characters. In the story ''Nights on Pliaban's Windmills' the characters suggest different versions. They suppose that it could be mythical creatures like mermaids or liadashtsiks[7]: 'It is Li-adashtsik, who intended it, the evil spirit. – Not Liadashtsik, but mermaids!' [4, c. 36-37].

In the novel 'Woman in White' Anne Catherick is a kind of ghost, who wears white clothes and people around her think, that she is a ghost. Anne tries to help Laura Fairlie, warns her about the danger coming from her husband. Here the ghost performs its function, as in the traditional Gothic novel.

In 'The Story about Pliaban's Windmills' there is such an element as *a prediction*. The father of the heroine tells her before his death: '<…> On the third day after my funeral, a fiancé will come to you. He will say: 'Bless you the Minsk Mother of God'….Do as this man tells you' [4, c. 15]. And so it happens. A knight comes to the girl and marries her.

In the novel Marian Halcombe dreams a prophetic dream about Walter Hartright, namely which dangers he will meet with in his travel. Later Walter tells: 'Death by disease, death by the Indians, death by drowning – all three had approached me; all three had passed me by' [7, p.366]. Also Marian sees Laura and her meeting with Walter near Anne's grave in the future: 'He was kneeling by a tomb of white marble, and the shadow of a veiled woman rose out of the grave beneath and waited by his side'[7, p.200].

As in the Collins's novel, Rubleuskaya tries to *abandon the mysticism* and makes an attempt to explain mystic events logically. Almost at the end of every story characters give their suppositions about fantastic stories and what actually had happened. For example in 'The Story about the Old Pharmacy', Darota tries to explain: 'There was an old pharmacist, who lost his mind, confused a fairy-tale with his own life… Maybe, once he gets involved with smugglers, or with some nihilists, that is why he got those scars…' [4, c. 12].

In 'The Story Pliaban's Windmills', pan Belaretskij explains the story about the red carbuncle: 'There was an old casket… And a rich fantasy of my friend, Darota, your father, who believes, that the task of a creative person is to create myths for his Motherland, in order to make its history more interesting' [4, c. 18]. But then Darota brings a silver casket to prove, that the carbuncle really was. Anyway it is not an eloquent evidence for Andrei Belaretskij that this story is truthful.

Unlike the two previous stories, where characters only make attempts to clarify something mysterious, in 'The Story about Goldenhill Bride' there is a logical explanation. There was a mother's brooch, which Zosia pinned to a dress. A young girl was buried in that dress. Zosia comes to the grave, and begs to return it back. And she finds the brooch on the grave. Genus 'took the brooch from Karalina-Maryia's coffin, because the poor thing was in love with her, <…>. And put it back on the grave either he saw her in his dreams, or someone said, that to take something away from the grave is a major sin <…>' [4, c. 39].

If we examine the elements of the detective genre, there is only a figure of detective who is pan Belaret-skij. In the story the author herself gives us only one line, where it is said, that he is an amateur detective. During the whole story pan always looks for rational explanation for all the stories, that have been told, despite given evidences (story about the carbuncle). In the novel of W. Collins, detectives (Marian and Walter) play a more significant role, than in the story. Pan does not investigate some important cases, like they do. Marian and Walter try to find the criminal in order to restore the main heroine's reputation and to prove the criminals' guilt.

After dealing with all the elements in the story by L. Rubleuskaya and the novel by Collins, we come to the next conclusion, that there are some similar elements in the novel 'Woman in White' and in the story 'Nights on Pliaban's Windmills'. We can single out the following common features of both literary works: the story composition, the setting, the presence of a ghost, the use of prediction, the renunciation of mysticism and the presence of a detective.

The used elements are needed to create the atmosphere of fear and horror. Collins not only creates the certain atmosphere with the help of above-mentioned elements, but also gives hints to a reader for solving the mystery.

While comparing these literary works, we found, that there are similarities in both works and each of the authors uses the elements for the certain purposes. Sometimes it helps to clarify the problem, and sometimes on the contrary it misleads a reader. And it seems that the plot is quite simple. But looking deeper, we can see the main aim of the writers. They would like to show the problems by using mystery or exciting plot for it is easier for a reader to understand. All this makes Wilkie Collins and Liudmila Rubleuskaya virtuosic writers.

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[7] Liadashtsik is a mythical creature, who hates women and girls. It always tries to hurt them. Liadashtsik is imagined as a winged hideous monster, all covered with red hair and has one eye on the forehead.

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LEXICAL MEANS OF REPRESANTATION OF CONCEPTS FATE / FORTUNE IN «THE HISTORY OF TOM JONES, A FOUNDLING» BY HENRY FIELDING

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Not so long ago, scientists have paid their attention to the concept of fate. Different cultures have the steady understanding of this concept. However, there are some specific differences among their understandings. In this research, we analyze defining features of the concept of fate in English culture.

In modern linguistics, the concept takes one of the most important places. Linguists cannot define the exact quantity of concepts. However, there are concepts, which are called the universal concepts. They can be found in different cultures. The concept of fate is the universal one. Despite the fact that this word is universal, the concept can be understood in various ways in different cultures. We can explain this fact by using the definition of the concept. V.A.Maslova in her research notes: «The concept is the semantic formation which has some linguistics specific features and cancharacterizes the representatives of a certain ethnic culture» [1, c. 50]. Every culture has its own unique picture of the world, thus when scientists consider the same concept, they can have different views on the meaning of the concept.

J.S.Abajeva has defined synonymic series of the concept of fate in English culture: «destiny – lot – fate – fortune – portion – kismet – doom – fatality» [2, c. 10].We can divide these lexical units into two groups according to their lexical meaning.The meanings of the first group have the idea of the inevitability, completeness and that God is the root cause of everything in the world.The second group of the words has the idea of the fortuity, variability, luck, prosperity. God is not the reason of changes in people's lives. Words from both groups have different lexical meanings but at the same time, they are used to express the concept of fate. This is the feature of English culture. In this research, we consider two variations of fate, namely, fate and fortune.These lexical units are translated into Russian as one word – fate (судьба) and have no differences, but in English culture, we can differentiate them. The first lexical unit has the meaning of ineluctability, and the second one has the meaning of contingency.

In different periods of the development of literature, authors used the concept of fate. Henry Fielding wrote his works in the XVIII century. J.S.Abajeva notes that the synonyms of fate had the steady position at those days. H. Fielding used this concept. After having analyzed his novel «The history of Tom Jones, a Foundling», we have found out that the author used different lexical units to express the concept of fate. The central feature of Fielding's novel is that he used all synonyms of fate which are suggested by J.S.Abajeva. We have already determined that this concept has two main meanings and in order to reveal the difference between them we have to analyze at least two lexical units – fate, fortune.

Due to the fact, the concept is the leading term in linguistics. There are a lot of different methods which can be used to study the concept. In our research, we use the method which was suggested by R.M. Frumkina. She thinks that the concept has the core and the periphery. The core of the concept includes the meaning which is given in the dictionary. The periphery includes a certain culture subjective experience and associations [1,c.65]. Getting to the conceptual analysis, we consider the definitions of fate and fortune:

1) Fate – [mass noun] The development of events outside a person's control, regarded as predetermined by a supernatural power [3].

2) Fortune – [mass noun] Chance or luck as an arbitrary force affecting human affairs [4].

Having analyzed only these two definitions, we can make a conclusion that the main things which characterizes fate are supernatural powers, predetermination, in its turn, the luck and chance characterize the concept of fortune. In case of fortune, we understand that there is some power which leads to different events, but there is no the idea of the predetermination. The person is able to fight for his life, to look for better fate. In H. Fielding's novel, characters are not afraid of challenging their fortune: «If ever Fortune makes a broken merchant of me afterwards, I will forgive her» [5, c. 256].

I.A. Gurjeva in her research outlines another basic components of the fortune's core: 1) Good or ill success; especially, favorable issue; 2) Happy event; 3) Prosperity as reached partly by chance and partly by effort; 4) The arrival of something in a sudden or unexpected manner; chance; accident; luck; hap [6, c.2]. These components prove the idea of the eventuality of fortune, but at the same time they do not deny the possibility of a person to change his life. Analyzing Henry Fielding's novel, we can suggest that the author demands from his characters the active struggle for their lives and he does not support characters who prefer going with the flow. «Fortune loves to play tricks with those gentlemen who put themselves entirely under her conduct» [5, c. 295].

Although the concept of fate is also the universal concept, A.Vezhbitska notes the basic components of fate which are different from fortune's components. In her research she writes: 1) Different events, which are bad for people happen in the world; 2) These events happen, because other events have happened; 3) People can do things which are meant to do [7, c.41]. Here we should pay our attention to the phrase «meant to do». Relying on this fact we can say that the concept of fate has no luck in its meaning, and in comparison with fortune, people can not change their life. People in the novel just have to accept their fate, to reconcile to an outcome of different events, because there is a predestination and we can do nothing. In H. Fielding's novel we have found some examples. «Partridge and his wife were therefore both obliged to submit to their fate; which was indeed severe enough» [5, c. 63]. «Since therefore their hard fates had determined that they must separate, he advised her to bear it with resolution» [5, c. 129].

There is one more feature which differentiates the concept fate from fortune. It is the negative character of fate. In «The history of Tom Jones», and in English literature in general, the lexical unit fate has the negative meaning. It is only the fate's feature. «His fate was a just punishment for his ingratitude» [5, c.135]. «He could not, however, help complaining a little against the peculiar severity of his fate» [5, c.140]. In the novel, we can find the concept of fortune with the negative meaning too: «Fortune, however, who was not his friend, produced the tragical incident» [5, c. 470]; «Fortune tried a new method to put a final end to it, by throwing a temptation in his way» [5, c. 445]. However, more often this concept has the positive meaning. «In which light their wretchedness appeared now to Fortune herself; for she at length took pity on this miserable couple, and considerably lessened the wretched state of Partridge»[5, c. 64]. «At last, whether it was that Fortune relented, or whether it was no longer in her power to disappoint him, he came into the very street which was honoured by his lordship's residence»[5, c. 370].

Analyzing the lexical unit fortune in the novel, we can note another feature which is special for this concept. Fortune unlike fate is used by Henry Fielding always with the capital letter. The concept of fortune is presented as a character in the novel: «And now, Fortune, according to her usual custom, reversed the face of affairs» [5, c. 377]; «Fortune couldn't have culled out a more improper person for Mr. Jones» [5, c. 414]. Fate, in its turn, is not presented as a character, it is presented as a subject, the result of the predestination and it is written in this novel only with a lowercase letter.

Thus, having studied the usage of the concepts in H. Fielding's novel, we have found out, that in spite of fate and fortune are translated into Russian in the same way, we should differentiate them.In «The history of Tom Jones», the concept of fortune is used more often than fate, this fact can be explained by understanding the Englishman's view on his fate.To be active and to believe in lucky events, to be ready to fight problems off are the components of English culture.Therefore if to consider that the concept of fate is still used, we can seldom find it out in the novel.

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EUPHEMISMS IN POLITICS

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This article is about euphemisms in political sphere. In this article we will find out not only what the notion of a euphemism means but also what functions it has and what spheres of life it serves. The main aim is to find certain examples of euphemisms in a political article of newspaper "USA TODAY" and show what they are used for and how they change the language of mass media.

Today we cannot imagine life without mass media. Due to mass media we have an access to any information in the world no matter what spheres of life it tells us about. Moreover, it can be read for just a few minutes. Though there is a huge amount of information which a lot of various sources describe, this information is being processed carefully (journalists chose the most important information, edit the text they write and, finally, create an article that corresponds to some set list of rules). The result of such a long process is an article that is read by us every day in newspapers, blogs, etc.

The language of mass media has a lot of different features, one of them is a feature that is connected to such a notion as "political correctness". This notion means an intention to avoid various words and phrases which could make people feel uncomfortable or even cause offence to a person depending on his or her race, age, sex, color of the skin or some physical features. The notion of political correctness appeared in the 80–90th of XX century in the USA. Afro-Americans spoke against the use of the word "black" in case of their appearance. Later that trend was supported by feminists who were fighting for their rights in different spheres of life and who spoke against discrimination. So that is why some time later the trend of political correctness in the language got a wide spread not only in everyday life but also became a very important element of the language of mass media. The trend of political correctness changed the language of mass media and became an essential feature to look at in case of publication of different articles.

The language of political correctness is first of all a euphemistic language. It means that the basis of such a language is linked to the usage of euphemisms. According to O. S. Akhmanova, a euphemism is " a trope that consists of an indirect, veiled, gentle, softening designation of any thing or phenomenon" [1, p. 521]. Or as A.N. Morokhovsky writes, it is "a type of paraphrase which aim is to replace rude, obscene and unpleasant phrases with the help of those which are more polite" [2, p. 170]. According to these definitions a euphemism is a stylistic device that makes it possible to avoid different words and phrases by changing them with the help of neutral synonyms that are more suitable for that certain situation. L. P. Krysin writes: "Euphemistic replacement is used because of the intention to avoid communication conflicts and failures and not to make an interlocutor feel communicative discomfort" [3, p. 391].

The notion of a euphemism is quite wide, that is why there are a lot of different classifications of them depending on a thing or phenomenon they replace and moderate:

− euphemisms which are used in order to replace such a notion like "death" (to join the majority, to go the way of all flesh, to pass away, to breathe one's last);

− euphemisms which are used in order to replace some religious notions or names (Heaven, Lord instead of God, or the dickens, old Harry instead of devil);

− euphemisms which are used in the sphere of politics, for example such of them that replace notions describing financial and social status of a person (less fortunate elements instead of the poor or building up of labour reserves instead of unemployment);

− euphemisms which replace names of some professions in order to make their names sound more prestigious (sanitation man instead of garbage collector, or hairstylist, that is used instead of hairdresser; besides a lot of words in the English language have the ending "man", this fact is the reason of disputes among women (especially feminists) nowadays that is why you can see changes of the ending "man" in many words replaced by the ending "person" (chairperson instead of chairman), etc.

V.P. Moskvin distinguishes the following functions of euphemisms in his article "Euphemisms: functions and methods of forming":

− to avoid "certain names of scaring things and phenomena " such as "death" or notions which are connected with diseases leading to death;

− to avoid naming unpleasant or even disgusting phenomena or things;

‒ to replace notions that are thought to be improper, unacceptable for usage in speech in the society during some certain time (such euphemisms are known also as "everyday");

‒ to replace notions which are connected to the rules of etiquette, they have the aim to escape from conflicts or possibility to hurt someone's feelings (for example euphemisms that replace some words describing mental capacity of people or words describing sexual relationships between people);

‒ to use euphemisms in order to make periphrasis of names of less prestigious professions, financial and social status of people and, as it was said earlier, such euphemisms have the aim to escape from conflict or uncomfortable situations for an interlocutor [4, p. 62–64].

If to speak about "political euphemisms" or "euphemistic political metaphors", we need to say that their main aim is to create neutral language. This language should be free from any emotional coloring which can lead to political conflicts not only within a country but also among countries and cause an international conflict. Because of this journalists try to use that stylistic method that is being described in the article and that is able to veil or moderate some information which is thought to be inappropriate. The usage of political euphemisms can be found in any newspaper and one of the examples is the article of the newspaper "USA TODAY".

In the article "After Trump's victory, Putin wants better relations" we can see the example of a euphemism in the title. In this case we can speak about the phrase "better relations" which could have been used in order to replace some emotionally colored notion connected with sanctions and political conflict between two countries. In this article we can find the phrase "to move to gain the upper hand" that is neutral and could have been used in order to replace such verbs as "to dominate" or "to rule". The usage of the phrase "deeply strained relations" can be considered as more suitable, neutral replacement of a notion which can wound feelings of a person from different country (in this case of Russia). Describing the conflict of interests of Russia and the USA on the territory of Ukraine we can read the following words: "Those moves led to international sanctions that prompted Putin to retaliate against foreign companies operating in his country". In this context the verb "to retaliate" can be considered as a euphemism that replaces an emotionally colored verb "to revenge" or "to avange". Later, during the description of the same situation, the author of the article uses a sentence: "Washington has consistently accused Moscow of straying from the truth". In this sentence a euphemism is the phrase "to stray from the truth". The usage of this euphemism shows us the intention of the journalist to avoid a rude and an inappropriate for the language of political correctness verb "to lie".

Modern life changes as well as rules of behavior and polite speech. The examples of the usage of euphemisms in political discourse show how important it is to look for suitable for some certain situation words. As it was noted earlier and confirmed with the help of examples, the euphemisms which were found in that article are directly linked to the intention to avoid the usage of inappropriate, emotionally colored words and phrases that can damage international relations and connection between countries.

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SYLLABIFICATION OF ENGLISH FOR SECOND LANGUAGE LEARNERS

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It is universally known that the way a second (foreign) language speaker sounds is determined by the quality of the sounds he produces, stress in words and in utterances, intonation patterns he uses. What is often paid little attention to is the process of syllabification which, as in case of Russian-speaking learners of English, plays a crucial role not only in forming a strong "Russian" accent, but also hinders oral understanding and quite often … "It is not just the ability to produce an individual segment that determines second language accent. The second language learner must also learn to be able to combine the segments in the sequences demanded by the target language." [1, p. 137]

There is no uniformity among the linguists in what exactly is a syllable as, unlike a phoneme, it appears to be a rather ambiguous concept. According to Dictionary of Phonetics and Phonology syllable is "a fundamental but elusive phonological unit typically consisting of a short sequence of segments, most typically a single vowel or diphthong possibly preceded and/or followed by one or more consonants" [3, p. 345].

Syllable has got a complex structure. The traditional components are the onset and the rhyme. The rhyme is further divided into the nucleus (vowel) and the coda. Thus, **the onset**, **the nucleus**, and **the coda** are three main elements of a syllable. Of the three elements only the nucleus is always obligatory, both the onset and the coda are optional. The nucleus is most often a vowel, though in some cases, as in English *table [te ɪ.b(ə)l]* liquids and nasals are allowed as syllabic nuclei and in certain languages permit other segments to fill the nuclei position.

A syllable that doesn't have a coda and consequently ends in a vowel having the structure (C)V, is called an **open syllable**. One having a coda and therefore ending in a consonant – of the type (C)VC is called a **closed syllable**. The kind of syllable that is predominating in a given language leaves its print on the acoustic features of the respective idiom. Languages differ considerably in the syllable structures that they permit.

S.V. Knyazev defines a syllable as a prosodic unit characterised by certain phonetic and phonological features [6, p. 10]. Traditionally there are distinguished the following universal phonetic characteristics:

1. a syllable acts as an integral articulatory complex produced with its own motor programme;
2. a syllable is a minimal unit with coarticulation rules observed within;
3. a syllable is a minimal sound interval corresponding to a single respiratory movement, or a single opening and closing of the vocal tract, as a single peak of prominence in the soundstream resulting from a combination of stress, pitch, length and intrinsic sonority.

Besides its universal phonetic characteristics the syllable can possess certain phonological characteristics, differing from one language to another:

1. restricted syllabic structure. There are languages that will accept no coda; they only allow a syllable structure of the type CV (open syllables only, e.g. Japanese). Other languages will have codas, but the onset may be obligatory;
2. distributional restriction (consonants are aspirated at the beginning of the word and glottalised at the end of it, that is why we syllabify *a-trocious [tʰ]*, but *At-lantic [t']*);
3. compensatory relations regulating the length of a vowel and the following consonant (e.g. distinguish, *tack* and *tak* in the Sweden language);
4. accent placement depending on the syllable quantitative characteristics (e.g. in Spanish, Polish, etc.) and so on.

S.V. Knyazev suggests classifying languages as "quantum" or "wave" ones depending on the presence or absence of phonological characteristics in their syllabic structure [6, p. 11]. Languages with phonological syllabic characteristics being present and recognised by native speakers have distinct syllable boundaries. Syllable division is realised through the acoustic signal and impressed in the native speaker's mind. Native speakers generally have no difficulty defining the syllable boundary. German languages, including English are rated among "quantum".

"Wave" languages, including Russian, don't possess phonological characteristics, that's why syllable boundaries are neither defined by acoustic signal, nor imprinted in the native speaker's mind. So the very sequence of phonemes can be syllabified differently by different speakers. A "wave" language speaker realize the nuclei of syllables which actually exist in the speech but not syllable boundaries that are not usually registered in fluent speech.

Thus every separate language has its own rules for dividing the words into syllables, so there are different principles that primarily determine syllabification in different languages. There exist though several universal

phonological principles which, applied in different order, determine the syllabification in every language. **The universal principles of syllabification** are the following:

1. Open Syllable Principle states the dominance of the open syllable over the closed one. Open syllable is the basic syllabic, the one people first acquire in infancy when they start to speak. That is why it is often called the core syllable.

2. Maximal Onset Principle: whenever we have a number of consonants between two syllable nuclei, we will group together the maximum number of consonants that form an acceptable onset according to the phonotactics of the respective language and the remaining number of consonants will be included in the coda of the preceding syllable.

3. Phonotactic Constraint commands that only the phoneme combinations occurring in initial position of a word can occur in onsets and respectively the combinations in final position can occur in codas. For example, an English word can have a maximum of three consonants before the first vowel; if three occur, the first must be /s/, the second must be a voiceless plosive /p t k/, and the third must be a liquid or glide /l r w j/.

4. Sonority Sequencing Principle: sonority (or loudness) of segments in a syllable should increase in onset and decrease in coda, the nucleus bearing the peak of sonority.

5. Sonority Dispersion Principle demands that the sonority increases in the onset as abruptly as possible while the sonority in the coda should decrease gradually.

6. Morpheme structure rule makes the syllable boundaries repeat the morpheme boundaries in some cases.

Syllabification in English is determined by certain principles and rules. The basic configuration or template of an English syllable will be therefore $(C)^3 V(C)^5$ – the parentheses marking the optional character of the presence of the consonants in the respective positions.

There is no uniformity among scientists in defining the hierarchy of syllabification principles in English. We have chosen a very comprehensive and straightforward principle of syllabification suggested by J.C. Wells [4]:

1. Subject to certain conditions (No. 3-6), consonants are syllabified with the more strongly stressed of two flanking syllables: *happy /hæp-ɪ/, typing /taɪp-ɪŋ/*. There are distinguished five grades of the "syllable strength":

1) primary word stress;
2) pre-tonic secondary stress;
3) tertiary (post-tonic) stress;
4) unstressed but with full vowel;
5) weak (reduced) vowel.

2. Where adjacent syllables are of equal grade (those involving weak vowels (grade 5), consonants are syllabified with the leftward syllable: *carpeting /kɑp-ɪt-ɪŋ/, purity /pjʊər-ət-ɪ/*.

3. There is a condition on the main principle. In polymorphemic words, consonants belong to the syllable appropriate to the morpheme of which they form a part. This applies only to synchronic, psychologically real morphemes. So you distinguish *highness* (the official address) */haɪn-əs/* and *highness* (the condition of being high) */haɪ-nəs/*.

4. Maximal Onset Principle is applied as much as possible.

5. Consonant clusters should not violate Phonotactic constraint, which means that only clusters established in monosyllables are allowed in onsets and codas: *English /ɪŋ-glɪʃ/*, but *chandler /tʃɑnd-lə/* (/gl/ can stand at the beginning of a word, whereas */dl/* cannot). One must remember that short vowels (except */ ɪ, ə/* are never left open.

6. Affricates (/tr, dr, tʃ, d/) are treated as indivisible, not split between syllables: *catching /kæt-ŋ/, petrol /petr-əl/*.

There has been created a hierarchy of the universal principles of syllabification explaining the Russian syllabification of most native Russian speakers [Knyazev]:

1. Phonotactic constraint: *бег-ство, Эм-ма*;
2. Sonority Sequencing Principle: *кош-ка*;
3. Open Syllable Principle: *ра-сход*;
4. Maximal Onset Principle: *зе-мля*;
5. Sonority Dispersion Principle: *у-тро*;
6. Syllable structure tends to repeat the morpheme structure.

We can compare the difference between the syllabification of the words *economical [ek-ə-nm-k-əl]* or *[iː-kə-nm-k-əl]* and *э-ко-но-ми-ка* which Russian-speaking learners of English tend to pronounce similarly.

To sum up, it is obvious that there exist different leading principles of syllabification in English and Russian. The Russian language being defined as "wave" while English – a "quantum" one explains the difficulty the

Russian learners of English have in correct syllabification of English words. To avoid strong "Russian" accent the Russian learners should be aware of and follow the principles of syllabification of the English language.

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GENERATION GAP IN COMMUNICATION AND LANGUAGE

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Generation gap is to a great degree realized with the help of language: to learn a foreign language properly.

Speaking and understanding are complicated even if you have been brought up in a home rather than in a desert. We might know language very well but can we always express ourselves so that the other person can understand what we are trying to communicate?

Generation gap is presented with the help of language: words, tones, pronunciation habits and even grammatical structures. People who speak the same language may misunderstand each other. Very often we hear complaints like those given below

He doesn't understand!
It's like talking to a brick wall!
I just can't get through to him!
I can't get it into his head!
He misunderstands everything I say!
He always seems to get hold of the wrong end of the stick!
You failed to communicate!

People of 40 usually have different interests, concerns and worries than people of 20. They may also have different ideas on what is valuable and what is right and wrong. These are aspects of the generation gap. People of different generations may even use different words for the same things.

* Think of someone you know from a different generation. Can you think of any words which he or she doesn't know? Do they know the meaning of any words that you don't know?

Wright's checklist for successful communication includes several well known questions:

Can he or she hear me?
Can he or she understand the words?
Is he or she interested?
Can he or she see me?
Does he or she understand the expression on my face and the gestures I am making?
Does he or she understand my behavior? (For example, raising my glass of beer and saying, 'Cheers!')
Does he or she want to look at me?

If the answer to any of the questions above is NO you will probably fail to communicate. (1, p. 4, 9)

An English school student (in Manchester) explained the meaning of the below words to him knowing them helped him to talk to the young.

sound = good 'Last night was really sound'
brill = brilliant, good (Sound and brill are more or less the same in meaning.)
tight = nasty and mean 'He's really tight to his little sister.'
slag off = criticize 'She slagged him off because he was late again'
poser = someone who thinks they look good and wants to show it
weirdo = someone of the same generation who behaves very individually
trendy = daring and fashionable (not just fashionable)
square = someone who is conventional, ordinary and boring
sap = square
dead = very 'He's dead brill. She's dead tight.'

Linguistics, literature, philology

Some of them have become widely used English words example: 'dead' in the meaning of 'very' trendy. Others are not so widely used. But they all came into being in oral conversations of the young and for a certain while distinguished their talking from the talking of other generations.

Conclusion. The above examples prove that generation differences among other things are always presented with the help of language: words, specify tones, some pronunciation habits and even preferences in using grammatical structures. That's why people who speak the same language may misunderstand each other. It's even more so about speakers from different cultures. To learn a foreign language properly means to take into account the generation gap phenomenon seriously.

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THE KNOWLEDGE GAP AND ITS REFLECTION IN LANGUAGE

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Knowledge gap is an important factor in communication. It can dramatically affect our interactions so care should be taken to understand words, specific grammatical structures and even pronunciation habits of speakers in at least the most significant fields of human activities.

The Oxford English Dictionary says that the English word 'communicate' means' to have a common door with'. The common door is first of all, of course , the same language people use when communicating. Thanks to the language they have in common, there is an open door between them.

People who share experiences and interests often develop their own language. This language helps them to communicate better and, at the same time, makes it more difficult for other people to take part.

Here is an extract from the <u>Collins Gem dictionaryof</u> basic Facts on Computers. *Computers are a new technology and a new language has been developed to talk about them. If we simply read these definitions we don't learn very much. Without knowledge and experience the words will remain meaningless (1, p. 10-11)*

For example: *INTELLIGENT TERMINAL* is a terminal which retains a program and allows processing of data to be carried out without further access to the computer.

The Arabic language has many words which refer to the camel. An Eskimo would probably not really understand any of them unless he lived and worked with camels in the desert. On the other hand, the Eskimo has about 12 words for snow and most Arab people would find it difficult to understand these words even if they were explained.

In English there are now over one million words. The average British person knows between 30,000 and 60,000 words. We may speak the same language but we don't necessarily use the same words. If we want to communicate successfully we must share similar experiences as well as the same words.

Conclusion: Nowadays understanding in communication very much depends on the knowledge gap, which can dramatically affect our interactions. Computer field language begins to be increasingly used in all walks of life and is capable of producing a very significant knowledge gap, preventing people from having a common door among them.

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REPRESENTATION OF THE CHARACTERS IN AGATHA CHRISTIE'S NOVELS "AND THEN THEY WERE NONE" AND "MURDER ON THE ORIENT EXPRESS"

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The article deals with peculiarities of characters in the novels "And then they were none"(1939) and "Murder on the Orient Express"(1934) written by Agatha Christie. In her novels the author describes the world of provincial England. Agatha Christie is an expert in the temperaments of people belonging to different nations. Her characters are ordinary people, with their advantages, but more often, disadvantages. The author is mainly interested in the system of views, estimates, mindsets, manners, especially thinking, interests and other social installations of her characters.

The novels "And then they were none" and "Murder on the Orient Express" are considered to be the best works of Agatha Christie. They were filmed many times and translated into many languages around the world. The main author's merit is that she managed to develop extraordinary storylines which still got the readers' attention.

In her novels Agatha Christie describes England – mainly provincial, preserving the traditions of the Victorian era, with a standard set of characters (some owners of estates and castles, retired military, intellectuals – doctors, lawyers, youth) with the standard criminal interests (the struggle for inheritance, jealousy, lust for enrichment) [1, c. 85–86]. It is not the only field of the author's interest, but one of the most characteristic.

G.N. Mikhalskaya also notes that "the world of Christie's novels is a world of provincial England. Her pictures and scenes are very similar to the "sketches of manners". The characters of her books are doctors, lawyers, businessmen, sometimes actors or artists, owners of small estates, and retired military officers, footmen and maids" [2, c. 467]. That is to say, Agatha Christie writes mostly about the middle class of England. Her detective novels are useful for those who are interested in life, habits, lifestyle and behavioral norms of the British, who want to learn the peculiarities of daily life in England of the XXth century.

In her novels Agatha Christie managed to characterize a large part of English society quite critically. Such characters and manners can be found everywhere even today. For example, Anthony Marston is a young man, scorcher, who does not accept any rules. He ran over a couple of kids, because he was driving at a very high speed. Fortunately for him, he got away with it. And what is most important, he perceived it only as a nuisance. He doesn't know what is a feeling of remorse and admission of guilt: "Anthony Marston said in a slow puzzled voice: 'I've just been thinking-John and Lucy Combes. Must have been a couple of kids I ran over near Cambridge. Beastly bad luck. Had my licence endorsed for a year. Beastly nuisance' " [3, p. 59].

There are murders because of love. Here we can make an example of two characters of the novel "And then they were none" – John Macarthur and Vera Claythorne. Having learned that his subordinate was his wife's lover, John Macarthur sent him to a certain death. This feeling of acute jealousy and betrayal was stronger than the moral. John Macarthur knew no one would suspect him that he had deliberately sent the young man to death, because there was a war. People die during the war, and nobody will be surprised by this fact. The situation is a little bit different with Vera Claythorne. She let young Cyril Hamilton swim out to sea and drown so that his uncle, Hugo Hamilton, could inherit his money and marry her. He was just an obstacle that stood in the way of her lover Hugo to the legacy and, consequently, to her happy future with Hugo: "Horrid whiny spoilt little brat! If it weren't for him, Hugo would be rich . . . able to marry the girl he loved" [3, p. 188].

The problem of the relationship between the young and the older generation, the clash of their views and attitude to life is an eternal conflict of mankind. Emily Brent, a woman of advanced age, rebels against the younger generation and shows her contemptuous attitude towards it. She finds the youth disbanded, pampered, without any moral values: "She was sixty-five and she did not approve of lounging. The present generation was shamelessly lax-in their carriage, and in every other way" [3, p. 7]. But Miss Brent herself is a prim, cold-blooded and cruel woman. She dismisses her maid, Beatrice Taylor, as punishment for becoming pregnant out of wedlock. Beatrice then jumps into the river and drowns because of the unbearable feeling of despair.

Agatha Christie draws the reader's attention to the medical negligence that reigns worldwide. In the novel, Dr. Armstrong operated a woman in a drunken state, and then she died on the operating table. The writer points out the carelessness of medical workers, their scorn, dishonesty and inaccuracy in relation to human life. Armstrong also could easily invent a nonexistent disease for his patients. They, in their turn, paid him for this lie and

recommended him other people: "You ought to try Armstrong – quite a young man – but so clever– Pam had been to all sorts of people for years and he put his finger on the trouble at once!" [3, p. 11].

But such incidents happen not only in medicine. William Blore, a police officer, gave false testimony against an innocent man, James Landor, who was sentenced to lifetime imprisonment as a scapegoat. The prisoner could not bear such a fate, and died a year later after a stint in the prison. Again, the human greed for money and richness overrules even those who should protect people.

In the novel "Murder on the Orient Express" Agatha Christie makes an example of a human society of different nationalities who gathered under one roof. There is an Italian chauffeur, an English governess, a Swedish nanny, a French maid, a married couple of Hungarians, and so on. The author describes the characters from different angles, first of all, paying attention on their nationality.

For example, an Englishwoman Miss Debenham is depicted as a cold-blooded and very calm woman, even to some extent emotionless. Christie knows what kind of behavior is typical for Englishwomen and says it through Poirot: "You are very Anglo-Saxon, Mademoiselle. Vous n' é prouvez pas d' é motion" [4, p. 79]. Miss Debenham is an elegant woman, everything in her appearance is thoroughly planned: from the movements to the hairstyle. Christie draws readers' attention to Englishwomen restraint by saying that they are sometimes difficult to understand.

The Colonel Arbuthnot is also an Englishman, and he is described as an impressive and forthright person:" 'I like to see an angry Englishman,' said Poirot. 'They are very amusing. The more emotional they feel, the less command they have of language' " [4, p. 124]. As a true Briton he also has the brevity of speech: "Colonel Arbuthnot, uninterested in what a pack of foreigners called anything, replied with true British brevity" [4, p. 68].

In the novel, we can find a lot of replicas from other characters about the British nation, and to trace their attitude to the British people: "A miserable race, the English - not sympathetic. He sits in the corner, very stiff, reading a book, Then the conductor comes and makes our beds" [4, p. 78]. Sometimes, on the contrary the characters accept the existence of good qualities of the British, for example, that it is impossible to bribe them. There are also stereotypes about England. One of the most common is that Englishmen drink tea in all cases.

Miss Greta Ohlsson is a sensitive, shy, Swedish missionary with a good-natured look. The rest of the characters note her kindness, harmlessness many times and say that she is "a nice simple-minded woman." Other characters even find similarities between her and a sheep. Miss Olson is extremely sensitive, soft, confused and sometimes even pathetic: "She's like a sheep, you know. She gets anxious and bleats" [4, p. 81].

The following is mentioned about Hildegarde Schmidt: "She seemed a placid creature altogether - eminently respectable, perhaps not over-intelligent" [4, p. 82]. She is a German lady's maid to Princess Dragomiroff who appreciates the loyalty and devotion of Hildegarde, noting that today one can find such qualities in people very rarely. Hildegard is also described as a soft, supple and kind girl. The very same the Russian princess Dragomiroff is a fabulously rich woman with an extraordinary character. She is imperious, smart, energetic and insightful. The Russian woman stands out among other by her bright personality, aristocracy and great willpower.

The conductor Pierre Michel, decent and honest Frenchman, is also partially described in the novel as well as a couple of Hungarians the Earl Count and Countess Andrenyi. They are shy, calm, quiet and silent people. But there are much more references about America and American society. More often it is described not from the best side. For example, there is an opinion about the extravagance of Americans: "<…> and Americans, as all the world knows, do not care what they pay" [4, p. 106]. Some characters talk about the impracticality and the sensitivity of American society: "That's the worst of Americans-they're so sentimental and idealistic" [5, p. 69]. Others on the contrary say that they are noble and generous people: "They are very good, the Americans. They give much money to found schools and hospitals. And they are very practical" [4, p. 59].

In the novel, the American woman Miss Hubbard is portrayed as a talkative and rather unremarkable, a bit crazy and funny mother and grandmother, who cannot stop talking. Each passenger on this train knows, whether he wants it or not, all the details of the life of her daughter and herself. The very same Miss Hubbard looks at foreigners with some mistrust and dislike: "There isn't anybody knows a thing on this train. And nobody's trying to do anything. Just a pack of useless foreigners" [4, p. 24].

Thus, in her novels Agatha Christie reveals herself a true expert in the temperaments of people belonging to different nations. One of her artistic device is detailing of the novel's world. Every detail is very important as well as every thing, which helps to disclose the purpose of the novel and the characters' nature better. Through characters' speech and actions, one can understand the attitude of the writer to a particular mentality. She describes some characters with irony, sometimes with humor; she exposes the vices in other characters. The system of views, estimates, mindsets, manners, especially thinking, interests and other social installations distinguish one community from another. Agatha Christie often describes the mode of life, peculiarities of people's appearance, their inner world, and stereotypes about this or that country. All the characters are ordinary people, with

their advantages, but more often, disadvantages, to which Christie refers ambiguously. She ridicules some of them and accepts others good-naturedly. The problems which are described in the novels were current for British society in Agatha Christie's time and they also remain relevant even now. Crimes because of jealousy, medical negligence, imperfection of the judicial process, a lavish lifestyle and problems between two generations are still widespread.

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EDICATION, SOCIAL STUDIES, LAW

UDC: 34

GUARANTEES OF LAW AND PROBLEMS OF SECURITY
IN THE DEMOCRATIC STATE

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The article examines different approaches to the definition of "guarantees of the rule of law". Also the most relevant classification guarantees the rule of law are presented in the article.

The legal concept of "legality" for many decades is the subject of theoretical studies of many legal scholars. Virtually all textbooks and manuals on the theory of state and law are separate chapters on the legality or on the legality and the rule of law.

Despite its complexity and diversity, the rule of law requirements are not carried out automatically, spontaneously. It may be noted that there is no single approach to the phenomenon of the rule of law. None of the legal act does not give its definition, a full and complete explanation of what is meant by these phenomena. To the legal provisions did not remain on paper, in fact, not to be violated, appropriate conditions and a specific set of organizational, ideological, political and legal measures to ensure the implementation, namely the guarantee of the rule of law.

We believe that not only to proclaim the rule of law and its principles, not only to come up with good laws and issue – it is necessary that there were certain guarantee these values, their reality, affordability, efficiency.

The results of long-term experimental studies have shown that the guarantees of legality are commonly understood as the objective and subjective conditions (factors), organizational measures, as well as special (legal) ways and means to ensure the legality of its aggregate mode [1, p. 383].

There exists a view that under the safeguards taken to mean a set of conditions and ways to implement the law freely, enjoy the subjective rights and to fulfill legal obligations.

Traditionally, most scholars divide legal guarantees into two groups: general and special. It was also found that a common safeguards include: economic, political, ideological, social, organizational ones. Among the special guarantees allocate public prosecutor's supervision, justice, control the activity of bodies of power and administration, legal liability, the institution of complaints and appeals of citizens and others. Undoubtedly, general guarantees are necessary, but not the only conditions and measures to ensure the rule of law. Their influence on the legitimacy mediated by special means, to what are proper legal guarantees. Meanwhile also different material, political, legal and moral guarantee of law and order.

At the same time, for the sake of fairness, we note that V.S.Nersesyants classified guarantees based on the aspect of the rule of law, depending on the degree of influence on the process of establishing and implementing legal legitimacy. It follows that the legality of the guarantee is divided into legal and non-legal. For non-legal safeguards are those objectively existing in the society social, economic, political and ideological conditions, attitudes and factors that have a significant, albeit indirect, impact on the entire process of the formation, establishment and implementation of the law. For legal safeguards are the conditions and legal factors that have a direct impact on the process of establishing, strengthening and the real functioning of the legal regime of law and order [2, p. 267].

The foregoing does not mean that the legal guarantees are certain conditions and special tools to ensure accurate and strict observance of the legal requirements established by the ruling authority.

In our opinion, the rule of law must be safeguarded to understand the totality of objective and su6ektivnih conditions and special funds (measures) aimed at ensuring security and (protection of) the regime of law and order.

As already noted, the question of the structure of the legal guarantees has not been solved clearly in legal literature. Some authors define them as certain kinds of legal norms, the other - the activity of state bodies (and in some cases, non-governmental organizations), and others – both. Fourth here include law enforcement and individual legal acts.

It is interesting to note that some authors focus at the development of law system of legal guarantees of legality. Such safeguards include:

a) strengthening the foundations of social and political system, the most important rights and duties of citizens and the principles of the legal system in the country's constitution;

b) compliance with the current legislation norms of the constitution, the rule of law with respect to all other acts of state bodies;

c) high legal technique lawmaking and codification of the law of incorporation, the clarity and accessibility of the regulatory material;

g) for the general prosecutor's centralized law enforcement supervision, the unity of their understanding and application throughout the country;

d) independence of the Court and its submission only to the law, justice as the highest legal guarantee of the rights of citizens under the law and administrative activities;

e) the unconditional right of citizens to appeal, the possibility of applying for protection to the court in case of violation of constitutional civil rights, publicity of legal proceedings;

g) developed legal consciousness of the population, the legal culture of the government apparatus, institutions and organizations, legal awareness of citizens.

Successful and concise classification suggested Suntsova. She binds special (legal) guarantees to their purpose and objective. In his opinion, this kind of guarantees can only exist in a state based on legal principles emanating from the principles of the rule of law the law, separation of powers functions ensure mutual responsibility of the state and the individual. As mentioned above, the legal guarantee of the author shares in the legal and organizational.

Legal guarantees are reflected directly in the very rule of law and, as such, can be considered the requirements for legal norms, the main of which the author considers the degree of compliance with legal norms of public relations. Institutional guarantees are realized in specific forms of legal activities aimed at ensuring the rule of law. They learned include:

1. The activities of the Constitutional Court to ensure the constitutional legality.

2. Ensuring an independent court of justice and the subordination of the law alone.

3. The action of other law enforcement agencies to ensure the inevitability of responsibility and respect for the presumption of innocence, to ensure fairness and justice of punishment.

4. The activities of state bodies and public organizations to ensure the rule of law in the sphere of its activity.

5. Activities for the protection of citizens of their rights by legal means, and the performance of their legal duties [3, p. 56].

In our opinion, one of the most important special-legal guarantees of legality is - improving the legislation as a normative framework of legality. Developed and scientifically based system of normative legal acts led to the Constitution of the Republic of Belarus - an essential prerequisite to the original elements of the law regime.

To the right effectively fulfill its role of the regulator of social relations, the whole system of legislation should be coordinated with the realities of the life of society, to the new, higher requirements in accordance with the purpose of building the rule of law. However, the need for a rapid response to emerging new phenomena, facts and events in the life of society over time leads to disruption of the outer and inner harmony, unity existing system of normative legal acts.

Speaking of high-quality legislation, i mean such features as the consistency, integrity and unity, orderliness and consistency, and consistency of the hierarchical relationship of elements, boundlessness, visibility, stability and dynamism, rational industry structure of the legislation. And it was the quality of the law has a huge impact on the state of the rule of law in the country. Legislation may be deemed to be committed if it has the appropriate level of quality in terms of technical and legal the pretreatment as the entire system is officially published normative acts and individual acts.

It should be recognized that not all laws conform to these requirements, with the publication of new or repeal of outdated regulations are not always complied with the rules of legislative technique. Consequently, in the current legislation there are gaps and inconsistent, not harmonized with each other regulations; in some legal acts are unnecessary repetition is not enough clear, imprecise wording, terms, etc., hampering their proper understanding and application.

Thus, the challenge is to bring the legislation into full conformity with the needs of the progressive development of social and public life, eliminate, existing in the current right gaps and contradictions, a qualitative revision of the legislation.

This task may serve to further systematization of legislation, which aims to bring the regulations in a specific internally coherent system, to reduce their number, release the system from obsolete and inoperative standards, updating legislation. For this purpose such forms of systematization of normative legal acts, as the codification, incorporation, consolidation and systematization mixed with elements of all the previously mentioned forms.

In conclusion, it should be emphasized that guarantees the rule of law - it is a certain set of organizational, economic, political, ideological and other factors and legal measures to ensure compliance with the law, the rights of citizens and the interests of society and the state.

They are complex, are associated with many phenomena and processes of social life, and can only be effective in their totality, in close interweaving of objective and subjective conditions and presuppositions of social life with the special legal and organizational means aimed at ensuring the legitimacy of the regime. Analysing the literature and the documentation, it may be noted that most of the lawyers of legal guarantees are divided into general and specific (legal).

Improvement and strengthening of the legal guarantees of legality is inseparably linked with the development and improvement of law. Completeness and consistency of legislation, its stability, a high level of culture of law-making, legal technique are the necessary conditions for the effectiveness of legal guarantees.

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TYPES OF PSYCHOLOGICAL DEFENSE SPECIFIC FOR ELDERLY PERSONS LIVING IN GERONTOLOGY CENTER

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The research results of various mechanisms of the psychological defense characteristic of elderly people are presented. Peculiarities of accommodation of these people in specialized institutions of stationary type are described. The role of psychological defense in behavioural and emotional spheres of the elderly person is analyzed.

Introduction. The problem of psychological defense is developed well enough and is the subject of F.B. Bassina, Y.V. Vlasova, F.E. Vasilyuk, V.V.Nalchajyan, E.R. Isaeva, E.I. Kirshbaum, A.I. Eremeeva, R.R. Nabiullina, I.V. Tokhtarova., I.M. Nikolskaya, V. A.Stroo, etc. However, concepts based on the consideration of mechanisms of psychological defense in the period of gerontogenesis, their characteristics, connection with the specifics of the place of residence is clearly not enough. In the last decade the term "psychological defense" is often introduced in the context of a variety of both scientific and popular scientific works on medical, social, developmental and educational psychology, neuropsychology, pedagogy, legal psychology [1].

The issue of substantial characteristics of psychological defense is differently resolved by representatives of various schools.At least in the domestic scientific literature, the absence of developed and structured the concept of defense mechanisms is recognized by almost all researchers.

One of the most generalized definitions is given of I. Y. Stoyanova: «psychological defense – an oriented system of adaptive unconscious mental processes aimed at minimizing internal discomfort and anxiety caused by internal and external conflicts, as well as to preserve the integrity of the" I "» [2].It is considered as one of levels of an adaptive and protective complex.

Some authors consider that a psychological defense is a normal by far, widely detectable mechanism; others see the need to distinguish a normal, constantly operating in our daily life defense, which performs a preventive function, and the defense of pathological as an inadequate form of adaptation.

Task formulation. The aim of our study was to identify the types of psychological defense, characteristic of elderly people living in geriatric centre for a long time (over 2 years).

In accordance with the purpose of the research for the study of psychological defense's mechanisms was used questionnaire of Plutchika R. - H. Kellermann - G. Conte (adaptation techniques in the laboratory of Clinical Psychology and Department of psychiatry of The St.PetersburgPsychoneurological Research Institute bearing today the name of V.M. Bekhterev, under the leadership of doctor of professor L. I. Wasserman).

Methods of research. In accordance with the purpose of the study to study the mechanisms of psychological protection used a questionnaire Plutchik R. – H. Kellerman, Conte [3]. To obtain additional information has been organized conversation with each of the participants in the study, including the issues of clarifying.

Results, their discussion and perspectives. The study was conducted on the basis of CO GBSSU GPVI "Volgograd Regional Gerontology Centre". The study involved people aged 66 to 72 years, residing in the inpatient specialized facility. The total sample size was 53 people. The study identified various combinations of types of psychological defenses that are typical of elderly people living in the specialized institution.The most common types of psychological defenses in the group of respondents were: repression, substitution, projection, compensation (Figure)

Such a mechanism of psychological defense as "repression", as it turned out, is used by the elderly people living in the gerontological center, most often. On the basis of the received result in combination with answers of each respondent during the individual conversation, the assumption has been taken out that this mechanism allows the elderly person to exclude the unpleasant, injuring information connected with a situation of change of the residence, placement in a specialized institution from perception and memory. This protection allows to avoid the internal conflict by active switching off from consciousness not of information about the incident as a whole, but only true, however, unacceptable motive of the behavior. So, many respondents who identified this mechanism as the dominant, recalling the causes of own stay in the gerontological centre, during the conversation in detail told about the "undue" relation of their relatives, the behavior of people around, wrong from their point of view, etc. However, the characteristics of own behavior in the described situation were extremely scarce.
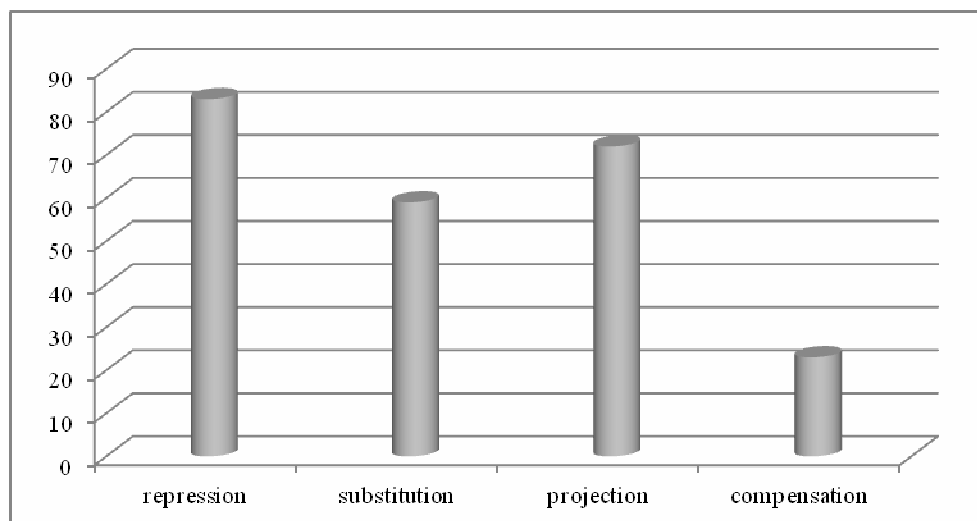
Fig. The frequency of types of psychological defenses (in percentage terms)

One more type ofpsychological defense, which is resorted by the representatives of this contingent of people, such as «projection»,allows to explain unconscious transfer of own unacceptable or unpleasant feelings, motives, desires on the other person – attributing to others their own motives, in which to himself the elderly person can't or doesn't want to admit.It is obvious that projective nature for examinees of advanced age has the following behavior: accusation of others in aggression, malignance, sexual dissoluteness, insolvency, etc.

The most part of sample (59%) has found another mechanism of psychological defense –«substitution».

The substitution can be traced in the responses and emotional reactionsin case of a conversation about various situations of interaction with the medical staff of the institution, with other residents of the gerontological centre, when on the basis of dissatisfaction with the current state, there have been unjustified accusations against others.The discontent with «gray weekdays» (the expression of one of the respondents) and also, in the opinion of the elderly, the lack of adequate household attributes etc. were forwarded on the other people directly.

«Compensation» as a psychological mechanism has a place for those elderly people, who are most actively engaged in the creative amateur clubs (this fact has also been identified with the help of additional questions).A relatively small part of the total surveyed sample size attends choral singing, and some – art therapy group in this institution.It is among these persons the compensation mechanism was detected as pronounced in comparison with other psychological defenses.

Conclusion.The views on the importance and the role of psychological defense mechanisms in the scientific literature are not unambiguous, however on the basis of the obtained data it is possible to conclude that as the most   "convenient" material within possible psycho-correctional work can be identified such psychological defense mechanisms as a «substitution»(if it is reoriented and is approximate to «sublimation»), and in particular, «compensation» as the orientation of the elderly to study new activities, creative development, the emergence of a new hobby and all forms of creativity.

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FORMS OF INSTITUTIONALIZATION CONTROL FOR LEGAL ACTION

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The author considers forms of institutionalization control for legal action.Stand out features intersystem control.Classification of public control of the judicial activitiesare made.

Under modern conditions of Belarusian statehood development a special model of interaction between the state and civil societyis formed, which is based on the principles of effectiveness and accountability to the society. Today the most important principle and governance style is the so-called "transparency" or transparency of phenomena and processes occurring in society and the state. According to V.N. Bibilo's just remark, civil society is a society that has access to the public authorities [1, p. 33]. Despite the fact that the judiciary is historically strongly attached by traditionalism, transparency is very important to it because public confidence in the court depends on it, and therefore the legitimacy of the judiciary as a whole.

The transparency of the judicial authority can be ensured in various ways, including monitoring the usage of intra methods (by the judicial community), and control from the outside (public control).

Intra-control is expressed in the system of control measures or activities carried out by the court represented by the court chairman, judges and other court personnel, to promote the strengthening of the courtauthority, the formation of public confidence in the judiciary and to maintain a positive image of the court.

Intra-control judicial activities in the Republic of Belarus can be expressed in the following events:

– the formulationof organizational recommendations by the higher courts to lower courts. For example, March 30, 2016 the Presidium of the Supreme Court of the Republic of Belarus adopted a resolution number 1 "On measures to improve the organization of the courts of general jurisdiction" in Sec. 6. It says that courts must take exhaustive measures to correct judicial errors before judicial decision effectiveness;

– the organization of the inspections of the lower courts by the higher courts in order to provide practical assistance to the courts and spreading good experience;

– the establishment of ethical conduct rules in relation to judges and other court staff.

Social control can be described as a complex activity of civil society institutions and individuals to ensure legality and respect for the public interest in the activity of state bodies in the various spheres of public life (economic, social, cultural, legal, law enforcement) by implementing society resources.

Some distinctive features of public control in the Republic of Belarus, in contrast to the state (intersystem) control, are its:

– socialandlegalnature;

– independence from the institutions of state power and administration;

– control access for all comers;

– publicity, that is monitoring for and on behalf of the society;

– irregularbasis(asnecessary);

– low degree of legislative regulation on the forms, terms, conditions and procedures for its implementation;

– mainly recommendatory decisions taken by entities of public control.

Classification of public control of the judicial activities can be available on various grounds: on the grounds and a source of initiation, on the subject composition, on time of occurrence, on the duration of exercise, on the nature of the powers of public control entities, etc. However, the greatest interest is attracted by the classification of social control, depending on the shape of its institutionalization, which implies the review and analysis of its systemic signs: the form of expression and the status of the control subjects. So, on this basis it is possible to single out external, internal and mixed (hybrid) public control.

External control over the court and other law machineryactivities is the most extensive in content and is characterized by the greatest variety of implementation forms. External control is carried out on an occasional basis (as necessary) by independent entities (citizens, associations, organizations and other entities), whose activities are not directly related to the implementation of the judiciary in the state and functioning of the judicial system.

One form of the external public control over judicial activities is the organization that is maintained by the court of so-called "feedback" with the population that is carried out through the use of information and communication technologies in the form of, for example, the system of electronic applications to the court, involving the definition of a uniform procedure for electronic applications with notifications of receiving target circulation or publication of its decisions by the courts, the collecting of a databank of judgments thanks to

which the judgment acquires the status of a kind of regulator of social relations. In many foreign countries on the websites of the courts, there are so-called "collection of jurisprudence", which houses all the decisions made by the relevant court.

Internal control over the judicial activities is carried out, as a rule, on a permanent basis at regular intervals and is associated with people's controlling activity, directly or indirectly involved in the judicial activities and the administration of justice.

Objectively the internal control over the judicial activities is carried out by the bodies of the judicial community, as in addition to professional judges other persons maybe included as a part of these bodies. It is very important that the relevant section appeared in the Code of the Republic of Belarus on judicial system and status of judges. V.N. Bibilo points out that "the fact of the functioning of the judicial community itself testifies to the democratic changes in the society, judges themselves are involved in the consolidation of the organizational and legal guarantees of the judiciary" [3]. Thus, according to the legislation of the Republic of Belarus the qualification board of judges can included scientists - lawyers, and other experts in the field of law, the powers of which include: conducting regular or special judge certification; examining applications for a candidate for a judge, the decisions to open disciplinary proceedings; decisions on demission of judges; the implementation of assizes to lower courts for the study of cases that are carried out by the judges, who will have qualifying evaluation, to monitor compliance with culture of justice, to analyze complaints of non-procedural nature, to carry out work checkups of recommendations given by qualification board of judges according to the results of certification, judge abidance of professional ethics, and others. [4].

It seems that one of the forms of internal control over judicial activities should be monitoring of judges themselves public opinion and court employees' opinion in the planning and organization of the judicial activity, as well as to enhance democracy and improve the process of judicial control [6, p. 99].

Mixed (hybrid) control over the judicial activity combines the features of both external and internal control.

Hybrid forms of social control may include conducting assizes, because there are signs of both external (presence of citizens - employees of any company, institution, students of schools, universities, etc.), and internal (control of judges themselves during the hearing in the educational and preventive purposes) control.

The hybrid controls of judicial activity are the international, supranational bodies and agencies, as well as non-governmental organizations set up and functioning, as a rule, within the framework of intergovernmental structures. Thus, the Council of Europe has created various organizations promoting the development of common democratic principles vested in the European Convention on Human Rights. In the sphere of judicial activities such organizations include the Consultative Council of European Judges, the Commission on the Efficiency of Justice,the Consultative Council of European Prosecutors, that are more or less involved in the processes of control mechanisms that occur in the administration of justice. Thus, the Consultative Council of European Judges consists of judges and promotes the ideas of independence, supremacy and legitimacy of the judiciary through meetings and adoption of appropriate conclusions.

Thus, in order to optimize the implementation of public control over the judicial activities in the Republic of Belarus, it is reasonable:
  − to continue the practice of public control over the judicial activities;
  − toexpand the forms of citizen participation in the administration of justice on the legislative level;
  − tocreate a database of judgments and judicial practices;
  − toexpand the practice of the "feedback" of the court with the public;
  − to monitor public opinion of judges themselves and court employees in the planning and organization of the judicial activity.

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GENDER DIFFERENCES IN MOTIVATION OF PARENTHOOD

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This article presents a study of the motives of parenthood and gender difference in motivation of parenting. Motives of parenthood cause heated debates among researchers. Today reproductive attitudes and reproductive behavior of the individual are the most analyzed in the psychological literature.

Introduction. Recently, scientific interest in family studying has significantly increased in various fields of knowledge, both in theory and practice. In fact, the family is now a field of multidisciplinary research. The interest is related to the role of the family that it has in the formation and development of an individual and, therefore, the present and the future of society as a whole.

Parenting is a socio-psychological phenomenon, which consists of emotive and estimated knowledge, attitudes and beliefs about oneself as a parent, realized in all the aspects of the behavioral component of parenthood. Parenthood inherently includes both spouses who have decided to start a family and, of course, a child [3].

Maternity and paternity (parenting) is the basic purpose of life, an important condition and a significant social and psychological function of a person. The quality of these manifestations, their socio-psychological and pedagogical implications are of paramount importance. The nature of parenthood affects the quality of the offspring; it provides personal happiness. It can be argued that the future of the society is the current state of parenthood.

The study of what motivates a person to become a parent is undoubtedly engaging. What motives are responsible for decision to become a father and mother? There is no definite scientific answer to this question, but only vague assumptions. More attention is paid to the topic of motherhood and fatherhood separately, but less to parenthood as a whole. There is not much attention to the issue of gender differences in motivation of parenthood.

Since the issue of gender differences in motivation of parenthood is poorly studied, the following hypothesis of our research has been chosen: there are gender differences in the motives of becoming parents.

The problem is particularly acute because of the ambiguity of understanding of this phenomenon in the contemporary psychological literature. Comparative historical data strongly suggest that the modern everyday views on this issue are not universal, therefore, parenthood, as we understand it today, is a product of a long and very controversial historical development.

Main part. The analysis of psychological literature has shown that the system of factors that determine the formation of parenthood, have not been specified yet. As a rule, theoretical and practical aspects of research in the field of family concern certain aspects that do not affect the formation of a person as a parent.

The most described in the literature are causal and functional dependence of reproductive attitudes and reproductive behavior of an individual (A.I. Antonov, 1973; V. Boyko, 1981; V.A. Borisov, 1976; A.I. Kuzmin, 1997; L.I .Savinov, 1996, etc.). And researchers often point out that there is a factor depending on the parental family. They study the similarity of the various dynamic parameters of the functioning of one's own and the parent family, "parental family has a powerful influence on the choice of career and spouse" (N. Peseshkian). E. Byrne notes that decisions involve unconscious attitudes inherited in childhood by parents. R. Skinner and D. Kliiz mentioned the similarities in the choice of a spouse of the family, which operates similarly to one's own and has approximately the same set of problems [1].

In Russian-speaking psychology parenthood is considered from the point of view of a gender perspective. K.N. Belogay studied gender differences in the structure of the parental relationship. She was able to identify differences in the needs and motives, behavioral and functional areas of maternity and paternity. For example, in her study it was found that the main motives for fathers were the motives of self-change and motives of maternity were the motives associated with the development of relations with a partner. In addition, women were significantly more likely than men to see a child as a sense of their lives. There are also differences in parental behavior of mothers and fathers. Mothers spend much more time with their child than fathers. Attitudes on interaction of mothers and fathers significantly differ: mothers increasingly encourage verbal manifestation of the child, and fathers are more focused on the promotion of the activity of their children. The parents are different in the functional purpose of motherhood and fatherhood: mothers are attributed by the function of love and care, while fathers - protection and education [2].

For more detailed research, we studied motivation of parenthood of students of Polotsk State University, 100 (70 females and 30 – males) students of different faculties and specialties participated in the survey. The students were 18–28 years old.

The students were asked to read a list of motives of parenthood, they were asked to choose 5 of the proposed 10 motives, which in their view were the most popular motives for parenthood by the majority of people. Then the students were asked to rank the chosen motives.

Students who participated in the study did not have their own children, which allowed measuring their potential concepts of parenthood. The statements in the questionnaire were formulated in a special way. They were presented in a disguised form; it was used to avoid socially desirable responses in order to prevent falsification of the results.

We created the questionnaire for our research on the basis of the materials presented in the books of N.N. Posysoev and R.V. Ovcharova [4, 5]. In our opinion, the above mentioned authors had the most complete information about the motives of parenthood.

We chose the following motives of parenthood: "a child from a loved partner", "procreation", "a public approval", "a protest", "desire to have a change in one's life", "to save the relationship with a loved partner", "self affirmation", "a conscious desire to have a child", "to preserve one's health", "a rejection of a past life".

We used U-Mann-Whitney criterion for the processing of the empirical data. We found that a correlation coefficient was significant ($p < 0.05$) for two motives: "procreation" and "an public approval" as for the remaining eight motives: "a child from a loved partner", "procreation", "a public approval", "a protest", "desire to have a change in one's life", "to save the relationship with a loved partner", "self affirmation", "a conscious desire to have a child", "to preserve one's health", "a rejection of a past life" the correlation coefficient was not significant.

The highest correlation significance ($p < 0.05$) was found in the motive of procreation. This motive is a human desire to leave behind a legacy, to pass to someone his life's work, and the idea that the child will be able to fulfill the case that the parent does not have time to do. This motive was more characteristic for females; this could indicate a stronger need of women in procreation than men. The findings were non-typical, and, somehow, contrary to common sense. So, we can assume that these findings contradict an existing stereotype that there is an obsessive desire of men to continue their family name, it turns out that women are not just interested in it, but also need it more than men.

The second important significant correlation coefficient ($p < 0.05$) is the motive of public approval. Parents use this motive when they want to have a baby for the sake of conformity to social expectations; they believe that marriage "is necessary to have children." This motive is also most frequent in women, suggesting that women compared to men need more social approval. We can assume that men give less importance to the issue of social evaluation.

The fact that the remaining motives of parenthood do not have correlation significance ($p > 0.05$), is also an important result in the study. This suggests that women and men equally apply to such motives as "a child from a loved partner", "procreation", "a public approval", "a protest", "desire to have a change in one's life", "to save the relationship with a loved partner", "self affirmation", "a conscious desire to have a child", "to preserve one's health", "a rejection of a past life".

Conclusion. However, many challenges remain. For example, the question arises, what sources are of gender differences concerning the described motives. Perhaps it was formed under the influence of any external conditions or the result of external influences.

These issues require further research of parenthood motives. It again confirms the diversity of this problem.

The transition to parenthood begins with a desire to have children. In order to manifest this desire a parent's position should be formed. A parent position is considered to be a function of two variables - a social role and self-consciousness [5]. Its formation is influenced by naive, but clearly perceived notions about the role of the parent due to changes in the consciousness of the individual. In many ways the content of such representations is influenced by patterns of parent-child and family relationships. A mature parental position is composed of a number of components: cognitive, emotional, and behavioral. A parental position is mature when there are all components in it.

An important criterion for the formation of the productivity of the parent position is the presence of a mature motivation of a child's birth. Therefore it is extremely important to pay more attention to the formation of the parent position of young people, the potential parents.

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SPOUSAL VIOLENCE: WHO IS A VICTIM

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Spousal violence is a widespread phenomenon in today's society. But one always pays attention only to female victims.The author tries to show that this is a narrow approach. The paper attempts to show that men can also be victims of spousal violence.

Socio-cultural stereotypes are the main factor in the proliferation of domestic violence. People believe that family violence is a problem inside of the family. Law enforcement agencies and other organizations should not interfere in this problem. Feminist theory has the opposite point of view. Its proponents believe that domestic violence must be viewed as a problem for the state. The power is in the hands of men, men dominate in all spheres. This is the main reason of domestic violence.

Spousal violence is manifested in various forms of physical, sexual, and emotional violence.

The common types of spousal violence are:

– physical violence, including threats of physical violence and injuries resulting from the threat;

– sexual violence, including sexual harassment and rape;

– emotional abuse, including being shouted at, insulted, put down, and restricted from visiting family and friends [1];

– economic abuse, including taking and controlling a victim's paycheck, harassing the victim at work, cancelling insurance or credit cards without the victim's knowledge, jeopardizing the victim's housing, preventing the victim from pursuing education, working or transportation[2].

In national studies of domestic violence feminist theory plays a dominant role. The study of victims of spousal violence based on the gender principle - only women are victims of violence [3–5]. The terms "gender-based violence" and "violence against women" are often used interchangeably. Technically, the term "gender-based violence" refers to violence directed against a person because of his or her gender and expectations of his or her role in a society or culture. But most often it is used when describing violence against women because women are far more likely than men to experience discrimination or abuse. O.E.Chorstvaja notes that the crucial feature of domestic violence is that it is gender-based [6]. M.A.Butaeva believes that domestic violence is a serious factor of discrimination against women [7].

In foreign studies many authors also write that the victims of spousal violence are only women. Often such spousal violence is perpetrated against women by men [8]. Scientists from Nepal presented the results of a study on the prevalence of women's experience of spousal violence and its connection with the emancipation of women. This research showed that 28 percent of studied married women had experienced physical or sexual violence committed by their spouses during their lifetime. Among these women, 14 percent experienced physical violence, 5 percent experienced only sexual violence, and 9 percent experienced both physical and sexual violence in their lives. The experience of spousal violence – physical violence, sexual violence, both physical and sexual violence, and either physical or sexual violence – differs according to women's age, caste/ethnicity, wealth status, ecological zone, development region, and number of her children. The time of experience of physical violence only and of both physical and sexual spousal violence was greater for older women than for younger women. 35 percent of women at the age of 45–49 experienced physical or sexual violence in their lifetime, compared with just 21 percent of women age 15–19. Women with more than four children were more likely to face either sexual or physical violence than women with three or fewer living children or with no children at all [9].

These authors believe that that female violence may be a reflection of male attacks to which women respond in self-defense or retaliation.

In our opinion, the study of spousal violence from the perspective of "man is an aggressor, a woman is a victim" – a limited view of the problem. Men may also be victims of spousal violence. We must pay attention to women's spousal violence.

In the Republic of Belarus there are no comprehensive researches of female spousal violence. In the Russian Federation in the recent years some scientists have begun to pay attention to this problem (E.A.Braytseva, A.V.Lysova). Foreign researchers are interested in this problem in the 70-s of the 20th century. Then S.Staynmetts introduced a new term "battered husband syndrome" to emphasize the importance of the problem of physical violence against men in the family.

Now there are dozens of solid scientific studies that reveal a different picture of family violence than what we usually see in the media. So, Murray Straus notes that three mutuality types need to be considered when

assessing this phenomenon: Male-Only Violent, Female-Only Violent, and Both-Violent. Studies have found that the most prevalent pattern is mutual violence, and that female-only violence is as prevalent as, or more prevalent than, male-only violence. This is true even for severe partner violence such kicking, attacks with objects, choking [10]. Other studies have shown that although partner violence behavior patterns are similar with both genders, only consequences differ. Women are much more likely to be physically injured by men than men are to be physically harmed by women [11].

Women usually initiate spousal abuse. That means they hit first, and women hit more frequently, as well as using weapons three times more often than men. This combination of violent acts means that efforts to find solutions to the family violence problem need to include appropriate focus on female perpetrators. We need to recognize that women are violent.

For both men and women, the most commonly reported motivations for use of violence are coercion, anger, and punishing misbehavior by their partner. Kernsmith studied a sample of clients of women charged with in partner violence and found that the main motivations rather than self-defense were anger and coercion, to "discipline partner" and to "exert power" [10].

Although in the Republic of Belarus females outnumber males as victims of the most severe partner violence, female perpetration of severe violence is not a rare occurrence.For example, in Haradok (Vitsebsk region) husband and wife were having a birthday party with their friends. After the party the guests went home. When all the guests had left, the man made her a remark about her cooked dishes. The angry woman hit hard his head with a stool. The man lost his consciousness [12]. In Voranava district of Hrodna region a wife broke three bottles of vodka on her spouse's head. Then she kicked him. The quarrel occurred because of her being jealous. The husband and the wife were drinking alcohol [13].

In those cases women did not act in such a way in self-defense or in retaliation. They are aggressors.

So, violence against partner is something women do at least as often as men. There are also some misleading statistics about family violence. First, men do not usually report about their violent wives to police, because they have too much pride to do that. Second, women are the ones who are encouraged to report the spousal violence by countless media reminders. The media always portray the woman to be a victim and the male to be the perpetrator. Men may not report when women injure them, but the dead bodies of the men and children who are the victims of violent women are usually reported.

Thus, the available evidence clearly indicates that there are many similarities in spousal violence perpetrated by men and women. Major and credible studies suggest that women perpetrate physical attacks on male partners at the same or higher rates as men attack female partners and that motives for spousal violence are generally parallel for men and women. But male violence is substantially more likely to result in injury or death, and is more fear provoking. Violence against women, whether perpetrated by husbands or others, and whether it happens inside or outside the home, undermines women's health and well-being. It can also have far-reaching and long-term consequences for the women's children and for society. But do not forget that their husbands also suffer from domestic violence. We must recognize that this problem also exists. Law enforcement agencies and other concerned organizations should work with male victims. This type of violence has the highest latency.

<div align="center">REFERENCES</div>

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PSYCHOLOGICAL TRAINING AS AN EFFECTIVE METHOD
OF INCREASING YOUTH AWARENESS ON THE ISSUE OF DOMESTIC VIOLENCE

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The statistics related to domestic violence is arbitrary. It's all happening within the family, and if people do not go anywhere, these cases are not recorded. A serious problem in Belarus is the prevention of violence against children. It is important to form public opinion against the use of violent methods of raising children. Physical punishment is a lesson of violence to a child. Cruelty to children is not only harmful to the physical and mental health of the child or adolescent, but also has heavy social consequences.

Introduction. In the last 20 years the United Nations has been assisting and insisting on adopting laws on domestic violence practically worldwide. A number of documents which our country has signed obliges that such legal acts existed. First of all, it is the Convention on liquidation of all forms of discrimination against women.

143 countries in the world adopted laws on prevention of domestic violence. Among them and the CIS countries are Kyrgyzstan and Kazakhstan. The result of adoption of the law was reducing for 40% number of crimes in the sphere of domestic violence [4].

The international commitments of Belarus on the prevention of domestic violence are reflected in numerous national legislative acts and normative documents. The law of Republic of Belarus No. 122-3 of 04.01.2014 "On the basic activities aimed at offences prevention" is the unique regulation which contains a package of measures of preventive nature, directed to the prevention of violence in a family. The Prevention Law includes some innovation that directly regulate the prevention of domestic violence.

Experts of different levels talk about the need of development in Belarus of the specialized Law on counteraction to domestic violence long ago. Regulations of the Criminal code of Republic of Belarus about administrative offenses are directed not to the prevention and to liquidation of consequences of the incident and begin to act after the fact of violence. The Belarusian state has no right to interfere with private life, in the prevention stage.

Main part. Interest of a research on students' awareness of domestic violence is that young people are future parents and distribution of information on ill treatment in a family and about causes of family abuse can promote reduction of the spread of the wrong models of education and number of cases of violence in general.

Domestic violence is often regarded as a pattern of behavior which involves violence or other abuse by one person against another in a domestic setting.

In our research we relied on the concept of domestic violence provided in the Law "On the basic activities aimed at offences prevention".

Domestic violence is the intentional actions of physical, psychological, sexual nature of a family member in relation to other family member violating his/her rights, freedom, legitimate interests and causing him/her physical and (or) mental sufferings [5].

As a rule, violence in a family has the following features:

− If physical abuse has already taken place, then frequency of its repetition and degree of cruelty will increase;

− Violence and offensive behavior alternate with promises to change and apologies brought by an offender;

− In attempt to suspend relations escalation of danger to the victim is observed;

− Domestic violence happens in any layers and categories of the population, despite of class, racial, cultural, religious, social and economic aspects [1].

A lot of contemporary theories try to reveal the causes provoking domestic violence. Generally all of them reflect professional beliefs of this or that researcher. The sociological model refers to influence of sociocultural factors (i.e. to the stereotype of the family relations acquired in the childhood and accepted in this social group), to the housing and material conditions generating a chronic psychological stress and post-traumatic frustration. From the psychiatric, medical point of view ill treatment and neglect of child is a consequence of pathological changes in mentality of parents, degradations, alcoholization. Social and psychological approach explains violence manifestation because of personal life experience of parents, their "injured" childhood [3].

Nothing is more damaging to the child than being in any kind of abusive relationship; it creates the situation unsuitable for life. Some parents believe possible "to break", "enhance" the child by means of an emotional deprivation, a psychological manipulation, humiliation in order to bring the child properly [2].

A history of family violence is one of the greatest predictors of juvenile delinquency. The rate of partner abuse was 100% higher for men who observed domestic violence in their childhood than for men who came from families without violence. Children and adolescents in families in which domestic violence has occurred are 6–15 times more likely to be abused than those who are not [2]. Negative consequences for those who were exposed to sexual abuse in their childhood could be: depression; inadequate sexual behavior and problems in sexual contacts; post-traumatic stressful frustration (periodically repeating nightmares, and also persuasive, not giving in to the control "flashes" of memoirs which can be caused, for example, by smells, sounds determined by events and so forth); the self-destroying behavior (abuse of alcohol or drugs, a mutilation, suicide attempts); condition of "supervigilance" or, on the contrary, imaginary helplessness before possible danger; inability to adjust and maintain close relations; violation of physical development; psychosomatic diseases: obesity or, on the contrary, the sharp loss of weight caused by lack of appetite; psychological diseases: tic, stutter, enuresis; decrease in a self-assessment; violation of intellectual development.

We created a program of trainings. The aim of the trainings was to increase awareness of the students on the issue of domestic violence.

For carrying out our research we chose students of the Polotsk State University, we divided them into two groups: experimental and control.

We took experimental and control groups to estimate efficiency of the trainings. 35 students participated in our research.

Before the trainings we conducted a survey in experimental and control groups, we used a questionnaire. In the questionnaire there were several options of the same question to save validity and reliability besides the questions in our questionnaire covered completely all the aspects of the issue.

The questionnaire contained questions of frequency and forms of punishment which parents applied towards the students in their childhood, there were also questions of those actions which the students thought to be "violence" in relation to the child, and about forms of upbringing which the students could select as "accepted" in case of parenting the children.

The trainings in the experimental group included games and tasks on different aspects of domestic violence: its concept, types, the reasons and consequences of violent acts concerning children.

The students from of the experimental and control group were offered to select those forms of upbringing which, in their opinion, were acceptable to use with their own future of children (See Figure).

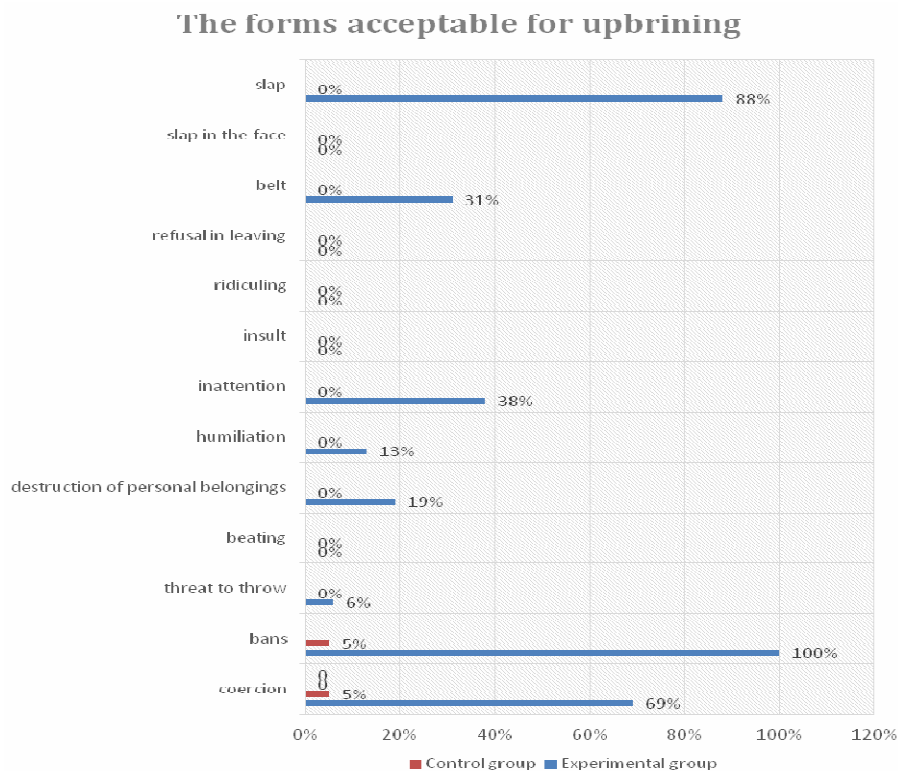**The forms acceptable for upbrining**

Fig. Comparison of results of experimental group after the trainings and repeated survey of the control group about acceptable forms of upbringing of their own children

Thus, the fact that most of the students of the experimental group after the trainings refused a possibility of using abusive educational acts in relation to the child was very encouraging. The students of the control group who did not take part in the trainings showed almost the same result.

Conclusion. Combating violence against children is complicated by a number of circumstances. One of them is the fact that the majority of abusive cases against children in a family for various reasons don't reach militia and social workers. Parents give up testimonies, besides, social responsibility of neighbors, relatives – all those who can see or hear abuse against the child, is very low. And children consider that any family is better than a shelter, and also they are afraid to lose love of unmerciful parents [1].

It should be acknowledged that gender inequality is the main root cause of domestic violence, especially against women and children.

Undoubtedly psychological trainings can contribute much in prevention of domestic violence by means of increasing awareness of young people; it can bring the essential help in the prevention of domestic violence against children.

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UDC 342.2

THE REFORM OF LOCAL GOVERNMENT IN THE REPUBLIC OF BELARUS

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The article examines the proposal of reforming of the local government system in the Republic of Belarus on the basis of some changes in legislation and experience of foreign countries. Particular attention is paid to the administrative-territorial reorganization as an economic basis for the reform.

The concept of local self-government in Belarus originates from the time of granting Magdeburg right for our cities, the first of which was Vilna, where the city began to control the popularly elected magistrate and Voight [4]. Since then, the local government in the Belarusian lands has passed a long way in its development, but in the present Belarusian realities it needs some further improvement.

In considering the question of reforming the system of local self-government in the Republic of Belarus the question about system of administrative-territorial unit should also be consider, as it determines the current three-tier system of local councils of deputies and executive committees which exercise their power in the primary, basic and regional levels. Equally problematic is the lack of independence of the existing administrative units, as well as the absence of a clear division of powers between local and central authorities, often abused than the last. That is why we need a comprehensive approach to the reform of local government.

It should be noted that in our country a proposal to revise the existing administrative-territorial division has been unsuccessfully discussed for several years. According to this proposal it is planned to abandon the division into regions (as too cumbersome), and replace it with a more rational division of 18 - 19 districts, which would meet the following requirements:
  − The time required to reach the district center – in the range of 1.5–2 hours;
  − The radius of the attraction zones – 60–100 km;
  − County area – 7–15 thousand km2;
  − Number of people – 200–900 thousand people (excluding Minsk).

Also, it's equally important that each formed administrative unit should have a relative economic autonomy, which cause by the need to develop the appropriate budget, to mobilize funds sufficient to ensure the population's needs, as well as for further strengthening of local government. To address this issue are invited to make reorganization of our territory, in accordance with the structure and location of industrial complexes and individual companies [2, c. 32].

Thus, the implementation of this proposal will contribute to more effective implementation of the management of territories, as well as will reduce budget expenditures for the maintenance of the administrative apparatus due to the abolition of regional councils of deputies and executive committees and the reorganization of the relevant authorities of the primary and basic levels with the transition to a two-tier structure (district and republican), which will form the basis of the economic autonomy of local government in the districts because at the moment there is just the opposite picture. Thus, nowadays according to the Ministry of Economy of the Republic of Belarus there are 118 districts, 115 of them are subsidized, 53 of them receive subsidies in the amount exceeding 50% of the revenue side [1].

Following the reform of the administrative-territorial structure will follow and reform of local government in the implementation of which at the moment there are some difficulties.

For a more detailed assessment of all problematical moments its consideration should begin from the very beginning – from the legislative definition. Thus, according to the Article 117 of the Constitution of our state, powers of local government and self-government are realized by citizens through local councils of deputies, executive and administrative bodies, as well as by means of other forms of direct participation of citizens in government and public affairs. [3] From this position should be that citizens residing in the respective territory have the right to decide the social, economic and political issues of local importance. However, Article 1 «About local government and self-government in the Republic of Belarus» clarifying provisions of the Constitution contains a clause about priority of national interests that should be taking into account while making decisions, which to some extent in conflict with the provisions of the Basic Law, and lays the foundation for further penetration of the element of state influence in the sphere of competence of local authorities [7].

Further, it should be noted that if previously the executive committees have executive bodies of the Soviets at the present time as a result of local government reform 1994-1995 they have to obey the government (on issues ascribed to its competence) and the President, which largely affects the structure and membership of the [7]. From this we can conclude that the authorities carried out at the local level, a clear inherent duality, are contrary to the concept of local self-government.

That is why, given the proposed version of the transition from a three-tier to two-tier system of territorial system with the release of the district and national levels, the rational in the organization of local self-government and the division of powers between state and local authorities represented the experience of Poland – a country that has common with Belarus socialist past, a similar area and similar mono-ethnic composition of the population. So, in Poland Sejmik is the representative body of the local government elected directly by the population of its territory. In turn, Sejmik generates Rada – the executive body, accountable to it in their activities, which, apparently, provides complete independence from the provinces of the central government in dealing with the major issues of local significance [2, с. 34].

On the issue of the distribution of competence, we can resort to the experience of Sweden, where the state government sets aside questions of foreign policy and defense, law enforcement and national security, macroeconomics, higher education, social security, housing policy, the main transportation routes, labor and employment. In the same resolution the communes are given environmental issues, the formation and control of the rescue services, health care and schooling, social security and social protection, urban transport and a wide range of public services [5, с. 14-15].

No less interesting is the experience of the Czech Republic, especially in the matter of organization and conduct of elections, where the right to submit their nominations by representatives of various parties, which represented complete freedom in the election campaign (agitation, meetings with voters, and others.), as well as complete independence in the selection of their funding sources. The procedure for counting of votes is also noteworthy because be present at the same time citizens have the right and in unlimited quantities, and party members, and representatives of the media, which provides full transparency of procedure and eliminates the possibility of electoral fraud [6].

Regarding the financial and economic side of the issues we need to turn to the experience of Estonia, where the basis for their decision two complementary principles: the principle of horizontal alignment income (they made a territory with a large income to the state budget have higher level of tax deductions in order to cover its expenditure side), and the principle of rationing costs (the earmarked funding from the state budget «backward» areas due to tax deductions paid more «developed» areas) [8, с. 41-43].

Summarizing all the above, I would like to say that despite the fact that the current government in our country is implemented inefficiently the population of Belarus has historically not accustomed to self-government and the responsibility which it invariably entails, yet a comprehensive approach to solving this problem by means of the reform of administrative and territorial structure and then making a number of changes in the legislation of the Republic of Belarus will be able to move closer to its main objective – the building of a democratic and social state of law.

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TEACHING LISTENING SKILLS: AN OVERVIEW OF THE PROBLEM

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The article is devoted to the problem of teaching listening skills. The main stages of listening are described; the factors that cause problems while listening are analyzed; the difference between the two main listening strategies is described.

Listening is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Listening plays a vital role especially in learning a language for communicative purpose, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax.Comprehension of messages conveyed can be based solely on tone of the voice, pitch and accent; and it is only possible when we listen. Without appropriate understanding of the input, learning simply cannot get any improvement [3].

Besides, listening is a complex process due to its double psychological and social nature: on the one hand, it is a psychological phenomenon, which takes place on a cognitive level inside people's heads; on the other hand, it is a social phenomenon, which develops interactively between people and the environment surrounding them. Beinga complex process, listening needs to be understood in order to be taught, and subsequently, evaluated before integrating with phonological aspects and with the skill of speaking.

A number of studies,conducted regarding the language skills acquisition, has proved that when we communicate we gain 45% of language competence from listening, 30% from speaking, 15% from reading and 10% from writing [3].With the highest percentage of involvement in the exchange of information in effective communication, listening has to be considered a language forerunner. Unlike the other language skills, it is felt comparatively more difficult by the learners, having a set of interrelated subskills such as receiving, understanding, remembering, evaluating, and responding. However, with the advent of communicative language teaching and the focus on proficiency, the learning and teaching of listening started to receive more attention, thoughcertain problems still remain.

According to Nunan, listening is a six-staged process, consisting of hearing, attending, understanding, remembering, evaluating and responding. These stages occur in sequence and rapid succession.The first one is *hearing* and has to do with the response caused by sound waves stimulating the sensory receptors of the ear. Hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear.

The second stage is *attending*. It refers to a selection that our brain focuses on. The brain screens stimuli and permits only to select a few to come into focus.

The third stage is *understanding*, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, we have to stay in the right context and understand the intended meaning. The meaning attached to these symbols is a function of our past associations and of the context in which the symbols occur for successful interpersonal communication: the listener must understand the intended meaning and the context assumed by the sender. Listeners have to take into account several points: general factual information, local factual information, socio-cultural knowledge and knowledge of context. With these factors, the information will be correctly received and understood.

The followingstage is *remembering*. It is an important listening process because it means that an individual, in addition to receiving and interpreting the message, has added it to the mind's storage bank, which signifies that the information will be remembered in our mind.Our attention is selective as well as our memory, what is remembered may be quite different from what was originally heard or seen.

In the penultimate stage, *evaluating*, the listener estimates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message. The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the listening process ceases.

The last stage is*responding*.According to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver completes the process through verbal or nonverbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated, as we do not have the opportunity to go back and check comprehension [4].

According to Yagang, the problems in listening are accompanied with the four main factors. The first factor is the message itself. Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in the twinkling of an eye, whereas reading material can be read as long as the reader likes. The next factor is the speaker who can be characterized by his or her own pace, volume, pitch, and intonation. Natural dialoguesare also full of hesitations, pauses, and uneven intonation. The third factor is the listener: foreign-language students are not familiar enough with clichés and collocations in English to predict a missing word or phrase. Lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture. Foreign-language learners usually devote more time to reading than to listening, and so lack exposure to different kinds of listening materials. Both psychological and physical factors may have a negative effect on perception and interpretation of listening material. It is tiring for students to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods. The last factor is the physical setting, noise, including both background noises on the recording and environmental noises, thatcan take the listener's mind off the content of the listening passage. Unclear sounds resulting from poor-quality equipment can interfere with the listener's comprehension.The problems can be caused by the speech rate, vocabulary and pronunciation as well [6].

Listening activities generally induce the anxiety and stress among the learners as they involve the interpersonal and interpretive modes of communication in which theyhaveto actively participate. Mainly, unlike other language skills it is not at learner's control and may be done at variable speeds as it is not at the complete control of the listener at all settings.

According to Anderson, listening strategies are techniques or activities that contribute directly to the recall of listening input. Listening strategies can be broadly classified as Top-down strategies and Bottom-up strategies.Top-down strategies are listener based; the listener relies on the background knowledge of the topic, the listening context, the text type, and the language and they help the listener to interpret the ideas he has listened. Top-down strategies are for listening for the main idea, predicting, drawing inference, summarizing.Bottom-up strategies are text based where the listeners use linguistic knowledge to understand information. Here the listener relies on the language in the message, that is, the combination of sounds, words, and grammar to arrive at the final message. Bottom-up strategies are to concentrate on specific details while listening, recognize word-order patterns[1].

The difference between the strategies is the following. For the Top-down process, students take into account the context and do not need to pay attention to specific details while in Bottom up listening process, students have to pay attention to specific details, because it is very important to understand the whole meaning of the conversation or another kind of listening activity. The listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole. Understanding the exact word is more important. These strategies train the language learner to cope with the demands of listening.

With the development of computer science and Internet technology, video resources are more often used in classrooms, especially in listening classrooms. The benefits of using videos in listening seems obvious: it arouses students' interest in learning and makes teaching more effective; and by watching videos, the learners could catch some non-verbal components of spoken text, such as gestures, facial expression, thus get a more authentic input than only listening to the audio can provide.But the effect of video on listening comprehension has not been fully studied.

We conveyed a survey about students'attitude towardsthe use of video materials in class . The survey questionnaire,consisting of 14 statements, was distributed to 20 students Participants were asked to agree or disagree with the proposed statements. Then the answers were processed with the help of the quantitative method and the results were interpreted. According to the survey, the most important results are the following. 85%of the students prefer to use English video materials rather than use those materials provided in the textbook.90% ofthe students said that video materials motivate them to do more listening outside the classroom.All the participants stated that video materials help them improve their language proficiency. The overwhelming majority, 90% of the students, claimed that video materials help them to understand other listening materials outside the class. 85% of the students stated that they would use video materials in order to improve their understanding. The analysis of the students' responses from the questionnaire revealed that they were more interested in learning English if the teacher used English videos as teaching materials. In addition, the keyword preview before watching videos motivated them to learn English. They explained that it was easier for them to remember and understand vocabulary in the video which they had been previously taught during the pre-listening stage. Overall, students agreed that videos were beneficial in learning English, and that English subtitles in video movies were an excellent aid to learning English.

Drawing a conclusion,itis necessary to say that language learning is impossible without listening skills.This happens because there is no communication where there is no human interaction. Listening is crucial not only in language learning but also for learning other subjects.However, even today, with all the technological

advancements in the field of education,learners have problems with listening because of a number of reasons.They spend too little timeto improve their listening skills; inappropriate strategies tested on them in alearning setting may be an extra reason for their poor listening comprehension.The problems are also causedby the messagethe speaker, the listener and the physical settings. To acquire high-level listening skills, more exposure should be given to the learners with a varietyof listening comprehension. Knowing the context and the purposefor listening can greatly reduce the burden of comprehension. Listeners can use bothBottom-up strategies and Top-downstrategies to comprehend. Some suggestions to overcome the problems students encounter in the process of listening and to upgrade their listening skills is to use video materials in a language learning classroom.

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SCHOOL BULLING AS A SOCIAL AND PSYCHOLOGICAL PHENOMENON

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One of the main problems of teenage age is the problem of communication with peers. Prevention of cases of school violence is the most important issue of an education system as cruel attitude towards children inevitably leads to negative consequences. Bulling is a process, generally latent for people around, but children who undergo school persecution get a psychological trauma of varying severity that can lead to serious consequences even up to suicide. Bullying can have a wide spectrum of effects on a student including anger, depression, stress and suicide. The person who is bullied is affected, and the bully can also grow up to develop different social disorders or have higher chances of engaging in criminal activity.

Introduction. Bulling is widespread around the world, and its "epidemiology" is quite various. At American schools there are about 2, 1 million abusers and 2, 7 million of their victims. According to a national poll, about 30% of school students of the 8-10th classes faced bulling. According to other data, every fourth teenager is a victim of school persecution, and every fifth considers being an abuser [1].

In Belarus large-scale researches of school bulling have not been conducted, therefore we cannot specify prevalence of this phenomenon in our country.

There is no universal definition of school bullying. As a rule, school bulling is characterized as intimidation and a peculiar physical and psychological terror of a person towards others to have their submission because of the fear, which is purposely caused by persecutors in their victims [1].

Main part. It is widely agreed that bullying is a subcategory of aggressive behavior characterized by the following three minimum criteria [5]:hostile intent (i.e., the harm caused by bullying is deliberate, not accidental), imbalance of power (i.e., bullying includes a real or perceived power inequity between the bully and the victim), and repetition over a period of time (i.e., more than once with the potential to occur multiple times) [6].

School bulling should be divided into two main types:

1. Physical type of school bulling – deliberate pushes, blows, kicks, fighting, hazing, pinching, pranking, punching, teasing, using nearby objects as weapons, etc. The sexual type of bulling is a subtype of physical type (actions of sexual character).

2. Psychological type of school bulling is violence that causes damage to a victim's psyche and emotional well-being, causing a psychological trauma by harsh language or threats, prosecution, intimidation which deliberately cause emotional uncertainty.

It can also include the following forms:

− Verbal bulling (an offensive name of a victim, name callings, distribution of offensive rumors, etc.);

− Offensive gestures or actions (for example, spits on a victim or to victim's direction);

− Intimidation (use of aggressive language of a body and voice intonations to force a victim to do something or not to do anything);

− Isolation (a victim is deliberately isolated, expelled or ignored by a part of pupils or all pupils);

− Extortionof money, food, other things, making a victim steal something);

− Damage and other actions with property (theft, a robbery, hiding of personal belongings of a victim);

− School cyber bulling-humiliation by means of mobile phones, the Internet, other electronic devices (transfer of ambiguous images and photos, name calling, distribution of rumors) [1].

The causes of bulling are various: social stratification, falling of moral principles, loss of national traditions, erosion of family values, weakening of educational functions of schools, strengthening of social evils (alcoholism, drug addiction, and prostitution), individual child characteristics, etc. [2].

According to E. V. Grebenkin, children's aggressive behavior is influenced by a complex of factors:

1. Personal factors (low level of education, inadequate underestimated self-assessment, high impulsiveness, alcohol abuse, drugs, computer games, readiness for risk, limited sense of self-preservation);

2. Behavioral factors (behavior creating hindrances for people around, vandalism, aimless pastime, idling from school and weak progress at school, early sexual contacts, drives to the militia and an early criminal record);

3. Social factors (a cult of violence in society, influence of media, deviant behavior of parents, low social and economic status of a family, dependence on the public assistance, change of tutors, family and sexual abuse, friends with deviant behavior.

4. Conflicts within family (a divorce of parents, new people in the family, a stepfather or a stepmother, birth of another child in the family, overestimated requirements to progress which do not always correspond to the child's abilities and opportunities). Children from dysfunctional families have more chances to become offenders, than children raised in good, safe families. Hyper guardianship or indifference from parents can also provoke aggressive behavior of a child.

5. Personal problems (a phase of puberty and problems of physiological and psychological character connected with it). Discontent with one's appearance, inadequate perception from adults: "I am a grown-up, and they treat me as a kid". Development of critical thinking allows a teenager to contradict actions and opinions of adults, to protest against their morals. There are problems with school progress and gluing of labels (teachers and parents say that a child is incorrigible, brought badly up or dumb). For non-achievers aggressive behavior is one of the means to compensate their poor academic progress [3].

School bulling is much more often widespread at all ages among boys; it is considered by many people as a "normal" aspect of boyish culture. Boys two or three times as often abuse others as girls, and they are the main victims of bulling. Persecution of girls by boys, persecution of boys by girls and girls among their sex have much less occurrence [4].

Complete overcoming of bulling is impossible, violence and threats are an integral part of our world, in some sense it is one of the aspects of a masculinity and socialization of boys. We should think about prevention of its most dangerous consequences. The most effective program of bulling prevention was initiated by the psychologist Dunn Olveus in Bergen 20 years ago, since 2001 in Norway it has been given the priority status of a national program [3].

Studies have shown that the bulling programs set up in schools with the help and engagements of the stuff have reduced peer victimization and bulling Judging by the results of a long-term monitoring, Olveus's program significantly, up to 30–50%, reduced the number of the pupils who were victims and bullies, and the reduction was confirmed by self-assessments of the schoolmates and experts. At the same time, the indicators of antisocial behavior such as vandalism, theft, alcoholism and skipping of classes were also reduced. The social climate of a school class is improving, there is more positive social relationship between school students, and also their attitude to classes and to school life in general is improving as well [3].

The importance of research into bulling is determined by the fact that there is an increase in violence in the classroom. We conducted an empirical research of social and psychological features of school bulling victims. It became clear that the children's status in the group did not influence their susceptibility to school bulling. Both the non-victims and the victims of bulling had no distinctions according to the status in the form. It also became clear that the victims of bulling were underestimated only because of their physical weakness, so they could not defend themselves.

It is well known that violation in a family environment can cause aggressive behavior in children's groups.

In the first investigation phase, we implemented the technique that allowed us to find out opinions and the relations of each pupil concerning all the pupils in their form. We estimated the following qualities: "kind", "causing conflicts", "nice", "ambitious", "can offend others", "strong", "purposeful", "clever". The pupils estimated each other according to these qualities. Having implemented the technique, we counted only the number of points of the following qualities: "causing conflicts", "strong", "can offend others", "ambitious". These qualities can describe the portrait of a bully.

In the second investigation phase, we used the method of complex express diagnostics of parents — MEDOR (by R.V. Ovcharova). It was aimed at studying some features of the family atmosphere. In the family relations we examined if the children experienced any sense of guilt, anxiety, psychological tension, general family anxiety.

Out of the 21 pupils in our research, 29% of the children had a feeling of anxiety, 5% - psychological tension and general family anxiety and 19% had a sense of guilt.

We used Fischer's criterion. The distinctions were significant.

Analyzing these findings, we learned that 71% of the bullies had no sense of guilt in the family, 76% of them did not feel anxiety, 95% had no psychological tension and 81% did not experience general family anxiety. The percentage of the bullies who felt anxiety, psychological tension and general family anxiety was very small.

The efficiency of a group impact on a pupil's identity in many ways is defined by the relations developing among pupils in a form, and, seemingly, a family can influence it a little. This fact proves that bulling is latent for people around, it happens in a classroom.

Conclusion. The majority of bullies happen to be popular, often they are good at sports, they have sufficient social skills, an ability to draw attention to themselves and they can manipulate others. Such children have high self-assessment and great self-confidence, and such qualities are hardly inherent in children who experience psychological tension in a family. They suit a role of a victim rather, than a bully [4].

It is important to conduct research into bulling because full development and realization of individual potential at school are possible only under certain conditions. The central place among them belongs to the quality of interpersonal communication and psychological safety in the educational environment. Thus it is necessary to investigate the sources and reasons of bulling development. Bulling can have a wide spectrum of effects on a pupil including anger, depression, stress and even suicide. The prevention of bulling helps to reduce this negative phenomenon and also to reduce a number of bullies and victims.

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THE ROLE OF CHILD-PARENTS RELATIONSHIPS IN THE DEVELOPMENT OF SELF-ESTEEM IN THE SENIOR PRESCHOOL AGE

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Parent-child relationship is one of the most important factors that have a dominant influence on the formation of self-esteem at preschool age. The favorable development of personality is possible when parent-child relationship is partnership. In this case, parents love their child and have respect for the child's personality; they provide sufficient autonomy in decision-making that ensures the formation of an adequate self-evaluation system.

Self-assessment is an assessment of one's personality, person's attributes, qualities and position among other people. Self-assessment refers to the core of personality; it is an important regulator of personal behavior. In particular, relationships, critical state of mind, self-discipline, person's attitude to success and failure depends on self-esteem of a person [1, p.41].

By preschool age the knowledge gained in the process of activities, become more conscious and sustainable. During this period, opinions and evaluations of others are refracted through the prism of individual experience of a child and are accepted only if there are no significant differences with child's own ideas about himself and his capabilities.

We can state that parents significantly influence on the formation of children's self-esteem. Parental attitude is a system of different feelings and actions towards children. From a psychological point of view parental relationship is a pedagogical social attitude towards children, including rational, emotional and behavioral components [2]. Guided by their own ideas about what a child should be, parents evaluate child's real activity and behavior. Parents' evaluations become child's own assessments. A child evaluates himself as he is evaluated by others, especially parents.

That's why our scientific interest has been focused on the role of parent-child relationship in the formation of self-assessment of senior preschool children. 20 preschool children (10 boys, 10 girls) and a group of 20 parents (10 fathers and 10 mothers) took part in our study.

According to the analysis of scientific findings we conducted the following diagnostic program:

1) OPO questionnaire (Questionnaire of parental relationship), the authors are AY Varga and V. Stolin was used to study the parent-child relationship [2].

2) The method "Ladder"(the author is VG Schur) was used to examine self-esteem [3].

3) In order to investigate certainty - uncertainty of parental love to a child the method "Mail" was held, authors are Anthony E. and Binet E [4].

The results of "Test - parental attitudes questionnaire (ORI)" showed that in the group of mothers most common type of parental relationship was "Cooperation", 80%. We could suggest that those mothers were interested in activities and plans of their children; they shared feeling with the children and tried to help them. Mothers appreciated intellectual and creative abilities of their children, felt of pride for them. They encouraged initiative and independence of the children, tried to be with them on equal terms and trusted their children and shared their points of view on controversial issues. 20% of mothers had "authoritarian hyper socialization" type of parental relationship. Those mothers experienced high control over the child's behavior; they demanded unconditional obedience and discipline from the children, they tried to impose their will on all children's activity. Children were often punished for manifestation of self-will. Mothers were closely monitoring the social achievements of the child's individual characteristics, thoughts, feelings.

We interviewed fathers and it turned out that the most frequently encountered type of parental attitudes was "Cooperation", 50%. Those fathers were interested in their children's activities, they tried to be on equal footing with them, and they empathized with them and felt proud of their children. 30% of the fathers had high results for "Symbiosis' scale. This means that the parents seek a symbiotic relationship with the children, they feel a united whole with a child, seek to satisfy all the needs of the child, to protect it from any troubles in life. These fathers constantly feel anxiety for a child, but they do not encourage children's independence. The rest 20% of the fathers preferred an "authoritarian hyper socialization" type of parental relationshi . These fathers are very strict to a child, they demand obedience and discipline.

The results of the diagnosis by the method of "Ladder" have shown that in the group of the children, 40% of them had high self-esteem. It is often characteristic of the senior preschool children and it is their age norm. In the interview the children explained their choice: "I put myself on the first step, because it is high", "I am the best," "I love myself very much", "There are very good kids there, and I also want to be with them". It often

happens that a child cannot explain his choice; he keeps silence, smiles or thinks intensely. This is due to poorly developed reflection (an ability to analyze one's activities and to correlate one's views, experiences and actions with views of other people). 40% of the children had adequate self-esteem. These children have formed a positive attitude toward themselves, they are able to evaluate themselves and their activities: "I am good because I help my mother", "I'm good, because I can draw well, I like to read books," "I help my friends, I play well with them ", - etc. This is a normal variant of self-development. Distribution of children with low and below low self-esteem was at 10%, respectively. A child, who chooses a bottom step, is in a situation of personal and emotional distress. When a child calls himself "bad", it means that a preschooler is under a set of negative, constantly influencing factors. To improve the situation joint activities of a teacher, an educational psychologist, a social teacher (in the case of an unfavorable situation in the family) are needed.

We the help of the "Mail" method we were able to examine children's emotional and evaluative attitude to each of the addressees, distributing letters of the message according to their wishes. We got the following results: 56% of the adults received a positive "letter", it could mean mutual sympathy and intimacy with these adults, the confidence of the children to these people. 27% of the adults received a "letter" of controversial nature that means that the children adults feel "confused" feelings to these people. And the remaining 17% received a nice "letter". These results suggest that, in general, the children do not have negative and indifferent attitude to the parents. We think that it caused good results of this method.

Comparing the results of the used methods (level of self-esteem and types of child-parent relationship), we could conclude that: in the families with "Cooperation" type of parent-child relationship the children had high and adequate self-esteem. In the families with a predominance of "Symbiosis" as a type of parental attitude, the children also had a high level of self-esteem. The parents of these children respect and recognize their individuality and believe in them, in general. They have a positive attitude toward the child. The child, respectively, has created a positive attitude towards himself; he is able to assess himself and his activities. In the families where a predominant type is "authoritarian hyper socialization" the children dominantly present low and below low self-esteem. Only 10% of the children with high self-esteem are brought up in the families with the type of parental relationship as "authoritarian hyper socialization". Authoritarian style of child-parent relationship, strict control of the parents has the opposite effect on self-esteem of a child, it can influence formation of low self-esteem of a child of senior preschool age.

Thus, carried out experimental work on the identification of the role of the parent-child relationship in the formation of self-esteem of preschool children allows us to formulate the following recommendations for positive development of self-esteem a senior preschool age: a child should be brought in the atmosphere of love, trust, respect to his personal characteristics, interest in children's activities, confidence in children's achievements; it is necessary to create conditions for full communication of a child with other children. If he has any difficulties in dealing with other children parents should find out the cause and help a child to gain confidence in a group of peers; the more varied the activities of a child, the greater the opportunities for active independent actions, the greater the opportunities to test their skills and expand on knowledge about himself; when evaluating a child, it is necessary to evaluate his actions, not his personality, to find the causes of difficulties and mistakes, as well as ways to correct them. It is important to shape a child's confidence that he will cope with the difficulties, will achieve good results, he will succeed.

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GENDER SOCIALIZATION OF PRESCHOOL CHILDREN

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Gender-oriented pattern of the parent-child relations appears as a psychological condition, ensuring the functioning of the mechanisms of gender socialization in the family, ensuring the formation of gender orientation of a person especially in the early stages of development. Child's position as a representative of his/her gender determines the specificity of development of child's consciousness. In the context of the transformation of the society there is need for scientific understanding and consideration of the theory and practice of gender socialization process of preschool children in the conditions of contemporary family.

In the context of changes in the social and cultural life of society there is a trend of transformation of the stereotypes of femininity and masculinity, where the individuality of the person, the freedom of choice opportunities of self-realization, regardless of sex becomes the center of values. Numerous empirical studies (by O.A. Voronina, D.V. Kolesov, I.S. Kon, L.V. Popova, T.A. Repin, L.L. Rybtsova) show that the presence of a high level of femininity in women and masculinity in men in today's society are not guarantees of their social and mental well-being.

Neuropsychologists, physiologists, psychologists and educators believe that the formation of gender stability is due to socio-cultural norms and it depends primarily on the parents' relationship withthe child, the nature of the parental attitude and affection in the system "mother – child", and "child-mother". It also depends on education in preschool institution. However, the content of preschool education of childrenwith regard to their gender is not sufficiently formulated. Some researchers (S.A.Marutyan, P.V.Plisenko, Repina, L.G.Tarannikovoy, S.V.Shapovalova et al) believe that it can lead to deficiency of specific gender features in children: boys often lack emotional stability, endurance, determination, girls - tenderness, humility, tolerance, commitment to peaceful conflict resolution [7].

Currently, one of the educational goals is to create conditions for the development of the child's personality, taking into account the future gender identity. Formation of gender identity requires knowledge of the characteristics of gender identity of children at a certain stage of ontogeny. Age and gender identification is identification with the appropriate age and gender group, which manifests itself in the assimilation of values and behaviors taken by the group [3].

2-3 year old children begin to understand that they are either a girl or a boy, and represent themselves accordingly [9]. At the age of 3 to 7 years, children' gender stability is developed. They become to understand that gender does not change: boys become men, and girls become women and their sex belonging does not change depending on the situation or the personal desires of the child.

Gender socialization means the process of assimilation according to the sex the social role of men and women, the formation of needs, interests, values and certain modes of behavior, characteristic of one or the other gender [3]. Formation of gender continues throughout the period of ontogenesis. But one of the sensitive and, therefore, the most favorable periods for the formation of gender structure of the person is the preschool period. When children are 5-6 years old and more educational influence on certain aspects of gender socialization is much less effective.

Awareness of one's gender is essential for the development of personality: sense of gender identity, determination to support the "prestige" of one's gender within social expectations determine the underlying positive achievements in personality development [2].

In the analysis of the main factors of gender and role socialization of children it is necessary, first of all, to take into account the influence of parents, as the family is the first child's social world. A number of experimental studies state that since the child's birth parents behave differently with children of different sexes, and that they impose on their different responsibilities [5].

Gender socialization starts literally from birth, and the expectation of the birth of a child of a particular sex also anticipates a certain attitude of parents. The family as an institution underwent gender socialization and is undergoing changes [4].

As shown in I.V. Telnyuk's work, the majority of parents (83%) consider that it is necessary to raise the child, taking into account gender differences, however, 46% of respondents find it difficult to say how to do it correctly. [2]

And yet, gender and role upbringing does occur, although it is not carried out by most of parents intentionally. According to A. Bandura, parents start to train the child in this direction before he or she would be able to observe and distinguish the models of both sexes [1].

The factors of family influence on the gender socialization of the person can be represented as follows:

1) Socio-economic situation,

2) The structure of the family as a unity of the functioning of its members,

3) The child's position in the family (his or her roles in the family).

4) the main (real) adults who socialize the child or those family members who have had the greatest impact on the development of the child through primary care for him or her, and those who were the most authoritative for the child, that is, those close people who aremodels of identification for the child.

5) Style of upbringing in the family. It can be regarded as the predominant style of the main adult who socializes (eg, mother) and auxiliary adults (eg, grandmother, father, grandfather, siblings);

6) The actual personal, moral and creative potential of the family. The presence of positive human qualities of adults family members - moral, volitional (presence-absence of leadership qualities, courage, ability to stand up for themselves and for their children), emotional (warmth, coldness in the relations between people), intelligent (level of intelligence of older members of the family) cultural (education, culture characteristics, including ethnic features), cognitive and creative features [6].

Studies have revealed that father and mother have different functions in the gender socialization of children [8]. Those expectations that adults have towards their children, as a rule, lead them to the fact that they have different perceptions of girls and boys. Each of the parents in their relationship with their children is more inclined to consider the personality of the child of the same sex than with the position of the child of the other sex. While communicating with her daughter mother is focused on her psychological properties. But father tries to regulate the behavior of his daughter, referring to the positional aspects. Therefore, the development of the child sex-role stereotyping has more to do with the socializing influence of the opposite sex parent, rather than the influence of the parent of the same sex as the child, that is the parent of the opposite sex is increasingly reinforces caused to the culture reinforces the stereotyped behavior of the child.

Thus, adherence to gender stereotypes evident in the fact that parents oriente boys rather than girls in the style of life and activity in the socialization process, contributing to greater personal fulfillment.

We carried out a study to identify differences in gender socialization of preschool children. 40preschool children of senior group (20 boys and 20 girls) between the ages of 5-6 years took part in our study.

A projective technique "I, a girl, a boy» was used as an empirical method. For quantitative data we used chi-square Pearson in «Statistica 8.0» program.

Projective technique "I, a girl, a boy," is intended to study the children relationshipsto their own gender, the same gender representatives and the opposite gender representatives.

The technique is carried out in two stages:

1. The child is asked to paint the proposed six emotions-emoticons (happiness, anger, calmness, resentment, envy and kindness) with any colors. Every child is given a special sheet of paper with illustrated emoticons, accompanied by additional verbal description of emotions.

2. Then the child is given a standard sheet of paper A4 for painting himself/herself, a boy and a girl.

After the drawing, we compared the two works of children, namely painted emotions-emoticons and also the drawings of themselves, girls and boys. Thus, depending on what color was attributed toemotions by the child, we could determine a positive or negative attitude of the child to his/her gender, to the representative of their gender and the representativesof the opposite gender. Accordingly, if the pictures were in the colors which the child outlined emotions such as happiness, calmness and kindness, it was regarded as a positive attitude of the child. If the pictures were in the colors that, according to the child's opinion, signified anger, resentment and envy, it was regarded as a negative attitude of the child.

The survey among parents was conducted to determine the presence of stereotyped thinking in gender socialization and consisted of eight statements.

The results of the projective technique "I, a girl, a boy," reflecting the relation of boys and girls to their gender, has shown that the largest number of preschool children having a positive attitude towards their gender, are girls (14 children out of 40), while the number of boys who have a positive attitude is 7 out of 40. As for relationship to the same gender representatives there are also more girls (11 children out of 40), who have the positive attitude, than the boys (8 out of 40). And finally, the results of projective techniques "I , a girl, a boy, reflecting the relation of boys and girls to the representative of the opposite gender have shown that the largest number of preschool children that have positive attitude are boys (11 children out of 40), while the number of girls is only 7.

We compared the results of projective techniques, "I, a girl, a boy" between boys and girls, using Chi-square Pearson "Statistica 8.0" program, and found the significant differences in relationsof preschool children to their gender(p = 0,026). It means that the presence of a positive attitude to their gender is more typical for girls.

In our opinion, one of the reasons for this may be due to the difference in boys and girls parents'evaluation, their behavior and the expectations that apply to them. Parents are more inclined to praise girls, to encourage them. They do not make them such excessive requirements than to boys. The presence of

gender stereotypes in society, which manygirls will face, makes parents, especially mothers; pamper girls more in childhood, because "only difficulties are waitingfor them in the future."

In addition to the excessive demands that parents have in relation to the boys, the causes of the negative attitude of boys towards their gender may be the expectations that mothers and fathers feel about them. They are waiting for them to have "victories" and "achievements of success". Looking at the little boy, parents often see him as a future head of the family, who should be strong, unemotional and successful.

We compared the results of the projective technique "I, a girl, a boy" between boys and girls, using Pearson's chi-square test in "Statistica 8.0" program, and we didn't find significant differences in relation to the same gender and the opposite gender representatives.

Thus, it is important to note that absorption of the gender in accordance with the content of women's and men's model of personality, the formation needs system, interests, values and certain modes of behavior, characteristic of a particular sex, that is the process of gender socialization is an integral part of the overall process of socialization that takes place under the influence of the surrounding adults and peers.

We believe that it is necessary to pay special attention and make some efforts to ensure that in preschool educational institutions effective conditions for the development of the child's personality have to be created, taking into account the future of gender identity.

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INFORMANTION AND COMMUNUCATION TECHNOLOGY
IN FOREIGN LANGUAGE LEARNING

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The article focuses on the problem of foreign language acquisition with the help of information and communication technology. The main models of ICT use in the educational process are analyzed.

Information and communication technology (ICT) has become very important in recent times. Computers are used in almost all spheres of life, and the Internet has developed into an important source of information. So, ICT plays an increasingly important role in the way we communicate, study and live. "ICT is a part of the methodology of teaching foreign languages, which helps to realize communicative approach in teaching and increase the quality of assimilation of the foreign language and speech material" [1, p.164]. In Belarus the term "e-learning tools" is widely used along with the term ICT. E-learning tools, used to improve the quality of educational content are manifold. Software such as Flash and PowerPoint will help you make your presentations slick and interesting, with high quality, graphically rich content. There are word processing packages and HTML editors available these days that make formatting your text or web pages a breeze, removing a lot of the complexity. There are also lots of online services available that you can use to create interactive elements for your courses such as quizzes and games.

The use of e-learning tools is based on a set of pedagogical and methodical principles such as the principle of activity, the principle of independence, the principle of design and presentation of educational material, etc. But their nature and peculiarities require some new ones to be taken into account. First of all, using e-learning tools has changed the use of visual methods. They have become hypermedia visual methods. Multimedia technologies allow the presentation of foreign language material, accompanied by music or voice-over design, animation, graphic inserts, videos, slide shows, etc. "Hypermedia visual methods actively influence the perception of the communicative situation, make it possible to create the effect of presence, emotional involvement in the situation happening on the screen. All things stimulate students' speech. They receive an opportunity to choose:

  − the sequence of operations with the components of e-learning tools;
  − the level of complexity of exercises and tasks;
  − the place and time of execution of exercises and tasks;
  − the level of complexity and the amount of test tasks.

This contributes to the development of students' educational and cognitive skills which are necessary for self-mastering of a foreign language" [1, p.166].

The greatest changes affect the principle of activity that is transformed into the principle of interactivity. Therefore, modern Internet technology made it possible to involve students in "interactive" mode of foreign language written communication, provided feedback, the rapid exchange of educational information between the students and the teacher by e-mail, wiki services, educational blogs and others.

In the national methodology, there are three models of the use of ICT in teaching foreign languages. In **the first model of ICT use** the e-learning tools apply to foreign language lessons as optional. Information storage and retrieval systems, multimedia training courses and e-books have become an integral part of foreign language lessons. All of them are realized at a particular stage of lesson to achieve specific methodical purposes: presentation of audio or video files and other visualization, development of speech skills, organization of control / mutual control of mastering the material. This model can be used with the help of whiteboards, eBeam projection, PowerPoint, CorelDraw. This model can also be used with the help of special multimedia training courses such as: "Professor Higgins", "Oxford Heroes", "Triple Play English Plus", etc.The software allows you to save all changes that have been made in documents, and then send the stored pages by e-mail or print them. **Triple Play English Plus** comes on a CD-ROM. It takes less than ten minutes to install. The CD-ROM must be in the CD-ROM drive to run the software. The software can also be run directly from the CD-ROM, with a sacrifice in speed. Triple Play Plus! English is a colorful, varied multimedia language tool designed for learners of English as a second or foreign language, from the age of 8 to adult. It has games for beginning and intermediate learners, in a variety of topics, and at various levels of interactivity. The software allows learners to practice reading, aural comprehension, and speaking skills. This software makes an effort to meet the needs of as many learners as possible. There are activities for beginning and intermediate students. There are drill-and-practice vocabulary exercises, more complex games relating to verb tenses, prepositions, and other subjects, and

comic-strip conversations built around everyday activities. Students at all levels should find something of interest in this software.

In **the second model of ICT use** the teacher combines students' independent work with e-learning tools and the work in the classroom without the use of computers. The teacher can ask pupils to carry out communicative tasks at home on blogs, on chat, on a class page, on a social network or on a wiki service. For example: TreapUp (http://www.yeepe.com/chat/), LiveEnglish (http://www.liveenglish.ru/), Chatterous (http://www.chatterous.com/), Google Classroom (https://classroom.google.com/ineligible). The teacher can create a blog for a training group and invite students from other countries to join the discussion of problems of concern to their peers. The teacher has an opportunity to post on blog different tasks and links to related educational resources. Quality performance of tasks are checked in the classroom with the help of discussion or test. **Chatterous** is a group chat using the web, email or sms. You can create chat rooms and embed them on your site. Chatterous can also be used to broadcast messages to people over email or sms. It is a great way to practise your written English, and like everything on the Network it is provided as a free service. The chat allows you to contact and meet other people who are learning English, and other languages. Anyone can read the messages, but only members can add their own messages. The main purpose of the forum is to provide encouragement, advice, support, enjoyment. It is a friendly environment in which learners can share ideas and have fun. People sometimes repost on other sites, and they often discuss the posts made on the forum in other sessions.

In **the third model of ITC use** computer programs and the Internet resources are used for distance learning of foreign languages. We can use following programmes and web-sites: Learning Management Systems, Lingvo Leo, Quizlet, Puzzle English. They make it possible to individualise the teaching-learning process. Students can learn at a pace appropriate to their own level of language skills, which means that it is the learner who determines the progress and often the range of materials being taught or practised. With the help of computers, students use different types of knowledge and develop various skills. They also acquire new information often without being aware of the fact that they are learning. In addition, computer software never swears at students, but generally gives positive feedback. In this way, learning becomes real fun. **Quizlet** is a computer program used for distance learning of foreign languages. While registration a student sets his own level of mastering English; after that, he is offered cards on different topics containing different amount of words or a student may create his own cards. While creating the cards, the teacher puts a word in one column and the appropriate Russion translation in the other column or he may set a definition to the word. The advantage of the program is that it proposes to use the means of visualization (the pictures) for an easier semantization. The first step – is the cards. The student may choose on his own which word will go first – Russian and the English translation or vice versa. In addition, there is a sound maintenance to every word. It means that a student memorizes the necessary pronunciation as well. At the second step a student chooses the "Learn" section. He is offered the words in English or Russian with the sound maintenance. The student should write the necessary meaning of the word in an appropriate field. The next step is the test where a student is offered different types of tasks, such as: written questions, matching question, multiple choice questions, and true/false questions as the program presents. After completing the test, the student clicks the "check answer" icon and the program grades his work from F to A. Thus, the student may estimate his level of knowledge and understand whether he has mastered the material or he needs more practice.

"Using ICT in the process of education does not only increases participation and the general enjoyment of classes but also contributes to learning, fosters interactions, and allows learners to self-assess and compare their performance with that of their peers" [2, p. 53]. This fact can also be used as reference by second language teachers and learners to enhance the learning process in the language classroom and to boost the mundane and traditional vocabulary learning process. In addition, by integrating the use of ICT in the language learning, it is believed that second language learners will be able to learn vocabulary effectively and develop their potential in experiencing different methods of learning.

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SPEECH ACTS OF THANKING IN AN ENGLISH CLASSROOM
AT SECONDARY SCHOOL

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The article outlines what speech acts are and describes the importance of acts of thanking for effective teaching of foreign languages for these acts have to do with psychological states and attitudes of both learners and teachers.

Speech acts have recently been increasingly attracting attention of methodologists and teachers of foreign languages. The first who drew attention to the many functions performed by utterances as a part of interpersonal communication was the British philosopher J. L. Austin [1, p. 13]. In particular, he claimed that many utterances do not communicate information but are equivalent to actions. For example, when someone says "I apologize…", "I promise…" the utterance immediately conveys a new psychological or social reality. An apology takes place when someone apologizes and not before [1, p. 34]. The same happens when people give thanks. The setting, in which the act is used, immediately gets a different colouring.

Now wonder, Austin claims that in such cases, to say is to perform. J. L. Austin thus called these utterances performatives, seeing them as very different from statements, that convey information. These acts are often called constatives.

The acts of performance, or performatives are very actually not true or false, they are varied from different performatives and considered to be basic for communication. Educational process however focusses mainly on constatives for they convey information. Many scientists even regard communication as a process of exchanging information. Nowadays it is proved that communication is a much broader idea and now it is a process of sharing not only information but feelings and emotions [2, с. 36]. From the perspective of this vision, speech acts of apology, thanking, promise acquire a great importance. But on practice of language teaching they keep being secondary in importance. Teachers normally have no time for focusing on them.

Our research aims at finding out educational, cultural and psychological perspectives of speech acts of thanking in English in a foreign language classroom.

Let us outline in detail what kind of linguistic units the thanking acts are. Their name suggests that they should not be considered as units of language structure, they are units of speaking. Normally speech acts can be either explicit or implicit. An explicit act of promise, for example, is the one in which a speaker actually says "I promise…", e. g. "I promise that I will act upon your advice". The utterance contains an expression, usually a verb, which makes the intended act explicit by naming it.

But we do not have to say "I promise…" in order to make a genuine promise. We can merely say "I will act upon your advice". When the speech act is not named by a specific verb in the utterance, we perform the speech act implicitly, which is true of actually all speech acts, but not about the act of thanking. Verbal acts of gratitude in them, which differentiate them from other speech acts.

We have to admit that explicitness is not a decisive feature about speech acts. What really matters in performing a speech act is not whether it is explicitly named, but whether the act meets certain contextual or background conditions, called felicity or appropriateness condition. For example, imagine a situation in which you promise somebody to act upon his or her advice. For that, their recommendations must be presented to you in a convincing form. You must sincerely intend to act upon the advice of the other speaker.

It is obvious that these conditions seem perfectly ordinary. However, articulating them makes explicit what we usually take for granted and what we pay attention to only when things go wrong. They are also useful in helping us to characterize the difference among speech acts. Thankings are distinct from threats, for example, a thanking act is one usually welcomed by the addressee, whereas a threatening act is the one, which the addressee would normally prefer not to happen. That is, they fulfil distinct felicity conditions. We have to admit, though that felicity conditions for thankings in an English classroom have yet to be investigated and brought out for thorough consideration. But even now it is clear that they are highly instrumental for both educational and personality development purposes. Specialists in linguistics as well as in pedagogy claim that speech acts of thanking bring about mutual respect, warmth, friendliness and therefore has a "upbringing effect" on pupils [4, с. 98]. What is more they insist that if we fail to perform the acts, we destroy friendly communication and may ruin good relationship.

The speech act of thanking is one of the many acts people perform when communicating. The most widely accepted classification if acts says that thanking belongs to the group of the expressives [3, p. 23]. The

acts of expressives generally denote a speaker's psychological state or attitude, they include acts of apology, compliments, greetings, thanking etc.

We find it important to know that thanking has to do with psychological states and attitudes for these are the two factors which can strongly affect the result of teaching and what's more the process of personal development of both pupils and teachers. They can change the setting in an English classroom. That is why they are a very worthy object for special investigation if we mean to raise the educational standards in an English classroom.

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THE USE OF E-LEARNING SYSTEMS FOR THE CONTROL OF KNOWLEDGE

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The article deals with modern electronic systems for the control of knowledge, their characteristics and possibilities of use in the education system. Here described in detail the process of using systems in practice, their main advantages and disadvantages.

Introduction. In an age of widespread variety of information and technical resources are still often used principles of the control of knowledge, which was developed many decades ago.However, in recent years information systems began to develop and new systems are more suitable for modern education system that is becoming increasingly widespread.One of the most common innovations is electronic test which allowed to make the transition from paper to electronic learning systems.

Typically, e-learning systems are implemented in educational institutions for the organization of the remote learning, but in recent years have increasingly this systems is used for classroom knowledge test. These systems have a number of obvious advantages: mobility (portability), variability, ease for check, impartiality of estimation.

Mobility (portability). Due to the fact that most of the systems that enable control of knowledge allow not only perform testing in computer classes, during classes, but extracurricular and regular testing. For example, a account for student or learner can be created in systems such as x-TLS[1], INDIGO[2], Let's test[3] or USATIK (Universal system for automatisation of testing and control)[4, 5]. Credentials for enter in system are reporting to student or learner. Next, the teacher lays out educational material on which the testing will be conducted, creates a test on this material, and then puts this test to run, and the date and time to which you must perform this task as well as the maximum number of attempts. Furthermore, in some systems can be controlled not only time for taking the test, and the time of appearance of these test to students using a calendar. Thus organized deferred testing.

Ability to specify the time of appearance of the test and the term of its delivery allows students to carry out tasks in the most comfortable environment for them, in the most appropriate time. Since remote systems working around the clock, you can take the test the early morning and late evening. In addition, students who have problems with health or other personal difficulties, may take the test on their home computer or even from your mobile phone at a time when it is convenient for them. Among other things, if the student knows in advance when there will be new tests and the time within which they must pass, it makes it more organized, helps to properly allocate their time for study and personal matters, and also student can prepare himself to testing more qualitatively and without haste.

Ability to specify the number of tries for passing the test exists not in every system, but it is very useful. Thus, student can try to pass the test again after repeating the studied material, if result of test was bad. Firstly, lagging pupils can get at least minimum positive score, secondly encourages students to re-read the new and repeat previously learned material, and thirdly, for teacher in this case there is no need to make additional setting for the laggards,because after unsuccessful passing the test the student must be able to be rehabilitated.

In addition to these systems, there are also programs for carrying out the test in computer classes. Such programs have a server with the questions and have clients, that students can use for pass the test (the connection between them is carried out via LAN), or for each test generated a separate module, which is copied to the student's computers (modules haven't link to other). These programs include Iren [6], OpenTEST 2.0 [7] and MyTestXPro [8]. All of these programs can only be used for classroom tests, but it is not a big disadvantage, as these systems have all the advantages of automated testing systems, and implementation of control   of knowledge can take place in the classroom under the teacher's supervision.

Variability. As a general rule, the tests comprise a set of standard questions and preparation of several variants of tasks is a very laborious task. On the other hand, if all students have the same set of tasks, it increases the possibility of cheating, the use of cribs, and with each new attempt to reduce the efficiency of passing the tests. After all, if the student knows what questions he answered correctly, he can simply repeat their answers, without thinking about the content of the question and not analyzing it. At the same time, if the student knows exactly what issues will be in the test, it focuses on the educational material connected with these issues, and ignores other, often equally important issues. Because of this, often can be small gaps in knowledge that can then be disastrous.

The solution for this problem it is a property of automated knowledge testing systems, such as variability. The teacher creates a set of questions covering the whole subject area of this theme, and the system in turn,

chooses from a given set of a specific number of questions and offers their students at random to perform. This approach makes important for the students learn all the theoretical material, provokes understanding of topics, rather than memorizing numbers of correct answers, and also ensures the adequacy of the estimate obtained real knowledge of the student.

Ease for check. As a rule, quite a big challenge for the teacher it is becoming checking the test results. If the test passes a small number of people, check out all the tests manually is not difficult, but if the group consists of 20-30 people, and the test contain is at least 10-15 questions from different variants of tasks, the checking all solutions in turns a very long and laborious process in which a high percentage of errors on the part of the teacher, because eventually people get tired and their attention is scattered. In the case of automated control systems knowledge, correct answer to the question is checked automatically and the results of test sees not only a teacher, but a learner. Thanks this system the student can independently monitor trends in the quality of knowledge on the subject and to receive information about the tests which he newly passed. The systems operate automatically and failures in the error detection cannot be, in contrast to manual inspection.

Impartiality of estimation. Often, quite a big problem for teachers becomes the process of grading. In the case of an oral interview or written examination is difficult to assess student knowledge, in fact, there are many criteria for grading, and all of them need to used. The tests are a great solution to this problem. If a teacher have a sufficient set of tests on the topic and is well thought out system of evaluation of each question, then is only remains properly distribute range of estimation and the system will place them automatically. Some systems allow you to put a different "value" of questions, such as: easy question - 1 point, medium - 2 points, complicated - 3 points.

The system also solves the problem of the possibility of the influence of personal relationships between students and teachers on the result of examination. The system has no personal qualities and does not include third-party factors during estimation.

Conclusionю Based on the above material we can say that automated knowledge evaluation system is very convenient and effective means for intermediate and final control of knowledge. Their use greatly simplifies and accelerates the work of the teacher and, at the same time, encourages the students to the most detailed and comprehensive study of the proposed teacher material, pushes them to further develop self-discipline and self-organization.

The only drawback of these systems is the not ability checking tasks of a creative nature, such as drawings, compositions, writing, etc., but not in vain for this purpose developed a special test procedures, which cannot lead to any clear set of rules, because if creative tasks evaluated system (even using neural networks) the result would be unpredictable.

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STATE PROTECTION OF IMMOVABLE CULTURAL HERITAGE
ON THE TERRITORY OF BELARUS IN XIX – EARLY XX CENTURIES

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The article examines the stages in the legislation. These laws regulate the protection of monuments of architecture. This aspect affects the territory of Belarus in the 19th - early 20th century. Analyzed government attempts to legitimize the mechanisms of accounting, collection and systematization of information. The monuments are part of the historical and cultural heritage.

On the protection of monuments of history and culture affected the development of historical science. To the protection of monuments is also affected by local studies. For the protection of monuments of architecture it is necessary to establish their accounting, information gathering and assessment. Only then it will be a good result. Specialized organizations did not exist in the 19th century. There was need of its open. There was a need to legislate. The issue of protection of monuments demanded the attention of the state. It was important to determine what is "historical and cultural value" and "monument". These concepts were not approved. Events were held for the protection of monuments of history and culture in Belarus in the 19th century. The program was similar to those that were introduced in the Russian Empire. Questions of protection of monuments of antiquity, it was the Ministry of Internal Affairs. This organization controlled the observance of the laws. The Ministry of internal Affairs performed administrative functions. The result of the activities of the Ministry of internal Affairs has been publishing numerous projects of laws and circulars. This work was not always successful. The decisions issued by the Ministry of the Interior was executed with a delay [7].

A circular was issued on 31 Dec 1826. The circular was signed by the Emperor of Russian Empire Nicholas I. The Ministry of Internal Affairs has prepared the draft of this document. The document was important. The civil governors were to provide information on the monuments of history and culture in their constituencies. The Ministry of the interior took this information. The circular forbade to destroy the old monuments. Has done much work on identifying monuments. This was an important step in the protection of monuments of history and culture. The state began to pay attention to this issue. The Ministry of internal Affairs had a number of problems. The Ministry of internal Affairs collected data on the destruction of architectural monuments. The Ministry of the interior tried to establish the real number of objects of historical and cultural heritage [1]. The Ministry of internal Affairs conducted research, compiled statistical data. The organization regularly sends out circular letters to the governors with 20 years of the 19th century. The task was to identify the location of objects and the degree of their preservation. The Ministry of the interior had a certain structure. Some parts of the organization voted for the protection of objects of history. The structure of the organization included the Department of General Affairs, Technical, construction Committee, business Department, police Department, construction Department in the provincial government, the provincial statistical committees [2].

A decree was issued on behalf of Nicholas II in 1848. The decree solved the problem in Belarus. Special attention was paid to the ruins of castles and ancient buildings. Under guard, were taken Efrosinyevsky monastery and to monastery of Boris and Gleb, Mir castle, Nesvizh castle, Golshansky castle, and other castles and ruins. But the interior Ministry did not monitor the execution of their decrees. Many of the buildings for this reason has been lost. A major event in 1859. the Ministry of the Imperial court was established by the Imperial Archaeological Commission. This organization was responsible for the protection of monuments of history and culture. The organization involved in the collection and replenishment of items to museums. The organization has given permission for archaeological excavations, conducted to develop guidelines for conducting research regions of the country, the formation of archives. Local authorities had to inform the Commission about the findings and send it for examination. Sometimes it was necessary to destroy historical monuments because of production necessity. The Commission had to organize their archaeological survey. Acted a decree banning to destroy and reconstruct ancient monuments. The Imperial archaeological Commission examined a number of cases concerning the maintenance of antiquities on the territory of Belarus (Lida castle, Kamenets tower, the Kolozha Church) [6]. Great attention of the Imperial archaeological Commission was paid to the condition of the Orthodox churches. The Imperial archaeological Commission gave permission for their repair or demolition. The Imperial archaeological Commission received requests for the payment of money for the repair and restoration of architectural structures. The organization paid the money for repairs in the Uspensky Cathedral in Vitebsk. At the meeting of the Commission for the protection of the Imperial archaeological Commission addressed the issue of the renovation of Trinity Church (1761). This request was addressed Polotsk spiritual Consistory. The

Commission has directed the chief architect to the Imperial archaeological Commission, P. P. Pokryshkin for the initial evaluation of the state of the object. The Church was recognized as important to the culture [3].

Following a similar document for the protection of ancient monuments became circular 1863. "About the delivery of information about the monuments of Russian, Russian history and life of the people related". This document was to revitalize the local authorities. However, this did not happen, because later followed a series of similar (in 1865, 1869, etc.). The local authorities ignored the execution of the decrees. The beginning of systematic regional research and identification of architectural monuments in the Russian Empire, put the provincial statistical committees, which were created in the 1830s. Governors prepared annual reports. They had written information on the areas of the province. The provincial statistical committees have not organized studies. They were receiving ready information from various local organizations and gave them a uniform format. They acted as a bridge between the local administration and the Central statistical Committee. A logical continuation of the security activities of the state was the establishment of provincial scientific archival commissions. Took place the adoption of the decree of the Committee of Ministers "On the establishment of the scientific archival commissions and historical archives" in 1884. In 1909 was founded the Vitebsk scientific archival Commission, which was important. She made an invaluable contribution to the development of protection of monuments of architecture. The activities of the provincial archival commissions were quite successful. In the province there was a circle of people, enthusiasts who volunteer can organize activities for the study of the history of their region. Researchers engaged in the collection of material, written sources and historical education of the population. Scientists of the provincial scientific archival Commission had various occupations and professions. Noblemen-landowners served in governors ' offices, in state houses, in district courts and statistical committees. Worked in hospitals and pharmacies. Were the vowels in the zemstvo institutions and municipal councils, taught at universities, high schools and colleges. The figures of the Spiritual Consistory, clergy and merchants initiated a powerful scientific and educational movement for conservation of historical and cultural heritage. In Belarus began to appear in historical museums and archives, published scientific books, magazines. This activity was facilitated by the results of archeological, archeographic, ethnographic research. The Commission has published the study of history, geography, Ethnography, archaeology, an example of which is the "Proceedings of the scientific Commission of the Vitebsk" (Vitebsk, 1910), 1911 – "Polotsk–Vitebsk antiquity" (3 issues, 1911–1916) [5].

Almost all of the archival Commission of the Russian Empire led archaeological excavations in the territory of their provinces. Vitebsk scientific archival Commission received a Directive from the chief of staff of the Vilno military district at the places of battles in 1812 monuments. The event was preceded by much research work.

The special Committee has been working on finding the mass graves and repair of existing monuments. The Chapter of Russian orders, allocated money to repair Kulnowski Church in the estate of Ilsenburg Resetscky district of the Vitebsk province. There is the head of the nobility of the I. I. Skvortsov established a building Committee. I. I. Skvortsov had help from employees of the archival Commission. I. I. Skvortsov repaired the Church for the 100th anniversary of General Y. P. Kulnev [5].

In the National historical archives of Belarus there are reports on search activities of local authorities: Mr, Vitebsk Governor, dated 26 March 1911. A report would be written by the district police officer from the city of Dries. The mass grave located in the forest estates Kulbovo Shushkovsky parish. The settlement had the name Bor. The graves are invisible. We must have payment for the repair of the graves of 100 rubles. The mass grave located in the garden of the owners of the estate. The estate belongs to the barons Badbergen. The estate is located in Klyastitsy. This information is the local post and Telegraph office. The graves are not visible on site. Old residents tell about Maskocha mountain. Residents say that there is a mass grave. The grave destroyed. At this place a field for grain. Farmers say that the forest was near the barn. There were French ammunition. Farmers say that the forest was near the barn. There were French ammunition. There is a grave near the Church in Klyastitsy. The monument to the war of 1812 is currently. A few of the hills is located in settlement Sergievskiy Borok. A few graves there, near the estate of Yakubovo. Some hills have a settlement in the Panciry. The graves are in other areas possible . The peasants don't know whether this is so"[4].

The author has studied archival materials. Vitebsk scientific archival Commission had a conversation. Correspondence has reports. Reports have reports of ancient monuments. County lawman writes from the city of Lutzin. *"The ruins of an ancient castle of the XV century are in Lucin. Only the walls have survived, which are preserved in some places up to 7 fathoms. But under the influence of the weather gradually crumble. There are also ruins in the town Marienhausen on lake Ostrova. Information about locks is in the magazine 1903 the Magazine has published the Vitebsk provincial statistical Committee". Excavated graves in the town of Lucin. Was a collection of objects in hereditary citizen Ludwig I. Fochta" [4].*

These messages only confirm the absence at that time no systematic action on the part of both Central and local authorities on recording, study and preservation of monuments of history and culture.

Thus, as a result of the activities of the Ministry of internal Affairs of the unified law for the protection of monuments in pre-revolutionary period and was not adopted. Was designed and formulated draft laws. They have developed methods of protection of monuments of architecture.Local authorities used the circulars. They served as a guide to action. The system of state bodies which dealt with the issues of protection of monuments, formed in 1859, during this period, the Ministry of the Imperial court was opened by the Imperial Archaeological Commission. It is important to note that the main role in preservation of architectural heritage belonged to numerous scientific societies, museums, and individual researchers.

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THE ROLE OF INFORMATION COMPETENCE IN THE PROCESS OF A FUTURE ENGLISH TEACHER PROFESSIONAL EDUCATION

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The article deals with the notion of information competence and its role in the professional education and professional development of a future teacher of English; it highlights the main stages a teacher needs to pass in order to use modern technologies fluently.

The development of the modern world as well as the use of technologies practically in all areas of human life has lead to the fact that the society has formulated new requirements to the person who wants to become a part of it. On the one hand, such an individual should be able to deal with an endless stream of information which is to be sorted out, structured, classified, operated, stored, processed and productively used within a short period of time. On the other hand, in terms of globalization, such an individual should be able to fluently communicate in a foreign language, preferably English, which has already become the worldwide language of communication due to the spread of the World Wide Web. As a result of the changes mentioned above, we should reconsider the issue of professional education at high school, especially education of a new generation of technologically advanced English language teachers.

The problem of information competence of a future teacher has been studied by V. Davis, B. Oscarsson, D, Munk, W. Hutmacher, N. Peachey, R. Hurevich, M. Kademiia and many others, but the problem of information competence of a teacher of English in the process of professional education still needs further consideration and research.

The aim of the article is to highlight the importance of informational competence for the future teacher of the English language.

Professional education of a future English teacher includes several aspects, such as the following: linguistic competence (the knowledge of the language, its stylistic, lexical, phonetic, syntactical peculiarities), communicative competence (ability to communicate in a foreign language taking into consideration background knowledge of the speaker), social and cultural competence (knowledge of history, geography, population, culture and everyday aspects of the native speaker's life) together will different aspects of pedagogics and methodology. All the above mentioned competences can be formed under the condition of the access to the authentic materials and sources. Since it is practically impossible to have a native speaker at every lesson of the English language at university as well as at school, the possibilities of the World Wide Web are considered to be the most efficient way to create the language environment for successful education. Therefore the problem of a future teacher's information competence formation is crucial.

According to «Information Literacy Competency Standards for Higher Education» information competence is a set of skills to find the necessary information, to manage efficient and productive approach to it as well as to critically evaluate its sources, and to use it in an appropriate way [1].

In the frameworks of a future teacher of English it means that a teacher with a good level of information competence will be able to get access to bottomless source of authentic material, such as:

− online encyclopedias, e-books, blogs, websites, video, audio and reference sources, that can provide a teacher with authentic factual material on the language issues such as the history of the language, its cultural and social cultural aspects;

− online dictionaries, vocabularies and different corresponding software programmes that give a teacher an unlimited access to transcriptions, translations, definitions in a far quicker way compared to the use of paper materials;

− video resources, available at the open access platforms such as Youtube, Vimeo and others can provide a teacher with the authentic visual materials, which can be used to create the natural language environment;

− e-books, youth magazines and scientific journals which can be used as a source of authentic materials for the development of the reading skills;

− e-learning materials, such as English on-line courses, banks of handouts and worksheets, separate lexical and grammatical exercises on different topics and so on;

− e-platforms that allow a teacher to create his or her own tasks using the online tools which can be helpful as a way of differentiation and personalization of the process of education;

− m-learning sources, such as mobile device applications and games aimed at the development of lexical, grammatical and writing competence of a students;

−   on-line quizzes which are topic-based and can be easily created by teachers themselves;

−   tools for creating visual aids such as presentations, short movies and animations, which help to increase students' motivation and interest in the subject;

−   social networks and blogs, that help teachers not only to organize their materials for students, but also to share their experience with colleagues, attend different webinars and take part in forums and discussions;

−   on-line communicators, which can be used by a teacher to manage the communication of students with representatives of the English or American culture, including videochats and conferences, that will make students use their English in the true-to-life realistic situations and so on.

All in all this is not a complete set of the possibilities a high level of information competence of a future English teacher suggests. Still the process of the information competence is rather complicated due to both subjective and objective reasons.

Objectively, most of the modern universities that provide their students with the professional education do not have enough computers at computer labs, good and steady access to the Internet.

Subjectively, the Apple Classrooms of Tomorrow research, covering classroom technology use in targeted classrooms from 1985 through 1995, indicates that the future teachers as well as   the current teachers learn in stages and that integration does not enter into the picture until later in the process [2]. The authors of the report differentiated five main stages a future teacher passes while working on their information competence, in particular: a) entry — learning the basics of a technology, such as how to set up the equipment and to operate it; b) adoption — using the technology in management areas, such as computer-generated quizzes or worksheets, or grade books; c) adaptation —   using software and websites to support instruction, such as commercially produced content area programs or productivity tools (word processor, database); d) appropriation — focusing on collaborative, project-based technology use, and technology becomes one of several instructional tools; e) invention — developing different uses for technology, such as creating projects that combine two or more technologies. These stages are to be considered in the process of the future teachers' professional education in order for the technology integration to be achieved.

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THE VALUE-MOTIVATIONAL COMPONENT
OF THE FOREIGN LANGUAGE SPEECH CULTURE OF STUDENTS

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The components of the foreign language speech culture of a student are observed. The value-motivational component is analysed. Its criteria and indicators are explained.

The foreign language speech culture is considered to be an integral part of professional culture. Foreign language skills and readiness to solve professional problems in conditions of foreign language communication can ensure graduates' success and demand at the labour market.

Culture in the most general sense can be defined as a system of material and spiritual values, which become the basis for the formation of a person's identity, motivation, ideology, ethical beliefs and behavior. Thus, the basic element of culture is a value (rate, ideal, culture sample).

The analysis of the literature reveals differences in the interpretation of the notions "speech culture" and "culture of speech". Most often, the concept of "culture of speech" is interpreted as the knowledge of the norms of the literary language [1]. This is a linguistic concept, associated primarily with speech correctness, compliance with the language requirements; it reflects the state of the language system.

The notion of "speech culture" is associated more with the ability to select and use the linguistic means in the process of speech communication, with a conscious attitude to the use of a language in a real situation of communication. It is the ability to a creative use of all language features [2, p. 76], the ability to follow the best examples in one's own individual speech [3, p. 506]. T. S. Bochkareva considers "speech culture" as a pedagogical phenomenon that is associated with the ability to select and properly use linguistic means in the process of communication and learning [4]. Consequently, the notion of "speech culture" is broader than the concept of "culture of speech", which includes only the proper use of a language, but not the language itself, and the way it enshrines the picture of the world.

The concept of speech culture discussed above allows us to synthesize an idea about the foreign language speech culture as an integrative phenomenon, manifested in a high level of proficiency in speech activities in a foreign language. First of all, it is revealed in the ability to select and use linguistic means in the process of foreign language communication; in a conscious attitude to speech activity in a foreign language; in the ability to solve problems in different situations of professional communication. The foreign language speech culture is based on a set of special knowledge and skills; on the qualities to effectively manage speech activities and to carry out verbal interaction.

In the structure of the foreign language speech culture of students it is possible to locate the following components: value-motivational, cognitive-active and reflective. The value-motivational component involves the conscious attitude of a future specialist to the foreign language and its role in their professional activities; a sustainable motivation to improve their knowledge of the foreign language.

The cognitive-active component requires theoretical knowledge of the rules of the foreign language, of the speech etiquette and the system of speech formulas of communication, adopted in the culture of the country; practical language skills and rhetorical skills necessary for the implementation of speech activity in the foreign language. This component ensures the quality and effectiveness of communication in the foreign language and involves the use of means of the foreign language relevant to the situation of communication, and quality characteristics of a good speech (correctness, clarity, richness, accuracy, consistency, expressiveness, accessibility, relevance).

The reflective component helps students assess their own speech activity in the foreign language and its results, to plan individual improvement of their foreign language speech culture. The structural components together comprise a complex of attributes that determine the success of speech activity in a foreign language. Each of these components plays a key role in the functioning of the foreign language speech culture and the professional development of students.

The value-motivational component plays a leading role in the development of the foreign language speech culture, because any culture is based on a system of values. Personal values are benchmarks of activities [5, p. 5]; they serve, in the converted form, as the motives of an activity and behavior [6, p. 137]. Consequently, the system of human values determines the motives of any human activity, including speech activity in a foreign language.

There are different approaches to the classification of values. Describing the spheres of public life, it is possible to single out three types of values: material, spiritual, and socio-political. M. Rokich distinguishes two

classes of values — terminal and instrumental [7]. The terminal values are goal values, self-sufficient values, which cannot be explained by other more important values. They usually include: happiness, security, pleasure, inner harmony, comfortable life, freedom, friendship, beauty, acceptance, respect, love, etc. Values of this type are the basis of a personal development. They act as the dominant axiological function in the system of values, reflect the main point of an individual activity. The instrumental values are the ones that are valuable as tools to achieve conventional goals. They can be represented by relationship values, quality values and knowledge values.

Therefore, it is possible to differentiate the following groups of values that are necessary for a successful development of the foreign language speech culture of students:

– values revealing the significance and meaning of the goals of foreign language speech activities in professional and domestic spheres (goal values): freedom, equality, patriotism, creative nature of work, social significance, etc.;

– values revealing the significance and meaning of interpersonal communication in a foreign language and cooperation as the main mechanism of the interaction of representatives of different cultures (relationship values): humanism, harmony, cooperation, mutual respect, etc.;

– values revealing the significance and meaning of linguistic and cultural knowledge in the process of implementing foreign language activities (knowledge values);

– values revealing the significance and meaning of personal traits of the participants of foreign language speech activities (quality values): empathy, tolerance, activity, independence, creativity, compassion, etc.

The presented values determine the values of speech activities in a foreign language.

Personal hierarchy in the system of values is formed in concrete life situations with the inclusion of the person in various social processes and active interaction with the environment. Values accepted as strategic life goals and general ideological orientation are called personal value orientations [8, p. 200]. Personal values serve as a source of motivation.

According to A. K. Markova, motivation is a system of motives, a set of factors that determine behavior [9, p.27]. The "vectors" of the motivation formation, defined by the scholar, are needs, motives, and interests as the expression of goals.

The need is a reflection of some necessity in human consciousness (awareness of it and experience) [9, p. 12]. The need is accompanied by a state of inner tension and discomfort, which causes the activity of the individual to satisfy the need. When the way of satisfaction is found, the activity becomes purposeful, and the need turns into a motive.

Needs have a dynamic hierarchy. A. Maslow gave the classification of the system of needs [10, p. 226], where basic human needs are ranked reflecting the sequence of their activation, starting with physiological needs and ending with the need for self-actualization. The need for communication refers to social needs. It is only in a social environment that people may feel their worth and significance. Today, when knowledge of a foreign language becomes one of the most important key competencies of modern man, the need to communicate in a foreign language has increased. The need for self-actualization is a driving factor in the development of the individual culture. It is the human desire for personal freedom, a complete identification and development of personal capabilities to realize personal desires. A person who has reached this level of development has a full use of their talents, abilities and individual potential.

The motif is the reason that causes a person to act, to do things, as well as the attitude of the student to the subject of their activities. "Internal" motives relate to the content of the material to learn or the learning process itself. "External" motives are motives, which arise under the influence of external stimuli. For example, the external motives of learning a foreign language are the use of a foreign language as a means of obtaining and sharing information; learning of foreign languages in order to communicate with peers from foreign countries; improving listening and speaking skills to participate in international conferences and meetings, etc.

The interest to learn a foreign language depends on the inner motives that originate from foreign language activities. It is a specific form of manifestation of cognitive needs of a person, the most important motivating force for learning.

Thus, the criteria of the formation of the value-motivational component of the foreign language speech culture of students are the value orientations of students and a positive motivation to speech activities in a foreign language. The indicator of the criteria is the activity of students in various types of speech activities in a foreign language. It will manifest itself in an independent, diverse, proactive use of foreign speech in the practice of communication, active efforts to master a foreign language. The diagnostic indicators of speech activities in a foreign language in our study will be:

– valuable attitude to speech activities in a foreign language;

– the need to communicate in a foreign language and the need in self-actualization;

– the interest in speech activities in a foreign language.

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THE IMPACT OF EMOTIONS
ON TEACHING LISTENING COMPREHENSION COMPETENCE

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This paper gives an overview of the international research on emotions in learning and teaching. It addresses some theoretical and practical aspects. It reviews the results of the research examining the impact of emotions on teaching listening comprehension competence, as well as on the relation between emotions and instructional quality. In general, this article emphasizes the relevance of emotions for foreign language instruction, especially for teaching non-linguistic students.

Until recently, emotions have not been sufficiently attended to in education and instructional quality and its relation to students' emotions have been largely neglected up to now. Hence, there is a need of differentiated research concerning learning and achievement emotions in various instructional settings. What matters the most is teachers' contribution to supply students with help essential in putting their knowledge into practice. Integrating cognitive and emotional intelligence into the teaching process will enable students to perform the tasks more efficiently.

Teachers' role in education requires many various abilities. One of such fundamental capacities in the contemporary world is emotional intelligence. Emotional aspects in the teaching process influence overall student performance, which has been proved in many studies [1, 2, 3, 4].

In the past a clear distinction between emotion and cognition was made: emotions were believed to be separated from the brain. Such a long-held notion has undergone a serious revolution and "the brain is now viewed as playing a critical role in emotional processing" [5, p. 95].

Learning itself is an intrinsically emotional business. It follows that if you are responsible for assisting others to learn, then you need to recognise this emotional component of the teaching-learning exchange and to be able to work with it; in short, teachers need to use emotional intelligence. In the1990s the first psychologists who dealt with scientific research and introduced the primary formal definition of emotional intelligence were Jack Mayer and Peter Salovey. They defined emotional intelligence as "the capacity to reason about emotions to enhance thinking. It includes the abilities to accurately perceive emotions, to assess and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" [6, p.5].

Being more often in the limelight, emotional intelligence could not have escaped pedagogical concerns for learners, teachers, and educators because a significant number of researchers perceive emotional intelligence as a significant indicator of educational and occupational criteria. The ability to take advantage of emotional intelligence is a valuable skill which may lead to notable benefits. "Emotions are intimately involved in virtually every aspect of the teaching and learning processes, therefore, an understanding of the nature of emotions within the school context is essential" wrote Schutz and Lanehart [7, p. 67] in a special issue on emotions in education in Educational Psychologist . The interaction between emotions, motivation and cognition in human life, especially in school and classroom contexts, is very complex. Yet this fact does not seem to be reflected enough in research.

The term "academic emotions" was proposed by Pekrun, Götz, Titz and Perry [8] as a term for emotions within instructional context, covering emotions that are directly tied to students' learning, classroom instruction and achievement. Students experience a variety of emotions in academic settings that influence their perceptions and behavior. Academic emotions are significantly related to students' motivation, learning strategies, cognitive resources, self-regulation, academic self-concept and academic achievement. Emotions have an impact on students' achievement as well as their interest, engagement and personality development in addition to affecting the social climate in classrooms and educational institutions [9]. Emotions which are directly related to achievement activities or achievement outcome are defined as academic or achievement emotions [10].

Another notion of "integral emotion" is referred to those induced by emotionally arousing tasks or materials that a learner is processing. Integral emotion may focus attention towards task-relevant information and this could improve performance. This concept of integral emotion evokes directly the idea that instructions themselves (their structure, clarity, etc.) could elicit students' emotions. There is evidence that emotion can either enhance or impair cognitive performance, depending on the type of emotion examined, the features of the task or the interaction between the reasoning style and the requirements of the task.

Our research shows how great the impact of emotional approach in teaching non-linguistic students is. Aiming to check the efficiency of emotional component use in teaching listening comprehension two groups of

non-language majors were selected to participate in the research – an experimental and a control group consisting of 10 and 8 students correspondingly. They were first-year students of Information Technologies Department of Polotsk State University. The representatives of the two groups had similar levels of the English language proficiency.

The preparatory test revealed students' initial listening comprehension competence on several indicators. There were several aspects considered. Psychological aspect included the effectiveness of memorizing and the anticipation strategy indicators. Meaningful aspect was comprised of general and detailed understanding indicators. Further oral speech analysis was also taken into consideration.

The initial results on the indicators mentioned demonstrated mostly medium or low figures with both groups. In the course of postlistening activities oral speech statements were logically constructed, included new language material, but were quite reproductive in their nature, based mostly on audiotext material lacking personal additional information, moreover, intonation patterns were quite poor or neutral. Students rarely took advantage of kinesthetic means of communication such as gestures, facial expressions, which commonly serve as indicators of external display of feelings and emotions. Thus, on observation most students were quite passive in their oral speech statements, which indicates that their motivation to speaking was low and, therefore, improper.

Further on the representatives of the control group continued their training with the traditional approach while the students of the experimental group were taught listening comprehension competence using emotional component. The contents of the texts and prelistening and postlistening tasks contained emotional appeal in them eliciting both positive and negative emotions. To carry out the experimental part a number of didactic materials integrating emotional component were worked out.

To complete the experimental part the final test was conducted to expose the differences between the experimental and control group students' results. The tasks of the postexperimental test were identical with those of the initial one.

The outcome of the study demonstrated an evident correlation between the use of emotional component while teaching listening comprehension competence and students' progress. Language instruction using both traditional and emotional approach resulted in a more efficient and skillful way of acquiring listening comprehension competence while learning a foreign language, in gaining strategies of a foreign language use in oral speech. However, it wass the emotional appeal that provided cognitive processes intensity and potency, allowed to naturally encourage students' intrinsic motivation to learning.

It should be noted that the main differences of outcome results were observed in the features of oral speech statement, its qualitative characteristics that could not be measured, but were apparent in the course of observation. Most students of the experimental group on working with emotive texts displayed much more freedom while commenting on the contents of the text contributing personal knowledge to interpreting the situation. Free discussion and expression of thoughts and feelings took place during classes. By means of a foreign language they tried to persuade, to explain, to prove, to complete the communicative purpose. It was not uncommon that their communicative behavior was rich in gestures and intonation patterns, which was a sign of them being deeply interested in what they were talking about. In case of a humorous text the students under experiment demonstrated their own sense of humour providing jokes on the topic. There often occurred grammatical and lexical mistakes, however, they didn't prevent from understanding students' point of view. The crucial thing was that due to the emotional element incorporated most students could overcome the barrier that previously had made them keep silent or give curt answers. Integrating emotional component with teaching listening comprehension reduced the burden of understanding by improving classroom climate, establishing student-teacher rapport, increasing motivation to learning a language, thus, facilitating learning.

In conclusion the research showed that emotional approach can be beneficial to teaching listening comprehension competence and language learning in general, promoting confidence, holding the atmosphere of the class, creating a positive attitude toward the subject matter, reducing anxiety. As stated earlier, it is the teacher who influences students to a great extent. Incorporating emotional component into a language setting proves its efficiency and appropriateness for the purpose of teaching non-language majors in particular.

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PROBLEM OF DIRECT ACTION OF THE CONSTITUTION:
LEGAL REALITIES OF THE REPUBLIC OF BELARUS

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The article deals with the problem of direct action by the example of the constitution of the Republic of Belarus. The issue was investigate in view of the division of constitutional rules on the norms-principles and norms-rules. The problem of direct action of the Constitution considered on the basis of the practices of the Constitutional Court of the Republic of Belarus.

The problem of direct action of the Constitution related to the question of composition of the constitutional rules. In the science of constitutional law it has developed very general division of the constitutional norms in terms of normativity into two large groups: the norms-principles and norms-rules. Norms-Principles reinforce the basic principles, guiding ideology, determined the conceptual content of the legal regulation. For example, Article 7 of the Constitution of the Republic of Belarus: The Republic of Belarus shall be bound by the principle of supremacy of law. Norms-rules directly regulate social relations; clearly define the rights and obligations, conditions of their implementation. For example, Article 30 of the Constitution provides that citizens of the Republic of Belarus shall have the right to move freely and to choose their place of residence within the country and to leave it and return to it without hindrance.

The constitutional provisions with direct regulation of certain relationships cause the fewest problems in law-making and law enforcement. Here in front of law-making body is a task of detailing the constitutional provisions, establishing guarantees of the rights, freedoms and duties stipulated by the constitution, development of procedural models of the implementation of such rules. Before enforcer - the use of the constitutional norms for dealing with legal affairs.

The Constitutional Court of the Republic of Belarus repeatedly in the Conclusions №3-67/98 of 24 June 1998 [1], №3-78/99 of 13 May 1999 [2] annual addresses of the Constitutional Court of the Republic of Belarus (Decision dated 25 January 2011 № P-565/2011 "On constitutional legality in the Republic of Belarus in 2010" [3] decision of January 18, 2012 №P-680/2012 "On constitutional legality in the Republic of Belarus in 2011" [4]), as well as to verify the legality of the decision in the exercise of obligatory preliminary constitutional control expressed the legal position of the direct effect of the norms of part 1 of article 60 of the Constitution.

Constitutional norm under consideration, which guarantees for everyone the protection of their rights and freedoms by the competent, independent and impartial court specified by law terms, no doubt, is the norm of direct character, which requires only the relevant sectoral detail and procedural regulations, which must not distort the right to judicial protection.

At the same time, the practice of the Constitutional Court of the Republic of Belarus knows another approach to the assessment of the direct effect of the norms of the Constitution.

The Constitution in Article 62 states that everyone has the right to legal assistance to exercise and protect his rights and freedoms, including the right to make use, at any time, of assistance of lawyers and one's other representatives in court, other state bodies, bodies of local government, enterprises, institutions, organizations, public associations and also in relations with officials and citizens. In this case, the constitutional norm differs by more than a full regulation of relations on legal assistance, did not actually need an industry specification and Regulation of Procedure.

At the same time in the Resolution of July 2, 2015 №P-989/2015 "On the right of citizens to testify in criminal proceedings, to legal assistance" [5] The Constitutional Court pointed out that the procedural legislation of the Republic of Belarus no special rules on the provision of legal assistance to witnesses, outlined the need to eliminate the corresponding gap in the legal regulation. In fact, the Constitutional Court expressed the legal position in the absence of direct effect of Article 62 of the Constitution.

The Constitutional Court in its legal position is not outlined the simple rules of direct action of the Constitution. After all, the issue of participation in pre-trial lawyer act as a representative of a witness must be determined norm of direct action - Article 62 of the Constitution, and the person conducting the inquiry, the investigator, the prosecutor has no right to refuse the witness to testify in the presence of a representative - a lawyer. The Constitutional Court, on the other hand, has determined that in the rules of criminal procedure legislation does not provide an effective mechanism to ensure the maintenance of the rights of witnesses

participating in criminal proceedings, to legal counsel, are not regulated by the order of the lawyer access to provide such assistance to the witness and his procedural rights.

In general, these provisions of the Constitution (Article 60, 62) in its content and form of presentation are directly applicable because establish clear legal provisions do not contain declarative or programmatic provisions. However, the norms of the Basic Law in the matter of direct action is not perceived the same way by the Constitutional Court.

It is a good to use by the Constitutional Court in its acts references to the direct effect of those provisions of the Constitution, which in its content can be implemented without specifying their acts. Such an approach would provide the real action of the Constitution and eliminate replacement (distortion) of the constitutional norms in specifying and developing regulations.

But here it is important to understand that the problem of compliance with the Constitution and regulations, ensuring its direct action is not only legal, but also political, as well as depending on the legal culture of society.

Constitutional provisions principled position, as opposed to specific rules, cause the greatest difficulties in their application. In constitutional law principles have a special functional load, which is caused by the nature of this field of law – the regulation of all spheres of public relations, and accordingly, the wide application requirements with a high degree of normative generality, and what are the principles.

In constitutional law the principles manifest themselves in two forms: the constitutional principles (principles-ideas) and the principles of the Constitution (principles-norms). [6] Constitutional principles - these are elements of the constitutional doctrine, reflecting the fundamental ideas of legal regulation (eg, the rule of law, constitutionalism, republican form of government, etc.). The principles of the Constitution are constitutional principles (principles-ideas) or some of their elements, which are envisaged in the law (eg, article 109 of the Constitution establishes the principle of judicial power supplies only the courts - an element of the constitutional principle of a law-based state).

Principles-ideas are formed and fixed in the field of science and practice, they are "as logical construction, which begin a relevant theories, and richer then principles-norms, because it is allow different versions of their normative embodiment within the ideas laid down by them. Principles-norms are always concrete, which is dictated by the need to implement them in a clear legal regulations ". [7]

At the same time the constitutional law is know the practice of normative fixing the principles-ideas through the establishment of norm-principle, which contains the common name of the principle, but does not specify the content of this principle and its implementation mechanism. One such example is the already mentioned the principle of supremacy of law or the rule of law. Such an approach to the consolidation of the principles-ideas not through a set of specific principles-norms, revealing the contents of any legal idea, but only by specifying the name of the principle-ideas, involves the problem of enforceability of constitutional provisions.

Principles-ideas enshrined in the form of rule, have a broad meaning, allow various options for their regulatory incarnation, and not always define their clear legal implementation in the form of regulations. Fixed in part 1 of Article 7 of the Constitution the principle of supremacy of law allows for further legal and regulatory specification within very wide limits. For example, the statement can be found in the legal literature that the supremacy of law is first and foremost rule of legislation [8]. At the same time, regulatory voiced in the Constitution of the Republic of Belarus the principle of rule of law, do not contain element about supremacy of Parliament acts.

Using by the Constitution the principles-norms in very general terms, no doubt, provides ample opportunities for their interpretation and application in the present and in the future, as Mr. Hajiyev points out: "constitutional norms-principles increasingly than the specific constitutional norms prone to transformation in the process of interpretation, and that provides the dynamism in the development of constitutional law". [9, p.23] At the same time, these principles potentiated the risk of distortion of fact, the abuse of their limited or broad interpretation for political purposes.

In the decisions of the Constitutional Court of the Republic of Belarus when it is watch over the constitutionality of laws passed by the Parliament of the Republic of Belarus, in the exercise of obligatory preliminary rewiew can meet practical evaluation of projects on the constitutionality through the analysis of the international legal instruments, which is not part of the legal Belarusian system, not ratified by the Republic of Belarus, other way they do not have legal force on the territory of the state.

This is not consistent with the provisions of the Law "On Constitutional Judicial Proceedings" (Article 54, 104), which in this part as a criterion of constitutionality calls international legal instruments ratified by the Republic of Belarus, international treaties and other obligations of the Republic of Belarus, as well as with the provisions of article 116 of the Constitution. However, this approach is legal by virtue of Part 1 of Article 8 of the Basic Law, which is a normative consolidation of principle-ideas about the priority of the universally recognized principles of international law and striving to meet them.

For example, in its decision of December 16, 2015 №P-1006/2015 "On   the conformity between the Constitution of the Republic of Belarus and the Law of the Republic of Belarus "On Making Amendments and Addenda to the Law of the Republic of Belarus "On Citizenship of the Republic of Belarus" [10] The Constitutional Court notes in the paragraph 2 of The decisions that the verification of the constitutionality of the Act, the Constitutional Court takes into account the consistency of the test of the Law with the standards of the European Convention on nationality of 6 November 1997 [11], which the Republic of Belarus is not signed, the ratification procedure has not been performed.

In this case, the principle-idea (article 8 of the Constitution) enables the Constitutional Court, when assessing constitutionality, use the basic international legal instruments on human rights, democratic state, regardless of the device to give them legal force on the territory of our state. However, the maximum total formulation of the principle allows to do it selectively and, for example, to ignore some of the other legal values championed by the Council of Europe - the developer of the European Convention on Nationality. Therefore, the true socio-political significance of the constitutional norms of a fundamental nature should be identified taking into account the systemic linkages between the rules of the Constitution, constitutional values.

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TERMS OF THE CONTRACT FOR RENDERING HEALTH TOURISM SERVICES

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The article examines the essential terms of a civil contract for rendering health tourism services. It is proposed to feature services forming the subject of this contract variety. Other conditions which will be essential for the contract for rendering tourism services are considered: those given in the tourism legislation or proposed by the parties.

Nowadays tourism services are in high demand in the civil circulation. Among the types of tourism health tourism stands out, making one of the most important and dynamically developing of its kinds. According to the prognosis of the World Health Organization (WHO), by 2022 tourism together with the recovery sphere, will have become one of the key global industries [1].

The program of socio-economic development of Belarus for 2016-2020 years, in Section 6.11. "Development of transit attraction and hospitality industry", classifies health tourism as one of the most promising types of tourism [2].

As E. Pisarevsky notes, relations in the sphere of tourism are complex social relations in which the four sides take part: a tourist company, a tourist, the state, and the organization of the tourism industry (transport, accommodation facilities, catering). Due to the fact that the realization of tourist activity in the absence of one of the mentioned parties is impossible, the coordination policy meant to create a balance between the subjects of relations in the sphere of tourism becomes particularly important. The main instrument for crearing balance policy is the current civil-legal regulation of the activity of the tourism industry subjects [3].

The contract of paid rendering of tourism services should be considered as a significant legal fact in relations of a tourism organization, since to conclude such a contract with customers tour operators have come into various contractual relationships with other parties: transporters, owners of hotels and restaurants and other objects of tourist infrastructure.

Despite the fact that the contract of paid rendering of tourist services takes one of the central places in tourism, as well as in other areas, it has actively been investigated only in recent times. This is due, primarily, to the specifics of the legal regulation of the paid rendering of services in general. Neither pre-revolutionary Russian legislation nor the Civil Code of the BSSR of 1923, nor the Civil Code of the BSSR of 1964 considered the contract of paid rendering of services as an independent type of contract. In the Civil Code of the Republic of Belarus Chapter 39 is devoted to the mentioned contract. V. Bogonenko notes that as an integral and structurally completed legal phenomenon Institute of the paid services was formalized and entrenched only in the current Civil Code [4, p. 304].

According to Art. 402 of the Civil Code of Belarus (hereinafter – the Civil Code of the Republic of Belarus) significant terms of the contract are the terms of the subject matter of the contract, the terms considered in the legislation as essential, necessary or required for contracts of this type, as well as all the conditions for which at the request of one of the parties agreement should be reached [5]. A similar list of essential terms is contained in Art. 432 of the Civil Code of the Russian Federation [6]. V. Vitryansky notes that in comparison to the previous legislation one of the sources of definition of essential terms of the contract is lost, that is, the character of the contract itself. In addition to the essential terms of the contract, which have been recognized as such by law, there have traditionally and specifically been mentioned the essential terms of the contract, which, although not recognized as such by law, are necessary for contracts of this type [7]. Currently, this gap in the legal regulation is eliminated.

V. Godunov draws attention to the existence of the issue unresolved at the level of the Civil Code, namely, how to determine the essential terms of the contract, if the list of them is not contained in the legislation [8, p.121].

The resolution of the Plenum of the Supreme Economic Court of the Republic of Belarus of December 16, 1999 № 16 "On the application of the norms of the Civil Code of the Republic of Belarus regulating the conclusion, modification and termination of contracts" determined that essential terms should be classified as those following from the nature of the contracts of this type [9].

E. Sukhanov indicates that in some cases the law itself names certain terms of the contract as essential [10, p. 96]. A list of essential terms of the contract of rendering tourist services is contained in Art. 17 of the Law "On tourism". They are:

– the cost of tourism services, the timing and the order of payment;

– information about the performer, his location (place of residence of the individual entrepreneur) and bank account details;

– information about the customer to the extent required for rendering of tourism services;

– the tourist travel program;

– rights, duties and responsibilities of the parties;

– the conditions of change and termination of the contract of rendering tourist services, the procedure for the settlement of any disputes and compensation of losses caused (harm);

– other terms with respect to which at the request of one of the parties the agreement must be reached [11].

The condition of the subject is essential for any civil law contract. In this connection it can be assumed that the condition of the subject is the only one essential for the existence (presence) of any civil law contract as a legal fact [12, 159].

The contract of paid rendering of services may be isolated due to the presence of a special subject of the contract – the service. At the same time, the allocation of services as an independent object of civil rights (Article 128 of the Civil Code of Belarus) is associated with a number of problems in their legal qualification: the definition of the term "service" is not contained in the Civil Code of the Republic of Belarus. The definition of this concept is given in Sec. 2, Art. 30 of the General Part of the Tax Code of the Republic of Belarus: "The service is recognized as an activity, the results of which do not have material expression, are implemented and consumed in the process of this activity" [13].

Based on this definition, it is possible to distinguish three classifying characteristics of a service: firstly, it is an activity; secondly, the final result of such an activity often does not have a financially-materialized form; thirdly, the result of the activity is consumed in the process of its implementation.

To use the above concept of "service" in relation to the subject of a civil contract there is a certain perspective: in the Tax Code the definition is established for tax purposes. The service in this context is an activity that generates income and is subject to applicable taxes. Legislator in this case is not interested in the result obtained by the customer, nor, in fact, in the existence of the result at all.

It is no accident that the question of the characterization of the category of "service" in the legislation remains controversial until now.

A. Sherstobitov separates the subject of a contract and the subject of the execution of a contract of paid rendering services. In the first case it is the action or activity, in the second – the beneficial effect received by the customer on the fulfillment by the performer of certain actions or his implementation of certain activities. At the same time beneficial effect obtained by the customer under the contract is intangible by nature and in contrast to the labour contract is never expressed in the emergence of a new thing or change (improvement) of consumer properties of an existing one [14, p. 40].

According to Art. 1 of the Law "On Tourism" the tourist services include:

– transportation services;

– accommodation services;

– other services (catering, tourism travel organization, sightseeing tours and other services), non-concomitant with transportation or accommodation, provision of which in a complex of services included in the tour lets to fulfill a tourist trip in accordance with its objectives and the needs of the tourist, tripper [11].

In Sec. 4 of Standards of the Republic of Belarus 1352-2005 "Tourist Services. General Provisions" among the tourist services there are health tours (health tours with the rest and (or) treatment at the resort), and "other tours" [15].

The use of the phrase "other tours" means that the list of services provided by the tourism executors can be expanded through the provision of additional services related to the various types of tourism. Considering the specificity of health tourism, some kinds of tourist services should not be included in the contract for rendering of tourist services to improve health, as contrary to the basic purposes of the contract. In particular this refers to the services that are related to active or extreme rest.

As the subject of the contract of rendering services for health tourism it is natural to allocate health services, i.e., a spa treatment, recreation, prevention of diseases, rehabilitation.

Namely, rehabilitation and concomitant treatment procedures presuppose the use of special methods that are generally used in complex. For example, the service "Vichy shower" offered in many health institutions represents using water from the thermal springs, often combined with treatments for aesthetic care and massages, to provide the necessary effect on the body. The list of wellness treatments is very diverse and includes such

techniques as acupuncture, aromatherapy, various types of saunas and bath services, showers, massages, yoga and many more [16].

Decree of the Council of Ministers on November 12, 2014 № 1064 approved the Rules of rendering tourist services and the standard form of a contract of rendering tourist services. Annex 1 to the contract of rendering tourist services contains a list of tourist services as a required term [17]. In our opinion, it should specify the full list of all the health and medical services to be provided as part of the tour at the conclusion of the corresponding contract for rendering services for health tourism. This will be considered that the object of this type of civil contract at its conclusion is defined.

Sec. 24 of the Rules of rendering tourist services determines that a contract of rendering tourist services does not allow the exclusion provisions in the standard form of a contract of rendering tourist services. The contract of rendering tourist services may be supplemented by the terms which do not contradict legislation as well as in the form of annexes. In Annex 1 to the standard contract on rendering of tourist services, which is called "The tourism travel program" as a requirement it is defined: "Features of objects of tourist accommodation (their location, classification according to legislation of the country (place) of temporary stay, other information)" [17].

In Belarus the list of health tourism facilities is determined by regulations. Sanatorium organizations include sanatoria, student sanatoria, children's rehabilitation and health centers. The list of health organizations is set public and includes dispensaries, health centers (complexes), health camps, rest homes (bases), boarding houses as well as other organizations, one of the species of which is the health improvement of the population [18].

Since the list of health organizations is set open, there is a legitimate question: what other organizations may be attributed to wellness?

In particular, the Directive of the President of Belarus on August 31, 2015 № 5 "On the development of bilateral relations between Belarus and the Republic of China" defines a problem, among the Council of Ministers's ones, in the humanitarian field "until January 1, 2016, together with Chinese partners, to develop a program for the creation of centers of traditional Chinese medicine and traditional Chinese gymnastics centers in every regional center of the Republic of Belarus, up to 2018" [19]. These centers, in our opinion, will make a form of health institutions.

In connection with the above, to prevent the contradictions that arise in the performance of the contract it is justified to consider the name and description of the health institution proposed to the tourist as an essential term of a contract for health tourism services. As indicated, the object characteristic includes the name and classification characterization of the object and its location. In relation to "other information" it should be clarified: it may be the information prescribed by the legislation as mandatory for this type of sanatorium and health institution, or included into the contract by the customer. In both cases, this information relates to the essential term of the considered type of contract.

The party of the future contract can declare their wish to include in its content a term that is not a necessary or required for the contract. Therefore, despite the existence of Standard Contract, a consumer has the right to insist on the inclusion into a contract on rendering tourist services of the terms, which, in his opinion, are essential. Only in this case the contract is concluded (para. 2, Art. 402 of the Civil Code of Belarus). In the absence of agreement on it the match of the parties' will not appear, and the contract must be considered as not concluded. This implies that the existence of disagreements between the parties of a contract on any of its terms shall entail its transformation into substantial, and the same contract is not concluded until disagreements exist.

As a rule such terms detail the relationship between the parties, which corresponds to the right of the consumer to receive information about the services, as well as their performers (Art. 4 of the Law "On Protection of Consumer Rights") [20]. For example, the tourist is entitled to request to provide him with the information about the transportation services, the character of the flight, the rules of the international transport of passengers and baggage, etc. The refusal to include the terms on which the customer insists into a contract suggests that the performer is not confident in the proper performance of its obligations or does not intend to execute them properly.

The other party of the contract, which is the tourist organization, has corresponding rights. However, the inclusion of certain terms, which the performer considers as necessary, happens with the consent of the customer (consumer) and must not violate his rights.

Various species of the contract for rendering tourist services are assigned and, therefore, there is the possibility to adjust the terms of the contract within the typical form depending on the type of services provided. Since within rendering health services tourists are offered medical services Sec. 16 of the contract of rendering health tourism may be stated as follows: "Parties are responsible for non-performance or improper performance of obligations under this contract in accordance with the civil legislation and the public health legislation of the Republic of Belarus".

Based on the above, it is possible to draw some conclusions with regard to the essential terms of the contract for rendering services for health tourism.

1. Terms on the subject of the contract are contained in Art. 1 and 17 of the Law "On tourism" and should be specified in the program for travel. Parties should agree on a detailed list of specifications of services in health improvement and sanatorium treatment.

2. The Art. 17 of the Law "On Tourism" contains a list of conditions that have to be defined in the contract as essential, but considering characteristics specific to the provision of health (sanatorium) services to the consumer.

3. The list of services included in the contract can be expanded to include additional services as part of a health tour, or other conditions at the customer's or performer's request.

Using the proposed characteristics of the essential terms at the conclusion of the indicated varieties of a civil contract can have positive consequences in law activity. The subjects of tourism activities and tourist services customers will be able to avoid or minimize the possibility of disputable situations in connection with the improper coordination of contract terms.

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THE FORMATION OF PRESCHOOL CHILDREN COMMUNICATIVE ABILITIES BY ROLE-PLAY

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Communication skills play the leading role in the development of communication sphere of preschool children. They not only allow children to perceive information and explain thoughts correctly and competently, but also to distinguish situations of communication, understand state of mind of others, and on this basis to have certain behavior. Role-playing game, being the dominant activity of preschool children, plays a special role in the formation of communicative abilities. Playing preschoolers reproduce everything that they can see around them, together with adults' activity. They identify themselves with some character in the story and build communication accordingly, at the same time they assimilate peculiarities of communication and interaction patterns with others. It promotes the formation of their communication skills and social development.

Sociability, ability to communicate with other people is a necessary component of human self-realization, one's success in various activities, predisposition and love to people around. Formation of communicative abilities begins in preschool years and it is an important thing for normal mental development of children, as well as one of the main tasks to prepare children for adults' life.

A communicative ability is a conscious communicative action of children and their ability to manage their behavior in accordance with the objectives of communication.

Communication skills are aimed at achieving the goals of mastering constructive ways and means of interaction with other people: the development of easy communication with adults and children; development of all the components of speech in different forms and types of children's activities; practical mastery of speech norms.

There are the following components of communicative skills [3].

1. Description of behavior, which is a message about what one can see without assessment and without attribution of motives.

2. The communication of feelings - a clear message about one's internal condition. Feelings are expressed in gestures, actions, words.

3. Active listening – an ability to listen carefully and understand one's partner's point of view.

4. Empathy - an adequate idea of what is happening in the inner world of another person.

5. Confrontation - the actions of a person to encourage other person to recognize, analyze, or to change their decision or behavior.

The components described by LR Munirova [1, 153] help to identify the following groups of communicative skills: informative and communication, regulatory- communicative and affective-communicative (Table).

Table – Types of communicative skills

Group of skills	Skills
1. Informative and communicative skills	– ability to start a process of communication; ability to orient oneself among partners and in communication situations; the ability to relate the means of verbal and non-verbal communication (to use words and signs of courtesy, emotional and meaningful expression of one's thoughts)
2. Regulatory and communicative skills	– coordinate your activity with opinions of others, trust, help and support those in communication (help those who are in need, give in, be honest, avoid responses, give advice to others and listen to advice of others); – apply one's individual skills in solving common problems; – evaluate results of joint communication (to evaluate themselves and others critically, to take right decisions, to express consent, disagreement, approval, disapproval)
3. Affective communicative skills	– based on the ability to share one's feelings, interests, mood with partners; – demonstrate sensitivity, compassion, empathy; – evaluate emotional behavior of each other

It should be noted that the whole process of communication of preschool children occurs mainly in playing games. As the leading activity, game is the main tool of formation preschooler identity, but it has special significance for the formation of communicative skills. In this respect, a role-playing game is the most valuable

tool. While role-playing, a child tries to create a process of communication with peers, to join a group, a child develops speech, acquires skills and culture of behavior in society. While role-playing, a child is active, forms attitude to people, work and study. In playing games older preschoolers demonstrate need for empathy, show attention, friendliness, and responsiveness to a partner, an ability to listen and understand others. In games preschoolers reproduce everything that they can see around them and activities of adults. It promotes social development of preschool children, formation of their communication skills. Thus, in playing games a child's personality is being formed, there are significant changes in mind; it prepares a transition to a new, higher stage of development.

The main structural components of a role-playing game are the subject, content, roles. They have great potential for the formation of communicative abilities.

For example, the children of senior preschool age have conscious approach to the choice of game plot, they discuss it initially, at a primitive level they plan content development, and this process has an impact on the development of informative and communication skills, and regulatory and communication skills as well. New themes appear, they are inspired by impressions taken outside of pre-school institutions: they are based on animated series, books, stories told by adults, etc. Correspondingly affective and communication skills have the same nature.

The content of role-playing games is reproduced by a child due to a taken role. A role is an implementation of the plot and it is the main element of role-playing games.

For a child of the senior preschool age a role means his/her position: they identify themselves with some character of the plot and operate according to the ideas of this character. They start communication as their character, at the same time assimilating some features of communication of the character and interaction patterns with others.

Thus, role playing game has the following features for the development of communicative skills:

1. Children discuss the game plan together, listen to opinions of partners, and reach agreement in the discussion.

2. Before the game, children schedule a plan, they can make amendments and additions in the form of new ideas and images while playing, they improvise.

3. Jointly they create and develop plots, use their knowledge, taken from a variety of sources: observation, books, and films. It enriches communication during the game.

4. Speech plays a significant role in the realization of the role, the role is indicated by a word; children show the essence of the role relationships, they often replace a game action by a word.

The experimental part of our work was aimed at the studying of communicative abilities of children of the senior preschool age. In order to determine a level of communicative abilities, we chose three groups of criteria:

1. Desire to come into contact;

2. An ability to organize communication, including an ability to listen to a partner, an ability to empathize, an ability to solve problems;

3. Knowledge of rules and regulations that should be followed in dealing with others.

Each criterion was assessed on three levels: high, medium, low, depending on the number of children's scores [4].

To determine a level of development a special questionnaire for teachers and preschool age children was carried out. Teachers were asked to evaluate the level of communication skills (how easy a child comes in contact, if a child is active, whether a child is willingly involved in joint activities and etc.). For children, there were questions to identify knowledge and skills for communication. For example, "How we speak with a teacher, mother, a friend," or "How we ask for help", and some others.

As a result of conversations with the teachers, as well as a special diagnostic performance with the children we got results in all the three groups of criteria, The results are shown in the diagram (Fig.) [3].

Based on the information presented in the table, the high level of performance was received only on one criterion "knowledge of the rules and regulations that should be followed when dealing with others." Thus, the children with high scores on this indicator performed the basic rules of the communication culture with adults and peers; they used "you" while addressing adults and they used names and patronymics of adults, and used gentle words communicating with others.

The criterion "the desire to come into contact" got the median level. Thus, based on the results the children mainly sought to communicate with the children of their own sex. So, interpersonal communication with peers was characterized by selectivity and sexual differentiation. Communication with adults was mediated by a joint activity.

The criterion "the ability to organize communication" got the lowest level. In dealing with adults the children showed restraint but responded to questions. Communicating with their peers, most children did not take enough initiative. Only a few children objected and tried to defend their interests.

According to the results, we concluded that it was necessary to have a special purposeful work for the development of communicative skills.
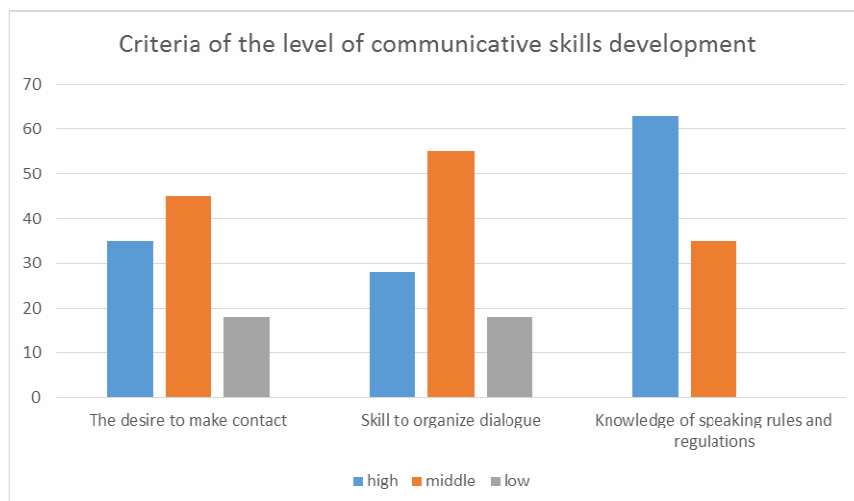
Fig.

The main recommendations for this work were the following.

Particular attention to the formation and development of skills should be paid to role-playing games. It is the leading type of activity, and on the other hand it is a form of child's modeling social relationships.

Teacher's guidance in role-playing games can be direct and indirect. Participation of a teacher in the game should be aimed at highlighting children's role-oriented behavior for a partner, and corresponding social relations. For example, performing a role, a child should take into account not only the external logic sequence (there is a free runway in the airport, so an aircraft can land), but the meaning of social relations (the runway is free, but you have to ask an air traffic controller to prevent an accident).

Teachers should use games to form not only game, but also real relationships. For example, a distribution of roles, a selection of game material and sometimes making necessary material. After the game, teachers should evaluate the quality of the result of child's personal actions and actions of his/her peers in playing together. Indirect management of the game is to enrich children's experience through acquaintance with others in an activity of the child, through reading, viewing of pictures and illustrations, etc.

Indirect methods also include special educational games aimed at developing a communicative sphere. They are held in the classroom and in everyday activities. We can use special communication exercises; talks on various topics; the situation of communication, and decision-playing "difficult" situations; games with words; dancing, staging fairy tales; playing out emotional state; joint holidays, entertainment, parties for children and adults [2].

For parents, recommendations are aimed at creating a self-centered interaction with children. So teachers should discuss the issues of adult relationships with children during meetings with parents, play out a variety of situations, communication games to help in solving communication problems.

Teachers were encouraged to have special individual interviews with parents on the topics "How to teach a child to communicate"; "Shy children"; "How to deal with an aggressive child"; "Self-esteem of the child" and others.

Teacher's work on formation of communicative skills has a special character. Sociability, an ability to communicate with other people is a necessary component of human self-realization, their success in various activities, predisposition and love for people around them. The formation of this capacity is an important condition for normal psychological development of children, as well as it is one of the main tasks to prepare children for future life. Watching children's games teachers learn their interests, needs, individual characteristics, teachers watch children's actions, in order to find the right ways and means of socialization and self-actualization.

With the help of games, teachers can create necessary atmosphere inside any group, coordinate team activities, as well as emotional and psychological condition of each child.

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THE FINNO-UGRIC NATIONALISM IN THE AUTONOMOUS REPUBLICS OF THE RUSSIAN FEDERATION AS THE OBJECT OF THE FOREIGN POLICY OF FINLAND, HUNGARY AND ESTONIA

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This article analyzes the external factors influencing the development of national movements in the Finno-Ugric republics of Russia. For its assessment the comparative analysis of Finnish, Hungarian and Estonian policies relating to the support of ethno-political movements was conducted. One of the issues highlighted in the article, is a possible threat to the territorial integrity posed by the ideology of the united Finno-Ugric world.

For the Russian Federation as a multinational federal state, having the national-territorial autonomy in its composition, the threat of the possible autonomous regions secession will always be a problem, which requires a careful approach. For different republics such probability, based on the current situation will be far from identical. The most independent and have experience of National separatist republics are certainly Tatarstan and Chechnya. Slightly lesser extent secessionist movement manifest themselves in other republics of the North Caucasus, and to a large extent in all the above cases, it is due and the Islamic factor and the influence of foreign Muslim states and international organizations. But nationalism in the Finno-Ugric republics of the Russian Federation is not articulated in the information space generally. However, there is also a national movement with varying degrees of radicalism and supported from abroad. The theme of the external influence on the ethno-political processes in the Finno-Ugric regions of Russia is of interest to researchers.

We are faced with a number of research problems. Is the concept of a common Finno-Ugric world, promoted officials from Finland, Hungary and Estonia (FHE), a real threat to Russia's territorial integrity, or an abstract construct that is an additional lever of pressure the European Union? Either this is the accumulation of political capital elites in FHE countries and regional elites Finno-Ugric republics of the Russian Federation in order to obtain additional preferences from the federal center.

Thus, the subject of research is FHE official government policies, as well as the activities of international organizations, NGOs, aimed at supporting the Finno-Ugric peoples of Russia. Objective is to determine the severity of the Finno-Ugric for Russian nationalism and to identify differences in the approaches of FHE countries. To do this, you must consider the characteristics of the ideological component of pan-nationalism than with nationalism, as well as to analyze the concept of "the Finno-Ugric world" as a special case of pan-nationalism. Second, identify the role of the international Finno-Ugric organizations (World Congress of Finno-Ugric Peoples with its Advisory Committee, AFUP[1], YAFUP[2], et al.) in the nationalist ideas promotion in the Russian Federation republics. Third, determine in which regions each of FHE countries is very active in support of kindred peoples. Fourth, determine the points of contact between local nationalists and ideologists of the Finno-Ugric world of FHE countries.

The collapse of the Soviet Union raised the issue of national self-determination of autonomous republics within the Russian Federation. It is connected with the processes of self-identification and search of its identity titular peoples of these republics and the national autonomous areas. And unlike republics such as Tatarstan and Bashkiria, in the Finno-Ugric republics was no predominance of the titular nation, so they have not sufficient demographic weight. This led to a crisis of local and national movements led them on the path of creating a supranational collective Finno-Ugric identity. Ethno-political movement that emerged in the 90s, have not yet had their own ideological constructs, so they borrowed them from their Estonian colleagues [1].

Currently, 6 Finno-Ugric national autonomies are the subjects of the Russian Federation:
- Mari El Republic;
- The Republic of Mordovia;
- The Republic of Udmurtia;
- Komi Republic;
- The Republic of Karelia;
- Khanty-Mansi Autonomous Okrug.

Until 2005, there was the Komi-Permyak Autonomous Okrug, which after merging with Perm region received the status of a special administrative-territorial district as a part of the Perm region.

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[1] Association of Finno-Ugric Peoples
[2] Youth Association of Finno-Ugric Peoples

Currently, there are processes that may involve strengthening the position of nationalist elites. In Karelia, there is a debate about gifting to Karelian language the official status. In June 2016 the constitution of the republic has been amended to change the order of the official language status granting. Since that time, the regional parliament can make such decision and the public referendum is no longer required. This means that the elites can almost seamlessly introduce new mandatory language, because the referendum would certainly dismissed it as ethnic Karelians, Veps and Finns in Karelia no more than 7%, and not all of them speak the native language. There are similar situation in the Republic of Komi. «*Still the number of deputies in legislative branch dropped from the level reflecting ethnic composition in eighties to just a few percent at the present time. This means that Finno-Ugric national elites are in shortage of political resources, and basically excluded from the process of political decision-making. The Russian federal state has full control over ethnopolitical resources*» [2].

What is the advantage of a pan-nationalism? The main actors are the international organizations and forums, which increase nationalist group's status in the negotiations with their governments and legitimize them in the world community. In addition, it provides a social communication between national elites and promote their solidarity in common objectives pursuit.

There are main provisions of the concept of the Finno-Ugric world:

1) Finno-Ugric peoples of Russia take a subordinate position under the imperial Russian people, overwhelming their identity. The peoples gradually dissolve among Russians, lose cultural characteristics and forget their language. Federal center are quite satisfied with this situation. In recent years Russian authorities are more likely to use "great-power" rhetoric, which also makes them fear the growth of Russian nationalism.

2) In order to survive Finno-Ugric peoples should consolidate and ensure the transformation of "fictitious" autonomies to real ones, with the ethnic representation in the regional governments.

3) Political and cultural integration of republics as well as with related foreign Finno-Ugric states will contribute to national awareness increase.

4) FHE countries will provide political and financial support to their "younger brothers" in the east, to create the Finno-Ugric confederation in the future.

But there are some difficulties. The Finno-Ugric peoples are separated geographically, have a very slight linguistic community and feel of "unity" is inherent for the narrow ethnic elites only. It could be noted, that the idea of the Finno-Ugric world is a form of politicized ideology of identity [3, p.167].

In 1992, the World Congress of Finno-Ugric Peoples was held in Syktyvkar. As the result, International Advisory Committee of Finno-Ugric Peoples was established. In addition to the Russian delegates to the congress was attended by the representatives of Finland, Estonia and Hungary. This site first appeared, and political demands voiced by the delegates of these countries: the creation in the Finno-Ugric republics the upper house of parliament, which is formed according to ethnic principles [4, p.228]. Stated objectives of the organization are cultural interaction, language preservation, etc. We can say that the political and legal section of congresses - the only platform for the discussion of ethno-political issues.

During the Congress 2008 in Khanty-Mansiysk, President of Estonia Toomas Hendrik Ilves openly urged the Russian republic separatism, after which Estonian delegation with the scandal left the conference early. In 2005, at the IV World Congress with a report on the situation of the Finno-Ugric minorities in Russia made famous Hungarian linguist Janos Pusztai. In his report, he interpreted the process began in the Russian regions of association with the elimination of a number of national districts as a sharp infringement of the rights of the Finno-Ugric peoples. This process, in its opinion, will lead to further erosion of identity and the further dissolution of the national languages. Subsequently, Estonian and Hungarian delegates initiated discussion of this issue at the PACE. In 1998, the Resolution 1171 was issued, which obliges Russia to do the needs of these people as "prone to extinction".

The principle of "soft power" is used: the view of the Finno-Ugric identity prevailing over the Russian national identity is grafted [4, p.232]. ("Finno-Ugrians", brothers of European Finns and Hungarians, in the first place, and the "Russians" after that, and it is not forever). "Russian - it's the people with whom you have a lot less common than with us, so you have the right to demand self-determination."

We can identify two reasons for FHE countries interest in the Pan-Finno-Ugrism.

1) All three countries have recently joined the European Union, and facing the need to transfer part of their sovereignty to supranational structures. This causes a fear of losing their identity in the face of a common European identity. These countries hadn't independence for a long time (as Estonia), or were subordinated countries and it makes them suspicious of the deepening of European integration and contributes to the development of the nationalist discourse. So they tend to create "the Finno-Ugric world" in order to protect their culture.

2) Second, concern about the Russian finno-ugres may be the answer to the Russia's compatriots protection policy in these countries, which is often interpreted as irredentism. "The Finno-Ugric world" may well meet the interests of the EU to strengthen its eastern borders and possible expansion to the east.

These peoples are separated geographically, and therefore do not have a history of co-existence, as well as the experience of mutual claims and grievances. Therefore, in contrast to Pan-Slavism, Pan-Finno-Ugrism is a more realistic goal, because it is easier to accept the integration without having a negative bias to each other. The basis for it is the integration of a cultural community, out of borders.

What are the advantages of a pan-nationalism? The main actors are the international organizations and forums, increasing their status in the negotiations with their governments and legitimize them in the world community. In addition, it provides a social communication between national elites and promotes their solidarity in pursuit of common objectives.

In general, all three FHE countries share common EU foreign policy principles: the empowerment of autonomy, protection of national minorities' rights. As for Finno-Ugric peoples condition in the Russian Federation the general thesis of the three countries is a concern about the Russian policy, leading to a reduction in the number of people and the disappearance of their languages. However, in each of the three countries has its own approach to the problem, different objectives and rhetoric of public officials.

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UDC 80

SOME GENDER FEATURES OF READING ALOUD

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Reading is a significant skill that learners should have. Learners read texts for various goals from gaining information to enjoyment. The use of **reading strategies** in language learning has a vital role to improve reading comprehension (Anderson, 2003; Cohen, 1998). Readers' language proficiency is related to the use of their reading strategies (Hong-Nam &Leavell, 2006; Shen, 2003; Wharton, 2000; Yang, 2002). Based on these researches, readers who have high proficiency try to use global strategies for understanding a text (Kletzien, 1991; Zhang & Wu, 2009). Readers who have low proficiency, try to utilize particular techniques that are not beneficial to understand a text (Gan, Humphreys, & Hamp-Lyons, 2004; Zhang & Wu, 2009). **Reading comprehension** is a complex process that involves components, processes, and factors with the aim of finding better ways of improving it among learners. Meniado continued that reading comprehension is an interactive process of finding meanings from a text (Meniado, 2016; Rumelhart, 1981). Hermosa (2002) and Meniado (2016) supported theseideas and stated that reading comprehension is a series of cognitive activities that include a lot of dimensions like the understanding of words and their meanings, mindful reaction, and integration.

Koda (2007) said that there are various variables that impact learners' reading comprehension. Some of these variables involve vocabulary knowledge, prior knowledge, metacognitive information, and reading strategies. Trehearne and Doctorow (2005) expressed that there are other factors that affect learners' reading comprehension skill. These factors are learners' reading attitudes, useful teaching on comprehension methods, versatility, text form, and being aware of various reading comprehension strategies. The other factors that affect learners' reading comprehension skill are susceptibility to the text structure, making of conclusion, and comprehension checking (Meniado, 2016; Perfetti, Landi, & Oakhill, 2004). In addition, International Journal of English Linguistics Vol. 6, No. 5; 2016 181 Nergis (2013) stated that deepness of vocabulary knowledge, syntactic consciousness, and metacognitive recognition are some of the important factors that can affect reading comprehension skill.

Pressley (2000) and Birsch (2011) defined **reading comprehension** as the ability to get meaning from what is read. Reading comprehension needs different reading skills such as word recognition, fluency, lexical knowledge, and pre-existing knowledge to be undertaken quickly so that the reader gets knowledge from thetext. According to Block (2004) and Graves, Juel, and Graves (1998), reading comprehension is a complicated process in which readers have an important role in making meaning from the text through applying existing skills.

Baker and Brown (1984) defined **reading strategies** as purposeful and cognitive actions that learners take when they read to assist them in making and keeping meaning. According to Pressley (2006) and Trabasso and Bouchard (2002), reading strategies are conscious behaviors that readers use before, during, and after reading to get meaning from the text. They are particular learned procedures that are used by readers to promote active, competent, and intentional reading.

There is a positive relationship between learners' *reading strategies* and their *reading comprehension skill*. According to Ahmadi and Pourhossein (2012), reading strategy has a significant impact on the readers' reading comprehension skill. Reading strategy can make better the reading skill of proficient and less proficient readers. Readers use diverse reading strategies and know what, when, how, and why to apply them in their reading comprehension process.

According to Dennis (2008), *reading comprehension* is a complex process between identifying printed symbols and interpreting the meaning behind the symbols. Some factors affect reading comprehension skill. They are complexity of the reading text, environmental influences, and anxiety during reading comprehension, interest and motivation, decoding or word recognition speed, and medical problems. These factors we are going to elaborate in detail.

One of the factors that impacts learners' reading comprehension is the complexity of the texts. This factor is influenced by the readers' strength and fluency in language and their comprehending of its applications and different meanings. Oral abilities have a significant part in identifying how skilled a reader can be because learners hear words and obtain a lot of vocabulary. A lot of vocabulary assists learners in explaining the unknown words through applying the opinions of context (Dennis, 2008).

 The second factor related to the environmental conditions that impact the learners who try to read a passage. Readers may have a lot of problems to understand a text in an unorganized environment than those who read in International Journal of English Linguistics Vol. 6, No. 5; 2016 183 calm and controlled place. If learners are in an unsafe place, they find it difficult to focus on their reading. When they are in safe environments, their

reading comprehension ability will sound better. Readers will lose their concentration in understanding a text when there are noises like televisions or radios (Dennis, 2008).

The third factor is pertinent to the anxiety during reading comprehension. Examinations, class work, or homework situations can put more pressure on readers' reading than reading for enjoyment. Some learners react positively to examinations while others are overwhelmed by the pressure to carry out a reading activity. Learners who experience this anxiety may not completely understand the instructions and this may lead to confusion and poor comprehension of the reading task (Dennis, 2008).

The fourth factor is interest and motivation. According to Dennis (2008), learners' interest and motivation are very important in developing reading comprehension skill. If readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension. This can lead to a lowering of reading comprehension among readers. If the reading material is interesting for learners they can easily understand it and can remember it clearly. EFL teachers should motivate their learners through providing interesting reading materials during their class time.

The fifth factor is related to decoding or word recognition speed. Readers who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. Vocabulary influences the reading comprehension skill because readers apply decoding skills to understand the pronunciation and meaning of words they have not seen before. Persons who have enough vocabulary can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context (Dennis, 2008).

The last factor is concerned with the medical problems. According to Hollowell (2013), poor reading comprehension skill may be related to the medical difficulty that does not get addressed until the child is older. This involves undiagnosed ADD (attention deficit disorder), speech problems, and hearing impairments. It's emphasized that learners with speech and hearing difficulties are less likely to take part in oral reading and class discussions. These are the two activities that help learners improve their reading comprehension skill.

The purpose of the research is to disclose the term "spontaneous monologue" paying attention to the specifics of how to read and to establish the possible dependence of unprepared reading from a gender perspective, the level of speech competence of a speaker, and the type of the text.

The object of this study is reading aloud as a kind of verbal activity.

The subject of the research is a gender-specific deviation from the printed textwhich is found in the real acts of reading in the form of omissions or inclusions of fragments of the text.

The materials for the research were 60 texts recorded by 30 respondents (each respondent reads 2 texts). The respondents read two articles from the newspaper "Sovetskaya Belarus": "How ToWin Barsa"(the topic of the text is football), and "Some Rules Of The First Date" (the topic of the text is dating) without any prior training. Students, former students of the university ,people with secondary and secondary specialized education were invited to take part in the research. The age of the respondents was from 18 to 43 years old. The readings of the texts were recorded and carefully analyzed that helped to obtain a list of mane and minor mistakes made by the readers while reading aloud.

In accordance with the established commitment of many linguists -women follow the rules and accept standards of using the language in the society. It is seemed reasonable to assume that certain deviations from the verbal structure of the printed text are often implemented in men's reading aloud. The general data on the number of deviations do not quite confirm the hypothesis.

The analysis of thepresented texts shows that in all of them there are the typical features of unprepared reading such as pauses, hesitations, repetitions. It was the first approach to the assertion that the unprepared reading can definitely be considered as a form of the oral spontaneous monologue.

You can also note that more pauses were made while reading the article concerning   the dating rules, especially by the men. Some additional information was in the brackets, and men-readers thought this information was unnecessary and, to a great extent, considered reading it as a waste of time. Additional information brings something new to the text as usual, but if you omit it, the meaning of the text is not distorted. This information helps to understand texts more deeply.

Insertions and omissions of words bear witness that the respondents create a new text- they bring something from their life experiences, their memories, which are essential for understanding the content of the text. Listening to reading entries, you'll notice that each text is different from other presentations.

The most common pronouncing both men and women's mistakes were made in reading aloud the article "How to win Barsa": proper names like Neymar, Suarez, Sokol, Jakimovich, Logwin, as well as geographical names: San Sebastian, San Antonio as well as abbreviations and acronyms BATE, Barsa. When reading the article "Some rules of a first date", there were fewer mistakes in accents, but the most common were:*хо́лодны, яства, темпаче*. These mistakes indicate that people don't deal much with the words in their livesand do not know them.

After making the research among male and female respondents, we can make the following conclusions:

1) the real action of reading aloud is carried out with a certain amount of various discrepancies or deviations from the printed text;

2) derogation from the text characterize representatives of all genders.

3) the author's inserts are emotional state signals and signs of appeals to the interlocutor. They are prevalent in the women's reading.

4) missing the fragments of the text is a universal phenomenon. However, it is frequent in men's reading. In addition men correct this type of mistake themselves very rarely.

This experiment showed that while reading, we do not just transform written text into an oral, but take into account our previous experience, that is essential for the understanding of the content of the text, and we present it in a little bit different form in each act of reading.

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BRANDING AS A FORM OF PR-ACTIVITIES

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The article discusses the concept of "branding as a form of PR-activities". It also considers related concepts such as "branding", "advertising", "PR-activities". The paper studies the impact of branding on economic and social activity.

Introduction. Nowadays, when competition on the market is constantly increasing, particularly the issues of branding activities management organization are important. Branding activities management organization is one of the major aspects in promoting business.

One should understand, that a large number of similar goods and services are present on the market, and that the consumer can only absorb a small part of them to survive. So displacing competitors is possible only through an effective branding process of the organization. This process plays a significant role in achieving the goals of the organization, because it ultimately helps to increase sales of products (goods, services or ideas).

The main objective of branding organization process is to provide effective communication between the seller (the producer) and the buyer. This goal is organization-specific branding and depends on marketing and corporate goals of the company.

The decision of theoretical and methodological issues associated with the development of technology organization's branding will ensure a scientifically sound approach to the formation of the state policy on development of the economy, taking into account current trends and the goals of economic development of industrial enterprises.

The objective of the research is to identify branding as a form of PR-activities.

The tasks are:

− to find out the essence and purpose of advertising;
− to familiarize with different types of advertising tools and criteria for their selection;
− to examine the concept of the brand;
− to understand what is the role of brand in modern economy.

The object of study is branding that can make its role as a tool of PR-activities.

First of all we need to consider and understand the essence and functions of advertising in general in order to perform tasks.

Nowadays, an accurate and universal definition of advertising is not known. In Belarisian and foreign literature one can find many different interpretations.

A fundamental definition of advertising is given by Philip Kotler, a distinguished theorist and practitioner of modern marketing: "advertising is a non-personal form of communication conducted through paid means of disseminating information, with a clearly specified source of funding".

One of the most comprehensive definitions is given by I.Y. Rozhkov: "advertising is a type of activity or products that are results of this activity, the purpose of which is to implement marketing or other problems of industrial, service and public enterprises through the distribution paid their information generated in such a way as to provide increased exposure to mass or individual consciousness, causing predetermined reaction selected consumer audience. "

However, these definitions can be applied only to traditional advertisements: placed by the advertiser, they are not distributed directly (in person) and through the media, the means of outdoor advertising, Internet. But nowadays many other forms are considered to be advertisements too. This techniques often involve personal communication with the customer, sometimes use free methods of dissemination of advertising in which the advertiser is not explicitly indicated. Such advertisements are called unconventional today.

By many authors today advertising is defined as a means of communicating information about products, services, firms from advertisers to some specific audience [6, p. 4]

Advertising can be seen as a special kind of social communication.

Being a type of social communication, advertising solves many important social tasks. The major functions of advertising are economic (marketing), politic and social.

So advertising is as a unique social communication is an important tool, without which modern conditions is impossible.

Advertising is a creative activity. It often uses the genres and techniques of art. In the creation of advertising products the specialists of many creative professions are involved.

The basis of the advertising activity is computer design. It designs ads, packaging, paper advertising materials, advertising souvenirs, corporate identity, web-design. Modern advertising includes production and many other activities.

So, specialists of various profiles - marketers, psychologists, sociologists, statisticians, artists, designers, writers, directors, musicians - are involved in the sphere of advertising. This makes the advertising business unique [8, p. 4].

Classification and purpose of advertising. Advertising can be classified in different ways, depending on the target consumer and the target territory. Advertising has always focused on a certain part of the population. When you see an advertisement that you do not like very much, it simply means that you do not belong to the target group to which the ad is aimed. For example, a television commercial that advertises a new washing powder is unattractive for a teenager. In the same way the mother with three small children will be not got interested by the commercials of the paste for artificial teeth. The target audience is usually defined as a group of people to which the advertising message is addressed. There is a significant number of target audiences. However, there are two main things such as the consumers and entrepreneurs [8, p. 4].

Secondly, we need to know the meaning of the concept "branding" and "brand" in order to perform tasks.

Branding is an integrated technology, which combines the tools of marketing and management, focused on brand building and management.

To accurately define what a is "brand" seems to be quite difficult. In the Russian media "brand" is often the same as a "promoted" trademark and well-known goods. But such an understanding of the brand is too narrow.

Brand is created in the minds of consumers as a unique image of the brand (company or product), formed under the influence of all that is associated with this brand. This is a collection of thoughts, feelings and associations, experiences associated with the brand in the minds of consumers, the perception of the company or the product.

Consequently, branding is the technology of creating unique images.

The concept of the brand is not identical to the concept of a trademark. Brand can't be identified with the trademark, although, of course, without using it not a brand can be formed. The trademark is only one of the elements of the brand, is the brand name. Not every brand ultimately becomes a brand in the meaning that is used in Belarus and Russia.

Classic the theory and practice of advertising David Ogilvy gave the following interpretation of the concept "brand": "the intangible sum of the properties of the product: its name, packaging, price, its history, reputation and way of advertising". [1, p. 4]

The concept of "brand" can't be identified with the concept of "product". This "mental shortcut" which is pasted on a product or company consumer. A brand is something that exists only in the mind of the consumer.

The inner content of the brand is the idea of the brand, embodying the important and valuable human qualities, encourage them to select the product. The ability of the product to meet the specific needs of people, lifestyle, values, opinions, feelings of the consumer.

The idea of the brand may not even have a direct relation to the real properties of the product.

Among all the components of the brand's most important is the brand name that is most often associated with the name of the manufacturer or, more rarely, an intermediary company. Search a brand name, its title is a lengthy process that requires justification.

Brand Management is the process of creation of the individual features of the brand, change them to achieve maximum performance, check that individual traits are not adjusted for the sake of a tactical advantage, as well as drawing up plans for crisis brand management, if necessary, with a view to strategically increase brand value .

In the formation of a brand the company must determine if it wants to make its brand leading or prefers to put it, "in a number of others." [10, p. 4]

So, the brand it is a complex sum of external and internal features that make the brand unique in representing consumers. All items must be brand: to create a complete image; provide maximum. Unlike competitive brands; promote rapid and accurate recognition of the brand; express its content. In this case, the main problem will be solved branding is create and maintain representation from consumers about the product as a branded product, creating a unique brand image. This problem is solved, as has been said, by a variety of marketing and management techniques. [7, p. 4]

The most important component of PR-activity and promoting is branding that is a marketing section, dealing with the creation of the image and promotion of the trademark that is in fact the decision of PR-tasks. Promotion, positioning, branding (product management) - all of these marketing activities are so closely interconnected that it is often impossible to draw a line of demarcation between them. Branding is generally defined as a process of brand creation and management. It can include the creation, enhancement, positioning, updating and changing the stage of development of the brand. Branding, which is considered to be a component

of promotion, using techniques for creating special experiences that contributes to the overall image and the target market segment relevant to the brand and the company in general. Sometimes the following definition of branding is given: "Branding is efforts to establish a long-term preference for the product, based on a joint of increased impact on consumers of packaging, trademark, advertising messages, materials, sales-promotion and other advertising elements, combined certain idea and the same type of decoration that distinguish goods from the competition and create its image. " [3, p. 4]

Using PR branding is a powerful tool for managing brand reputation and public opinion conducive to the promotion of the brand and strengthen its position in the market.

In the strategy of brand promotion the following steps can be distinguished by means of PR:

1. Analysis and statement of the problem, definition of brand competition.

2. Developing a program of PR-activities.

3. Implementation of PR-program, interaction with the media.

4. PR is slower than, for example, advertising, which acts instantaneously. So to start a PR-program is necessary for a certain amount of time before the start of a branding campaign. This stage is also called the "build-up speed."

5. Involvement of accomplices, positive-minded individuals who can help in the formation of a new brand perception friendly.

6. Since the PR-campaign begins before the appearance of the brand on the market, thanks to the feedback possible improvement of product before it is released to the market. On the other hand, it is no longer possible to make product improvements at an advertising company, since it entails high costs and a negative impact on brand image.

7. Analysis and evaluation of results of PR-programs.

8. The final stage following the end of the PR-program, this is the conclusion of the brand on the market. Here an important role is played by the advertising campaign. This stage is called "soft start".

In marketing this brand promotion strategy with the help of PR is called RACE (Research, Action, Communication, Evaluation) system.

Branding is now used everywhere in the practice of PR , as a key marketing tool in the promotion of the brand.

PR-agency are used by companies on an equal basis with advertising agencies as a permanent and effective part of their marketing team.

The approach to the PR-program brand has to be competent and professional, because even a small mistake in PR gains a kind of resonance among people very fast and damages the reputation much sooner than improves it. [11, p. 4]

Currently, according to Western experts, goods competition turned into brand competition. The main purpose of branding is the creation of its own identity and brand companies. Its mission is communication with the customer and product management, which influences many aspects of business life, starting with a unique business idea of the company, continuing the business plan and ending with the image of the company and its corporate culture.

Enhancing the impact of brand image is achieved using PR metaphors, symbols, causing unambiguous positive associations. Think of the enormous PR-efforts of Mr. Dovgan. Numerous public speeches, interviews, participation in popular television programs, a number of articles devoted to discussion of the problem food quality - all this created the myth of the "quality mark Dovgan". In total domination on the food shelves of imported products by the consumer at the time of captured the general idea of preferences "Russian quality" labeled a portrait of the author's ideas. We must pay tribute to Mr. Dovgan, which is one of the first on the Russian consumer market has demonstrated the effectiveness of economic strictly counted professional efforts in the field of PR for the pro-Russian movement pioneer for local ideas. Unfortunately, a number of reasons created with such difficulty myth has held in public opinion long. And, nevertheless, a well-known brands on the market becomes a particular economic value.[9, p. 4]

Conclusion. Branding is art. In order to create a brand of high quality, one needs time, effort and money, and even talent. After all, many timeless brands outlive their products, and now are percieved differently. But these brands have survived and continue to exist and bring profit the companies who own them. But all the efforts of branding marketing will come to naught if the words will not remain words. It is not so much important to launch a brand and an advertising campaign, to develop the marketing and positioning of the program, but what is really important is to make people believe that this is something that really is worthy, that is what they really need.

Brand is a process. Brand strategy should be built based on this fundamental idea. That is, initially creating a brand, you need to figure exactly how it will work in the long run, not only here and now. Work on branding involves the use of all types of marketing communications, using the author's procedures for each type.

No brand can be created only through PR or advertising. The basis of the work is a total marketing concept involving a private concept for PR, advertising, sales promotion, direct mails, exhibitions, product placement.

The overall marketing concept requires market research, evaluation of potential target audiences. The word "potential" is of particular importance, as it is necessary not to follow the demand and to actively shape it, covering all large groups of the population. The same active (aggressive) style will work in all the sections.

PR-concept is necessarily created closely with managers and PR-company service. It will be necessary to determine the expected image of the company in the eyes of the public and key groups brand. It is clear that all PR-product (text, visual, electronic) will meet PR-concept.

Program development and promotion of the image of the company consists of some steps (six months, one year) with intermediate results. As it is known, PR-concept is interconnected with the image of the company in general, and in this case, the brand name of the company becomes. As for the individual product groups, then for each of them a separate advertising program should be developed. All methods are used in the overall program in sequence or simultaneously.

it is possible to achieve the goal of creating a brand only with having a full marketing concept, which defines public and private programs. The preparation of a full marketing concept is the first stage of creating brands

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MORALS IMPERATIVES REFLECTION IN THE CONSTITUTION
OF THE REPUBLIC OF BELARUS

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The separate constitutional norms dealing with the moral subject are being seen in this article. They are analyzed through the prism of main principles which the legislator and law enforcement people are directed by in their lawmaking activity.

The Constitution of the Republic of Belarus is the main law of the country. According to this statement, it is the holds of national legislative basic principles and lead of the governmental policy in the most important life spheres of a person and a state. [4] Every norm is filled with the definite elements due to its structure and regulates particular social relations. Therefore all the legislature of the Republic is formed on the basis of the Constitutional provisions. According to this point of view it becomes obvious that moral contents of main law of the country are necessary to be thoroughly appreciated because the whole system of law relations in the society and state is formed through its realization.

Moral appreciation of moral norms involves the process of thinking, containing the set of changing stages, from the lawmaking activity planning the law rules realization and the attitudes of the people whose interests are touched by the law enforcement person, to these norms of law reality. [2]

The understanding of moral imperatives essence in the Constitution is closely connected with the understanding of the idea of morality itself which is known to be modified through society development. In this work's context we will understand the morality as moral virtues and nonmaterial needs, which on the one hand are believed by the legislature in a specific rule, and on the other hand are appreciated by the society.

Furthermore it is considered to be necessary to understand the basic idea of our work. This is moral imperative. Under this term we understand general law, the highest demand the most important principle, that is to be followed, without any discussions and doubts. It is this moral maxima which is widespread over the whole mankind without any exception.

For clearer understanding of our research main problem, it's necessary to see and analyze the general and particular points of the moral and law rules, in the context of their nature and essence.

Moral and law norms, as you know, firstly are social norms and posses general peculiarities of enactments. Secondly they are main behavior regulators. Then, they have the same goal to regulate people's behavior with the strategic task to keep, and develop society as a whole and are based on Justice as the highest moral principle. And finally, law and morality are the measure of individual's freedom, define its frames.

Despite the fact that there are some common integrant positions the particular elements which separate these ideas from each other exist.

One of the most important elements separating the ideas of law and morality is the statement, that they have different regulation subjects. The proof of this statement is the specific subject of moral regulation – friendship, love mutual aid etc where the law, as the regulator, demanding outside control for its rules implementation and supposing the ability of state mandative realization cannot and doesn't have to penetrate. However there are law regulating spheres where morality can't be involved because of their disability to be appreciated morally due to their nature: they are neutral ethically. We can find the subject of techno-judicial rules among these spheres.

Moral evaluation of constitutional norms is directly connected with the basic legislative principles of the Republic of Belarus, which are humanism, legality, social direction, social interests priority, the equality of law relation participants, property inviolability and others Let's look through the connection of morals positions and exact rules, bearing the wad of generally compulsory basic.

From above mentioned facts it's clear, that law and morality interact. Law is the form of moral realization. Moral foundations ideas of Constitutional norms are reflected in Chapter I, p.1, art.2 "Person, his/her rights, freedoms and sponsions of their realization are the highest values and goals of our society and state".[1] This formulation is the exact reflection of the principles of humanism, reproducing ethic principle, obliges, gradually realize the idea of humanism in the whole legislature beginning from the Constitution it self.

Next example of morals imperatives reflection in the Constitution is the principle of legality. "…The state, all its bodies and officers will act in the frames of the Constitution and the legislative acts adopted in accord with the Constitution…". [1] The important demands of moral character are resulted from above mentioned principle. The officers representing the state organs don't have any rights to cede to the local influence. They must be directed by the rules of law. They mustn't be directed by the advice, requests of private

people and enterprises, despite their position. Acting in the interests of the whole people and on behalf of fulfilling its will, expressed in the law, the officers are ruled by the law, their moral principles, their conscience.

As for the principle of social directivity, the bright, example of it is the provision … ''The workers posses the right for rest. For hired workers this right is determined by the working week limitation not overstepping 40 hours, reduced the night work's period, representation of the annual paid holidays, weekends.'' [1]

In this provision one can see the exact direction to achievement of social justice and the place of an individual in it.

The moral position of the legislator is directed to the keeping the health and moral welfare of the working people money compensation for the breaking such welfare.

So, the question of cooperation of constitutional rules and morals norms, or the question of the morals, imperatives presence in the main law of our country isn't settled. But in accordance with above mentioned examples, one can make the definite intermediate conclusion dealing with common features of morals and law in modern Belarusian law, state and society.

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TEACHING METHODS AND TECHNIQUES FOR IMPROVING THE QUALITY OF TRAINING OF ENGINEERING STUDENTS

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This article outlines methods of implementation of cognitive-visual approach to the process of teaching Mathematics to engineering students through graphic schemes, information tables, algorithmic prescriptions and algorithmic requirements – methodological tools which we refer to the graphic-sign and sign-and-text groups of visual information representation. The didactic advantages and cognitive possibilities of the outlined teaching tools for the organization and enhancement of students' cognitive analytic-deductive activity are emphasized.

Introduction. There is no doubt that the search for new, more efficient methods which allow in the light of the latest achievements in science and society's abilities to optimize the learning process in higher educational institutions, will always be relevant to the theory and methods of teaching mathematics. However, even the use of modern, efficient means does not always lead to the desired results. Obviously, further research in this area should be aimed not only at the development of new pan-pedagogical technologies and techniques, but also at search for the best possible modes, methods and means of training for certain specialties.

In the present publication a set of various methods and methodological tools, providing favorable conditions for methodically targeted assistance to students in the organization of teaching and learning activities is presented. The outlined tools will improve visibility, accessibility, depth and retention of mastering mathematical information by engineering students in class and extracurricular classes. Organizationally, they contain the potential for the construction and maintenance of continuity, completeness of the didactic cycle of mathematics educative process. Systematic theoretical, practical, and control materials, optimized with respect to the developed scientific and methodological foundations of their creation and to systemic application, gradually provide meaningful productive activity of students.

The overview of publications on the topic. In modern pedagogical science visibility is recognized as a teaching medium with great potential ([1]–[5] and other). Special attention is paid to the implementation of visualization in educational and cognitive process on the basis of the development and use of reserves of students' visual thinking. The approach to training, which takes into account the cognitive role of visualization, is called a cognitive visual one. In our study, a cognitive visual approach is understood as the principle of formation of educational technology on the basis of the interrelation and unity of abstract-logical content of a teaching material and methods with visually intuitive ones. This approach involves the usage of cognitive (cognitive-semantic) features of visual information (for example, when working on illustrations). Cognitive visualization is the key to solving many educational problems. It takes into account the role of color, enhancing the perception, memorization and comprehension of educational information better than the black-and-white presentation of information. This approach encourages the widespread use of colors and shapes, graphs and drawings, of complex cognitive-visual tasks and animation in the educative process [1].

Moreover, this cognitive-visual approach in a methodical system of teaching mathematics to students is expressed in such activities as:

− A shift from the use of an exemplary aspect of visualization to the cognitive process;

− Organization of activity includes systematization of mathematical facts and their analysis and determines the movement to substantial theoretical knowledge;

− Incorporation of elements of problem-based learning in the structure of different types of visualization, i.e. asking questions or revealing contradictions which encourage self-reflection and study of essential internal ties, properties and relations of mathematical objects under consideration;

− Training students in educational activities, the implementation of which leads to the formation of meaningful generalizations which have symbolic mathematical visualization;

− Incorporation in the training of such a visualization structure, which is able to influence the psychological sphere by reinforcing positive motivation, interest in the subject, self-reflection resulting in the enhancement of cognitive activity of students (in particular, compilation of tables, algorithms development or structural logic circuit design) [2, pp. 151–152].

The results and their discussion Here are the examples of the cognitive approach for the design of visual cognitive activity of engineering students when organizing classroom activities:

a) incorporation of elements of PowerPoint presentations explaining theoretical material with a large number of charts and formulas. The presentation takes into account the role of color, enhancing the perception, memorization, comprehension of educational information better than the black-and-white presentation of information (Fig. 1).

$$\frac{x^2}{a^2}+\frac{y^2}{b^2}-\frac{z^2}{c^2}=1$$
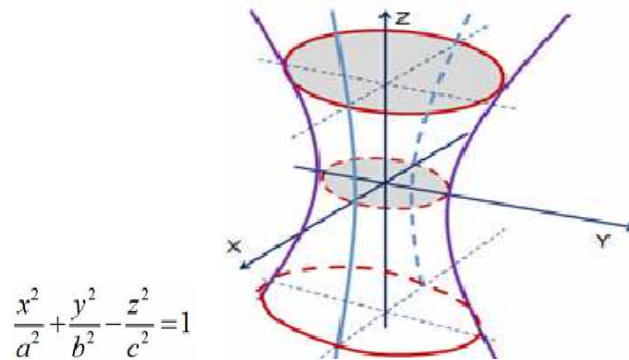
Fig. 1. (hyperboloid of one sheet)

use of computer algebra systems for the construction and analysis of second-degree surfaces (Fig. 2).

b)
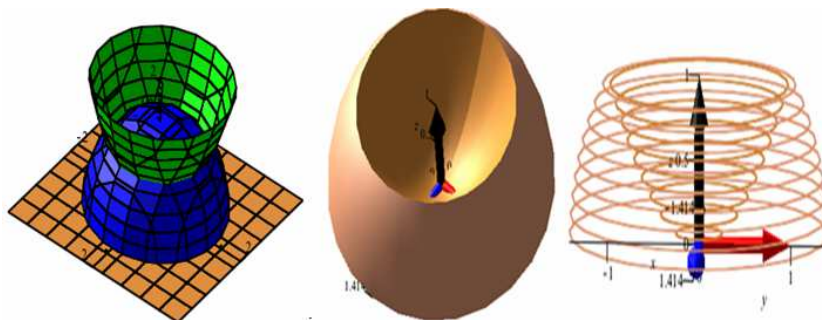
Fig. 2. (surface intersection)

c) experimental studies have shown that sufficiently effective methodical means of implementing cognitive functions of visualization in tutorials are information tables, algorithmic prescriptions or solution algorithms for teaching objectives which we refer to the sign-word group of the presentation of visual information. On the basis of our research we have found out that scientifically sound, circumspect and designed incorporation of outlined methodological tools in the process of teaching new topic, or solution to the problem allows accumulating the advantages of problem and explanatory-illustrative methods of learning mathematics. The use of such tables and algorithms contribute to a better understanding of not only objectives of the task, but also of ways to solve them, and consequently provide students with assistance in systematization, memorizing and application of knowledge [3].

d) incorporation of algorithms or structural logic diagrams in teaching which contribute to the solution of problems ([4, 5]) (Fig. 3).

Conclusion Proposed for discussion methodological tools and techniques, being specific, but convenient and effective means of organization of structuring, specifying, logical organization, systematization and classification of mathematical and other information, form the skills of working with graphic information. Developing visual thinking, they specifically capture attention in learning. Implicitly and indirectly contributing to summarizing mental contents in visual images, allowing the formation of a more complex idea of the image or concept, proposed tools and techniques contribute to the vision of the whole structure of the material being studied, lead to its more lasting and profound assimilation, develop and form the emotional and value-conscious attitude to knowledge in mathematics they obtain.
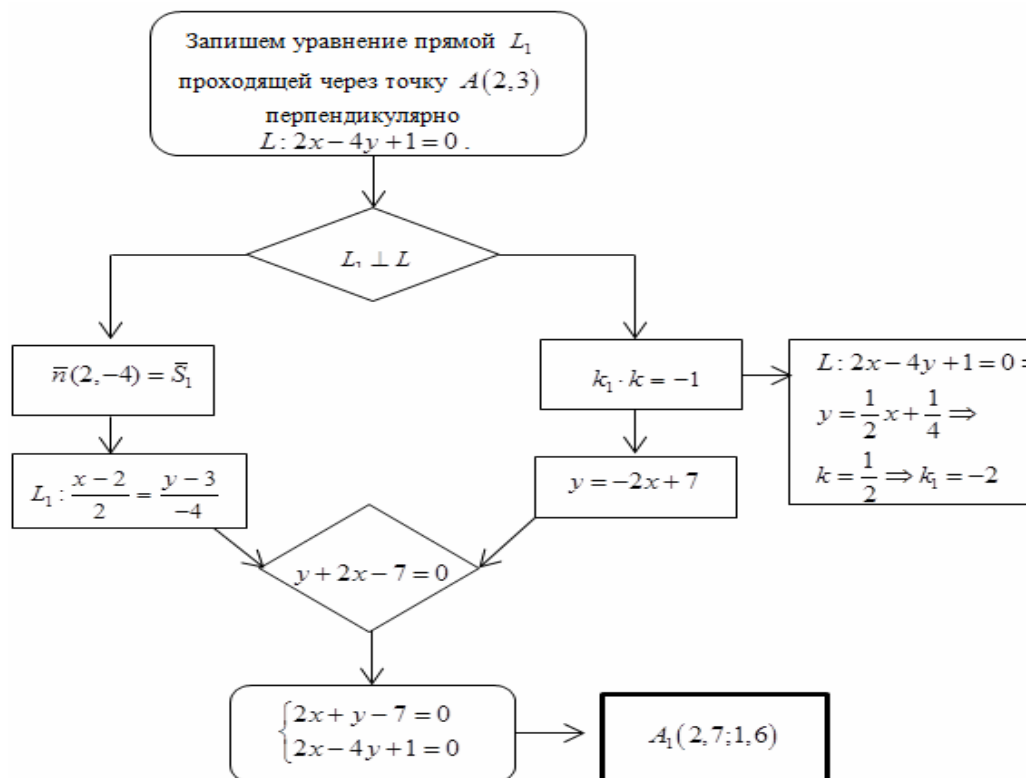
Fig. 3. (solution algorithm)

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ADMINISTRATIVE PROCESS AND ITS PLACE
IN THE SYSTEM OF NATIONAL LAW

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The article describes the prospects for the creation of administrative justice in the Republic of Belarus.The author offers a positive aspects of the introduction of administrative justice as an independent branch of justice.

The last decade we have seen extensive changes in the area of administrative relations in the Republic of Belarus.1 March 2007 was enacted Procedural-Executive Code of Administrative Offences of 20 December 2006 (hereinafter referred to PECoAO). Adoption PECoAOthe Republic of Belarus has brought with it a significant change in the concept of the administrative process.

According to par.3 st.1.4 Procedural-Executive Code of Administrative Offences "administrative process - the procedure established by this Code, the activities of its members in the case of an administrative offense". [1] The definition tells us that the administrative process is associated with an administrative offense, and specific stakeholders.

However, in the modern scientific literature, legal concept of administrative procedure and its structure are presented differently. This is due to the fact that the structure of the administrative process is complicated and not sufficiently investigated and causes heated debate scientists.

These scientists administrativisty Y.A.Dmitriev, I.A.Polyansky, V.V.Volkov E.V.Trofimov, L.L. Popov, A.B.Zelencov, A.A.Stakhov, M.A. Lapin offer the following variant of the process of administrative structures: administrative procedure, administrative jurisdiction and administrative justice.

Let us consider each element of the proposed version of the administrative structure of the process:

1) administrative procedures are established consistent activity of authorized state bodies for the implementation of their competence on the basis of administrative and procedural rules [2, c.14] .;

2) administrative jurisdiction - the administrative and jurisdictional activity of enforcement authorities and other authorized bodies (their officials) conducting administrative proceedings on administrative offenses on the complaints of production discipline, etc [2, c.14] .;.

3) administrative justice, the activities of public authorities to resolve the public legal disputes in the area of public administration about the illegality of the action, inaction or decision of the state administration, which is a mandatory party to the dispute, the other party can be a citizen, organization, government body or local self [3, c.67].

Belarusian lawmaker known terms such as "administrative procedures" and "administrative jurisdiction". The term "administrative justice" at the legislative level in the Republic of Belarus doesn't exist. This is due to the fact that disputes arising from administrative legal relations are dealt with in the system of courts of general jurisdiction. In the system of courts of general jurisdiction is not established any special board or special institution of judges who would be considered a category of disputes. In other words, in the Republic of Belarus there is no administrative justice as the procedure for the consideration and resolution of judicial procedural form of disputes arising in the area of administration between individuals or legal entities, on the one hand, and administrative bodies - on the other hand, exercised jurisdictional bodies, specially created for the resolution of legal disputes.

We obviously need a system of administrative courts in the Republic of Belarus.

Creation and development of the Republic of Belarus in the administrative proceedings the future is predetermined by factors such as the development of justice, increase citizens' sense of justice and is reflected in the constitutional principle of territoriality and specialization of courts. In Article 2 of the Code on Judicial System and Status of Judges of the Republic of Belarus stipulates that the judicial power is exercised by means of constitutional, civil, criminal, commercial and administrative law. [4]

Such a system of vessels already operating in Ukraine, the Baltic States.

It should also be noted that the legislation of other countries determines the development of administrative justice, especially in the context of judicial activities. For example, currently in Belarus disputes between citizens (legal entities) and public authorities discussed the system of courts of general jurisdiction in the proceedings in cases arising from administrative legal relations (gl.29 Civil Procedure Code of the Republic of Belarus (hereinafter - the Code of Civil Procedure) [5] and also of cases of verifying the legitimacy of non-normative legal acts, actions (inaction) of state bodies, local government and self-government officials (Chapter 25 of the Economic procedural Code of Belarus (hereinafter - COD) [6].

It says that before the creation of the future of the administrative courts in the Republic of Belarus for the administrative jurisdiction of the stored number of legal regulation of judicial review with the traditions of civil (economic) justice procedural form.

Creation of administrative courts in the Republic of Belarus is also due to the fact that in recent years, in parallel with a reduction in the number of cases and claim special productions has increased the number of cases arising from administrative legal relations, which eventually led to the congestion of the judicial system.

For example, a review of cases in civil proceedings cases arising from administrative legal relations requires a fairly deep specialization of judges due to the existing specifics in the application of substantive and procedural law, procedural deadlines abbreviated proceedings. At the same time, we cannot fail to note that the system of courts of general jurisdiction is moving towards increased specialization of judges and, despite the absence of a formal administrative courts, administrative justice elements are used and function [7, c.65].

Therefore, in the Republic of Belarus is the basis for the creation of administrative courts in the promising future.

Among the positive aspects of the introduction of administrative justice, we can include:

-compliance all the principles of administrative process (because there are cases when the cases on administrative offenses, as a rule, be appealed to a higher body (higher official), the body in most cases does not make a decision in favor of the person concerned, which raises questioned the principle of comprehensive, full and objective investigation of the circumstances of the case).

-fixationan additional guarantees for the protection of the rights and legitimate interests of individuals and legal entities

-more quality management and resolution of cases of administrative disputes

In-depth specialization of judges (which must include the study of non-legal disciplines related to public administration theory, but also the passage of internships: in the court and in the republican governmental body or in an organ of local government or local government) that provides the resolution of certain categories of legal disputes competent professionals.

Summing up the consideration of the prospects for the creation of administrative courts, we note that the establishment of an independent system of administrative courts - a serious and correct step in the judicial Belarus system that requires financial, logistical, organizational, staffing, to achieve the quality of the administrative proceedings in the whole territory of our country . We anticipate a significant number of obstacles and challenges that must be resolved in order to achieve this goal. But the expected level of protection of the rights and freedoms worth the effort.

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TEACHING IN A DIGITAL AGE: NEW FORMATS
OF EDUCATIONAL PROCESS ORGANISATION

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The paper will consider the issue of transforming the higher education teaching and learning experience with reference to an increasing movement toward application of information technology in the sphere of education. The article focuses on the approaches in higher institutions with the view of arranging educational environment, which could help to meet the requirements for graduates.

In a digital age, we are surrounded, indeed, immersed, in technology. Furthermore, the rate of technological changeshows no sign of slowing down. Technology is leading to massive changes in the economy, in the way we communicateand relate to each other, and increasingly in the way we learn. Yet our educational institutions were built largely foranother age, based around an industrial rather than a digital era.Thus teachers andinstructors are faced with a massive challenge of change. How can we ensure that we aredeveloping the kinds of graduates from our courses and programs that are fit for future? What should we continue to protect in our teaching methods (and institutions), andwhat needs to change?

Over the past twenty years, advances in the areas of web and video content delivery have aided the growth of technology-based teaching methodologies.The numerous and varied educational institutions provide a number of courses or degrees,so we need to understand what each type of learning offers.

1. Traditional (Face-to-face) learning.

Same time, same place – this is a traditional face-to-face approach where the instructor and learners are in the same geographical location at the same time. Teaching students in a face-to-face context has been and, in many institutions of education, still is the onlyform of teaching in higher education.Most teachers enjoy their face-to-face teaching in higher education learning. It has been the "tried andtrue" way of teaching for many decades, and they feel comfortable and confident in this way ofteaching. Usually the face-to-face approach for large cohorts of students comprises 1–2 h of lecturesfollowed by 1–2 h smaller tutorial classes.

2. E-learning (Distance) learning.

E-learning can refer to the situation where the interaction between the students and the teacher is done online. Basically, the students receive the training and are taught through an online medium, even though the teacher may be in the same building with them. Although distance learning is understood and is often used as a synonym of the e-learning term, it was initially introduced in order to attract students from all over the world. Universities are offering distance learning degrees dedicated to everyone, as long as they meet entry requirements and qualifications. So it became possible for students from Europe for instance, to easily attend an American college without the need to travel.

3. Blended learning.

Blended learning is a combination of learning at a distance and the traditional on-site learning (in a class-room). Basically, students will have a (more or less) fixed schedule where they will have to attend a part of the classes at the educational institution and for the rest they can make their own schedule, attend the rest of the classes and do their coursework and assignments online.

Blended learning has been definedas "a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path or pace." [2]

Intable1 below, we can see that blended learning has the most to offer students in terms of communication between teacher and students, collaboration, and demonstration of learning. [2] It should be noted that they refer to "dropboxes" in the table but any file share system could be used.

E-learning has had an interesting impact on the learning environment.Although it represents tremendous potential in the way it couldrevolutionize learning and development, it has rapidly evolved into aconcept of blended learning which, like its name suggests, blends onlinelearning with more traditional methods of learning and development.Blended learning is the most logical and natural evolution of ourlearning agenda. It suggests an elegant solution to the challenges oftailoring learning and development to the needs of individuals. Itrepresents an opportunity to integrate the innovative and technologicaladvances offered by online learning with the interaction and participation offered in the best of traditional learning. It can be supported andenhanced by using the wisdom and one-to-one contact of personaltutors.

Table – Strategies, tools and resources of different forms of learning

Goal	Face-to-Face Learning	BlendedLearning	E-Learning
Communication between teacher and students	Full group lessons Small group lessons or tutorials Individual conferences Marked assignments and rubrics	Full group lessons Small group lessons or tutorials Individual conferences Marked assignments and rubrics Digital course materials Online discussions E-mail Instant messages News announcements Online calendar Dropboxes Online grade tool Rubrics	Digital course materials Online discussions E-mail Instant messages News announcements Online calendar Dropboxes Online grade tool Rubrics Web conferences
Collaborationamongstudents	Learning centres or other room arrangements Class discussions Face-to-face group work	Learning centres or other room arrangements Class discussions Face-to-face group work Online group work Online discussions E-mail Instant messages Blogs Electronic portfolios	Online group work Online discussions Chat sessions E-mail Instant messages Blogs Electronic portfolios Webconferences
Demonstrationoflearning	Paper-and-pencil tests and assignments submitted in person Live presentations, labs, performances, or exhibits of skill Models, works of art, posters, and other physical artifacts submitted in person	Paper-and-pencil tests and assignments submitted in person Live presentations, labs, performances, or exhibits of skill Models, works of art, posters, and other physical artifacts submitted in person Blogs Electronic portfolios Online discussions Online surveys and quizzes Assignments, such as essays, worksheets, slide shows, photographs, and videos submitted to electronic dropboxes	Blogs Electronic portfolios Online discussions Online surveys and quizzes Assignments, such as essays, worksheets, slide shows, photographs, and videos submitted to electronic dropboxes Webconferences

Polotsk State University offers some blended learning models to the students of daytime and extramural departments which allow students to take the flexibility and convenience of an online course while retaining the benefits of the face-to-face classroom experience. Having analyzed the possibilities of the most popular learning management systems (LMSs) in the republic, the university working group chose Google Apps for education platform with their Google Classroom service. Since September, 2014, Google Classroom has become the major service to support blended learning and enables teachers to create an online classroom area in which they can manage all the documents that their students need. In their turn students can access high-quality course materials, course calendars and assignments at any time of the day [3].

Today students have huge amounts of information at their fingertips, which changes how knowledge is consumed and transmitted, and decreases the need for memorization. With so much information available online, the issue for teachers is less one of what knowledge to pass on, but rather how to help students understand, interpret and apply the knowledge available to them. Plutarch, a Greek historian, biographer and essayist, seemed to make the point back in AD 45 when he said that 'the mind is not a vessel to be filled, but a fire to be kindled' [4].

The real importance and significance in blended learning lies in its potential. The potential of blended learning is almost limitless and represents a naturally evolving process from traditional forms of learning to a personalized and focused development path. Blended learning represents a real opportunity to create learning

experiences that can provide the right learning at the right time and in the right place for each and every individual, in schools, universities and even at home. It can be truly universal, crossing global boundaries and bringing groups of learners together through different cultures and time zones. In this context blended learning could become one of the most significant developments of the 21st century.

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TEACHING READING IN PRIMARY SCHOOL: PROBLEMS AND SOLUTIONS

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The article focuses on reading skills development. The process of reading is analyzed. The difficulties learners may face and possible solutions are described.

Reading is the process of looking at a series of written symbols and getting meaning from them [1]. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

Reading is a receptive skill – through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

Reading is specific to the human species, like speech, but reading does not follow, or at least not directly, from innate capabilities which are activated simply by spending time with written material. With rare exceptions, children learn to speak by being exposed to a linguistic environment and being encouraged into linguistic exchanges. They learn to talk according to a developmental scheme, which is both genetically programmed and geared to the properties of each particular mother tongue. Reading, as opposed to speaking, has to be learnt 'formally'. It has to be 'taught' and assimilated, either in childhood or later. Without pedagogy children remain illiterate. It is a tragedy that there are some 774 million, roughly 20% of the global adult population, illiterate people in the world [1].

Sometimes, children and adults encounter reading difficulties. These difficulties are not limited to age or to the fact whether a person is a native English speaker, or a student learning English as a second or foreign language. Reading difficulties may appear in many different forms and range from an inadequate vocabulary building to medical conditions, such as dyslexia and Attention Deficit Hyperactivity Disorder (ADHD). Learning how to assess a reader's ability, and to identify reading difficulties, requires attention to detail and sometimes tests to gauge a reader's comprehension levels and skills.

Reading difficulties are not always easy to identify. Many people do not know what to look for because everyone learns at different speeds, making it difficult to determine if there is a problem at all. After all, if you would rather be outside enjoying the beautiful weather, you are not going to be reading as quickly or thoroughly as someone stuck inside a classroom or workplace during a snowstorm.

One of the most common signs of reading difficulties is a difficulty in manipulating sounds and words.

However, the inability of someone to remember or memorize basic letters of the alphabet, their sounds, and one-syllable words, despite repeated practice, may indicate some sort of a reading difficulty that may not be caused by the mere fact that the language is different. For example, a person who is only able to remember a handful of letters of the alphabet after repeated practice and study might have issues with vision, attention difficulties, or cognitive processing.

Some of the most common issues that are involved with those experiencing reading difficulties are due to medical factors. One of the most common is dyslexia. Dyslexia, broadly defined, is an inability or difficulty in learning to read and write by otherwise intelligent children and adults who are engaged in, or have had, adequate education [2]. There is no known direct cause or causes of dyslexia, but it is generally understood that one of the most recognizable symptoms of dyslexia seems to involve the reversal of letters or numbers. In addition, dyslexia also causes the inability of the individual to break words into individual sounds, or the inability of the individual to remember what words sound like.

Unfortunately, many teachers and parents believe that any student who is a slow reader, or one who does not seem to advance as quickly as his or her peers, is dyslexic, which is certainly not true. As with any reading difficulty, experimenting with different reading methods may help to improve both speed and fluency.

The good thing is that although dyslexia is a lifelong issue, it can be treated and alleviated once it has been diagnosed. While the primary symptom is delay or difficulty in the ability to read, there are in fact a number of ways to recognize dyslexia in pre-school children, school-aged children, and adults.

Dyslexia is characterized by problems decoding and processing language, so symptoms will appear in areas other than just reading. One or two symptoms is not necessarily indicative of dyslexia, but if your child has many of these symptoms, it would be useful to.

Delayed speech is the first most common symptom of dyslexia (though this can have many other causes). Children with dyslexia are usually have difficulties pronouncing words, especially those with letter switching – i.e. "mawn lower" instead of "lawn mower". Another evident symptom is difficulty in breaking down words into sounds as well as the reverse, the ability to blend sounds to make words when speaking. Rhyming words together is also almost impossible task for dyslexics.

Dyslexics also have difficulty with phonological processing (the manipulation of sounds) and rapid visual-verbal responding, they may exhibit some difficulties in basic learning. One of them is slowness to build their vocabulary. Usually dyslexic pre-school children only say a small number of words. Slow recall of sounds, letters, colors, and numbers is another obstacle such pupils usually have. Dyslexic children may also be slow to name objects they have already dealt with. Even recognizing their own names is sometimes difficult for them. Writing errors are not necessarily indicative of dyslexia in pre-schoolers. Many kindergarteners and first-graders reverse their letters and numbers as they are just learning to write. However, this can be a sign of dyslexia in older children and if the reversal of letters and numbers in writing persists, this child should be tested for dyslexia.

Dyslexia includes problems with spatial organization that is why dyslexic children may also struggle with their motor skills. Common signs of problems with motor skills, first of all, include trouble with writing or copying. Their handwriting may also be illegible. Frequent confusion of left and right, over and under is another sign any instructor should pay attention to in order to indicate dyslexia.

If a child is dyslexic it does not mean he has to give up on learning a foreign language. There are many ways how teachers can help. And one of the most important rules any teacher should remember is what is good for the dyslexic is good for all. Series of practical teaching tips focusing on different language skills (listening, speaking, reading and writing) may be used.

The problem of dyslexia is closely connected with listening. A dyslexic child may struggle to process incoming auditory information efficiently in his/her first language. A teacher should explain important things in the child's first language. The use of a small tape recorder to record new vocabulary, stories, homework instruction is highly effective so the child can listen to it as many times as necessary. Using visuals and pictures along with the listening task will aid the child's understanding. The following exercises might be useful if they have difficulties differentiating between certain sounds, for example e-i, a-e…etc.

The first exercise is sorting. An instructor will need a range of cards showing pictures of objects with the problem sounds, and two boxes. First, the teacher names the object, the student picks the correct card. Second, the student repeats the word, and places in the right box that is labeled for the sound.

The other one is odd one out. This can be played with the same cards. First, the teacher shows four pictures. For example, *hat, pen, cat, map.* Next, the pictures are named and the student has to point out the odd one out.

Speaking is another important component any teacher should focus on in order to overcome difficulties. In foreign/second language acquisition understanding, reading and writing usually precedes speaking, therefore instructors have to be very patient with their students. A dyslexic child should be never forced to speak, a teacher should always wait until they volunteer. A good way to make such children take part in a lesson is to ask them to speak when the question is easy and a teacher sure they know the answer. Encouraging them with lots of positive feedback is also very important.

Lots of difficulties can be managed through writing. Dyslexic children may have the most difficulties with learning to spell English words. Pointing out the difference between the letter-sound correspondence of their first language, and English can often be a very helpful start. For example, in Hungarian each letter has its corresponding sound, whereas in English there are 26 letters referring to 44 sounds [2]. A teacher should build a structured, systematic, spelling program focusing on one rule at a time. Repeating and reinforce stimulating the use of all the pathways (eyes, ears, hands, and lips) to the brain simultaneously. For example, have them vocalize the words as they write them. Younger children enjoy building words using plastic, wooden, or rubber letters. An instructor should always remember to teach the irregular words on a whole word basis. These words are frequently used and the dyslexic child needs a great deal of exposure to them. Teaching the words in context is also very useful. When writing to communicate, dyslexic children should be taught different planning techniques, such as mind mapping. It would be also effective to break up the process into small, manageable steps.

Reading is a complex process, which is closely connected with other language skills of listening, speaking and writing. That is why it causes so many difficulties especially in children. Sometimes the whole situation can be even worse if these problems are caused by medical conditions, such as dyslexia, which is characterized by issues with vision, attention or cognitive processing. However, if a child is dyslexic it does not mean he has to give up on learning English. There are many ways how teachers can help. Experimenting with different reading methods may help to manage with most of these obstacles. It is always extremely important to set a realistic goal to the dyslexic and commend their effort and improvement no matter how small it is.

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UDC 340

STATE POWER OF RZECHPOSPOLITA DURING THE CRISIS OF XVIII CENTURY

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The causes and circumstances of the political crisis in Rzeczpospolita are examined.. The government activity is analyzed. The historical and legal assessment of the functioning of the supreme body of state power, Sojm. is provided.

XVIII century is a very broad research period. If you try to thoroughly analyze all the features and problems, even such seemingly narrow threads of a diet, it takes a lot of time and will require many resources. That is why you need to focus on some, the most important, in our opinion matters.

Gripping Rzeczpospolita in the XVIII century is necessary to assess the activities of the Seimas in a political crisis. This issue we touched on when the gentry considered the essence of democracy.

There are the following reasons for the political crisis in the Commonwealth.

The first and most important, in our opinion, it is the political system of the Commonwealth. Weak power of the monarch and his actual dependence on the nobility contributed to the country's decentralization. Some monarchs, such as August III of, in general not interested in public affairs. It was impossible to develop a unified political direction of the state. Magnate groups that actually have full power in the state, pursuing their own interests and only fought among themselves. This leads only to terror and the decline of the state. Saeima could not affect the situation as completely controlled by these same magnate clans. It is significant that "out of 55 diets that were convened in 1652 -. 1764 42 were disrupted veto. The first time General Sejm was disrupted in 1652 deputy Vladislav Sitsinski, acting on the orders of Alexander Radziwill. According to scientists, from 50 last General Sejm without any obstacles it took only seven "[2].

It is extremely negative impact on the state of the state in the XVIII century. Gentry acted liberties. Abuse them with the god of the nobility led the country into anarchy. The situation when a representative of the nobility could block any decision of the Sejm, did a very problematic solution of many important issues. In addition, changes in the political system could be regarded as a violation of the rights of the nobility and was the basis for the disobedience of the government. Thus there is a deadlock.

Moreover, even if the Diet was not derailed and the decision on it was made, it is often not carried out, as in the Commonwealth was not central executive bodies. Know solve many questions on the local Sejmiks. Although competence rampart Sejm and county Regional Parliament was demarcated, in fact it was not carried out. It has already been mentioned example, when the nobility in 1671 in the district of Brest relational Sejmiks reported that a diet consider establishing taxes and military duties, she is referring to the absence of a quorum, it did not lead to an order of a diet rampart and postponed the debate on these issues.

In the second half of the XVIII century. attempts to reform the political system have been taken. Activities reformers particularly intensified after the death in October 1763 by King August. Thus, a diet in 1764 on the use of rights restrictions "liberum veto" was introduced. 3 this time "solutions for economic issues taken by a majority vote, but the deputies were not allowed to follow the commandments of the Regional Parliament, when they resisted the idea of majority" [1, p.79].

Finally, the rights of "liberum veto" was abolished only with the adoption of the Constitution of May 3, 1791.

Another cause of the Commonwealth of the crisis can be called numerous wars that took place on its territory. Especially on the state of the state influenced the Northern War. As a result of its country's economy was badly damaged. In addition, the Northern War became a kind of continuation of the civil war between the magnate groups. Another consequence of the war to the North of the Commonwealth was the growing influence of Russia in the internal political affairs.

Russia and Prussia were interested in maintaining a weak RP and therefore maintained the existing order there. That is why Russia is extremely negative attitude to the reforms of the 1760s. With the support of the Russian Empire King Rzeczpospolita Stanislaw Poniatowski he was elected. Also under the terms of, planted Russia and Prussia, the size of the army has been reduced. The Russian army was generally available in the territory of the Rzeczpospolita.Akramya addition, Russia is actively used the confessional issue. Prior to the Sejm by the Russian side raised the question of to balance-of the rights of non-Catholics (dissidents) with Catholics under the contract of 1686 between Russia and Rzeczpospolita. Sejm "positively this issue is not solved" [2, p.80]. In response, the patronage of Russia and Prussia in 1767 in Slutsk was established Orthodox, and in Torun - Protestant Confederation, which set out to achieve equality of religions in the Polish-Lithuanian Commonwealth. As a result, the Diet was met the requirements aspirations of the dissidents, as well as adopt an

instrument known as the "cardinal rule". This law we remembered. He secured the inviolability of free use of the veto, the preservation of gentry rights and preventing the political system reform.

These events indicate a strong limitation of the sovereignty of the Commonwealth by Russia and Prussia. Diet has not been able to resist the influence of these two states. The reforms that have tried to implement during the second half of the XVIII century. It was negatively perceived by Russia. It can be said that the adoption of the Seimas "cardinal rule" was the first step on the path of death Rzeczpospolita independence. In response to said act Barska Confederation, which was intended to put the old established order of return, but failed. Confederation of activities was the occasion for the first partition of Poland.

Another reason for the inefficient activity of the Seimas is a political struggle between the nobility of the Grand Duchy of Lithuania and Poland. For a long period Lithuanians demanded of the Diet and the rampart on the territory of ON. Only in 1673 the turning point. On Seimas ambassadors raised the question about general diets as their territory. Deputies more than a week did not start to consider other issues, and finally left the meeting. In addition, they threatened not to give the Crown armed assistance against the Turks. As a result, the Diet was forced to agree to the "convening every third Sejm in Grodno" [3, p.194]. However, even after this rule is not respected. As noted by A. Rakhuba [3, p. 196], it could be partly due to the "unwillingness of Poles to go to ON and live in a town far enough away from Warsaw's standards, as well as the weakness and fragmentation of the Lithuanian society." In addition, as mentioned earlier, Poland and the Grand Duchy of Lithuania had unequal representation in the Diet: the Polish side has always had the advantage.

Also, moguls Grand Duchy of Lithuania to seek independence from the Kingdom of Poland and the rule in the state. Activities magnate groups imposed a very negative impact on the state of the state. The lack of unity in the Commonwealth - another factor that caused the political crisis of the state. Diet, carried out for reconciliation magnate groups did not always have positive results. A striking example of this is the fight of Sapieha of a dominant position in the state.

All the conditions in which the Diet was forced to act during the XVIII century. Undoubtedly perashkadali effective work of the supreme body of state power. Even the efforts of reform, which was taken at the Diet, is constantly faced with obstacles. Rzeczpospolita was in grave domestic and foreign situation. To overcome this situation it was almost impossible.

Based on all the above we can draw the following conclusions.

General Sejm, in essence, remained a class-representative body that protected the old feudal order. The activities of the Sejm in the XVIII century. It was particularly inefficient and are not allowed to take steps to reform the outdated system of state power. A number of obstacles are not allowed in the Commonwealth parliamentary system to develop freely. This led to a weakening of the Commonwealth and, finally, the disappearance of the state itself.

In the Diet activity in the XVIII centurywe can find positive aspects. Relationship gentry to their rights, their participation in representative institutions indicates a good level of political and legal culture. In idea about rights of the nobility, we can trace the glimmers of democracy.

It is also noteworthy that the reform of the political system of the Commonwealth in the second half of the XVIII century carried out not through revolution, but through the activities of diets. Tradition and the ideals of representative offices established in the Commonwealth could become a good foundation for the development of parliamentary and democratic institutions.

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THE RIGHT FOR GENDER REASSIGNMENT

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The article is devoted to the analysis of somatic (personal) human rights. Positions of the scientists who are engaged in this perspective are investigated. Estimates of content of the specified rights are stated. The attention is focused on the right of gender reassignment taking into account the diagnosis "trasseksualizm". The procedure of recognition of the person by the transsexual and legal consequences of gender reassignment operation is opened.

The categories of human rights existing today undergo a set of changes: some of them are supplemented, others are specified, and some are not published in the legislation at all. It is connected with the fact that one of the main values in this world are human rights and a legal mechanism of their protection. Today, the rights which concern freedom of the person to dispose their body are really urgent. They are called somatic or personal. These rights and difficulties arising in connection with their emergence represent a new direction in modern legal science. It is possible to claim unambiguously that modern nanotechnologies by means of which the question of the right for body order is staticized lead to not only technical difficulties, but also problems of legal and ethical nature. These difficulties are such problems which arise in connection with the order of the body by the person, determination of essence and the nature of the somatic rights and limits of intervention of the state into the sphere of their regulation.

In legal literature there are various approaches concerning determination of the somatic rights.

The first who was engaged in studying the somatic rights is the Russian scientist V. I. Crous who defined these rights as "the personal ("somatic") rights". The author notes that it is possible to allocate the whole group of the rights which lean on the fact that the person has "rights" to dispose of the body independently. It refers to such rights as the right to carry out its "modernization", "restoration" and even "fundamental reconstruction" and the right to change some abilities of an organism. Here he includes the right to death, gender reassignment, homosexual contacts, organ transplantation, the use of psychotropic drugs, the right for an artificial sterilization, abortion, the right for cloning, and on virtual modeling [1, page 43].

Another position is taken by M. A. Lavrik [2, page 22]. The author, criticizing some provisions of the theory of V. I. Crous who considered the somatic rights through a prism of legal philosophy and constitutional rights, supplements this theory. M. A. Lavrik suggests to abandon the term "personal rights" owing to the fact that the concepts "personal rights" and "laws of persons" are rather similar. He also notes a certain impossibility of unambiguous definition as it is necessary to determine whether the body of the person is specificially personal characteristic of a person. It should be noted that M. A. Lavrik most fully disclosed essence of the somatic rights and classified them as follows:

1) the right to death;

2) human rights concerning their bodies and fabrics;

3) sexual human rights (the opportunity to look for, receive and transfer information concerning sexuality, the choice of the partner, the opportunity to solve, to be a sexually active person or not, etc.);

4) reproductive rights (the right for artificial insemination, the right for abortion, sterilization and contraception);

5) the right for gender reassignment [2, page 22].

Around the world, including the Republic of Belarus, gender reassignment surgery is gaining popularity. This operation is rather actively performed in such countries as the USA, Iran, Thailand and Russia.

The problem of denial of a gender (Gender Dysphoria) is one of the types of mental disturbances of a personality. According to most western experts, the only effective way of transsexuality treatment today which gives more or less satisfactory results is surgical and hormonal correction of gender, including change of documents and socialization in a new gender role. In the Republic of Belarus years about 70 similar operations have carried out for the last 20 years, however abroad such operations are done much more often.

According to the Law of the Republic of Belarus of June 18, 1993 "About health care", "change and correction of gender are carried out at the request of a full-aged patient in the state organizations of health care in the order determined by the Ministry of Health of the Republic of Belarus" [3]. On the list of Minsk city

sexological center there are about 170 people wishing to change gender (with almost equal number of men and women). In the majority these are people aged from 23 to 26 years. Permission for the operation by means of which the male body will be changed into female or on vice versa, is received by about five people a year [4].

Diagnosis "Gender Dysphoria" has its difficulties. Statement of such a diagnosis is possible only at the request of the full-aged patient in the state organizations of health care. In the legislation it is also defined that the person wishing to change sex undergoes a comprehensive medico-psychological examination necessary for an exception of other sexual, mental and somatic disturbances [5]. Inspection of such people wishing to change ginder is carried out within a year in three steps in the stated organizations of health care.

The final decision in giving a diagnosis "transseksualizm" and further need for gender reassignment is made by the Interdepartmental commission at the Ministry of Health of the Republic of Belarus (further - the commission). 15 specialists of the Ministry of Health, Defense, Internal Affairs, Justice, Education comprise the commission. It directs the patient to a psychiatric and sexological inspection.

If the person is recognized as a transsexual, there issued the corresponding conclusion signed by the Minister of Health of the Republic of Belarus which grants the right for change of documents. After change of the passport the transsexual is observed by the commission within half a year. Experts study how he adapts to the new status. The decision on surgical and hormonal correction is accepted only if the process of adaptation took place successfully. Only about 5% of the transsexuals who received a new name refuse to undergo the operation as they are satisfied by the fact that they were recognized in a new gender role.

After gender reassignment surgery the question of change of documents becomes urgent. In the list of the ministerial procedures which are carried out by public authorities and other organizations by request from citizens, approved by the Presidential decree of the Republic of Belarus from 26. 04. 2010 No. 200 such decisions are made by the interdepartmental commission on the physician-psychological and social resettlement of persons with gender denial at the Ministry of Health, on the basis of the passport or other identity document. The list of the documents which are subject to change includes diplomas, the distribution certificate, the independent employment certificate, a pupil ticket, a student ID card, the degree certificate (for graduates from a military academy, doctoral candidates, applicants), a ticket of the listener, the book of progress of the pupil, the record book, the certificate for the right of service of potentially dangerous objects [6]. However in other countries such procedure is carried out without special procedural difficulties.

As for the name and the surname change, as well as replacement of the passport in case of gender reassignment, no special bases for the persons who changed gender are provided in the legislation. General provisions on change of the name and surname will apply for this category of people.

The question of succession in case of gender reassignment remains debatable. At a regulation of such succession we consider it necessary to fix a universal succession at gender reassignment of a person that assumes transition of all property, sets of all rights and duties belonging to the person to the assignee as a unit, and to this set uniformly belong not only all prevailing laws and duties valid at the time of succession, but also future, or not revealed at the time of succession. At the same time it should be noted that succession has to happen taking into account the criteria of an opportunity to accept such rights and duties, as well as physiological, psychological and other abilities of the person who changed gender to carry them out (for example, a conscription, the right for social pension for age, etc.).

New legal status of the person who changed gender is established in full at the time of final change of identity documents that, in turn, has to be the basis for succession at gender reassignment. Succession at gender reassignment has to be based on the law, however the Civil code of the Republic of Belarus (further - group of companies) refers inheritance (Art. 129 of group of companies), reorganization of the legal entity (Art. 129 of group of companies) and separate cases in liability law to cases of succession (for example, Art. 552 of group of companies - donation, Art. 560 of group of companies – a constant rent). It is obvious that lack of special legal regulation in practice at permission of concrete disputes creates a number of legal problems.

Thus, we consider it necessary to complement the existing list of universal succession of gender reassignment with the subsequent equalization of rights of such people with those of people of the same gender from birth, having at the same time systematized all legislation.

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PHOTO AS SUBJECT OF COPYRIGHT

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Article is devoted to consideration of the photo as subject of copyright. The concept of creative activity is investigated. Criteria of novelty and originality of the work are analysed. The question of protectability of the photo is studied. Features of a legal regime of the "news" and "reporting" photo are considered.

The photo was always and is one of the most demanded types of arts today. Recently use and distribution of photos has gained mass character, there was a set of ways of distribution and use of the photos allowing to get access to the specified objects to more wide range of persons.

Rapid development of technology has significantly aggravated the conflict between the developing institutes of copyright and allied rights on the one hand and objective requirements of society for access to cultural values, to information on the other hand, in particular a possibility of their "digital" copying in unlimited number, have led to large-scale increase in cases of a violation of the law about copyright and allied rights [1, page 3].

According to articles 992, 993 of the Civil Code of Republic of Belarus photographic works, including the works received by the ways similar to the photo are subjects of copyright [2].

But neither the Civil code of Republic of Belarus, nor the Law of Republic of Belarus "About copyright and allied rights" contains legal definition of the work which is the main category of copyright. The lack in the legislation is met in works of scientists in the field of copyright. The greatest distribution was gained by definition of V. I. Serebrovsky who understood as the work set of the ideas, thoughts, the images which have received as a result of creative activity of the author the expression in available to perception by human feelings to the concrete form allowing a possibility of reproduction [3]. There is also a number of other definitions concerning a concept the work. For example, E. P. Gavrilov defines the work as "the result of creative activity of the author expressed in an objective form" [4, page 44].

According to article 992 of the Civil code of Republic of Belarus and article 6 of the law "About Copyright and Allied Rights" of the work which are subject of copyright have to:

1) to represent result of creative activity;
2) to be expressed in an objective form.

As the photo is subject of copyright, it has to be result of creative activity. The legislation of Republic of Belarus contains the legal definition of creative activity enshrined in article 1 of the Law "About Culture in Republic of Belarus" which is defined as follows: "Creative activity - the type of cultural activity including art creativity and other intellectual activity that comes to the end with emergence of the new, not existing earlier independent result of intellectual activity in the field of culture" [5]. Scientists, in turn, developed various options of determination of category "creative activity". So, V. I. Serebrovsky wrote that "creativity is conscious and in most cases very labor-intensive process aiming at achievement of a certain result" [3].

On the basis of the analysis of the definition offered by V. I. Serebrovsky it is possible to note that, first, creativity is an intellectual activity of the person, but not physical and, secondly, such activity of the person has to result in result which was not known earlier.

Based on the modern level of knowledge in the field, creativity in an author's right can be defined as the intellectual activity of the person in the field of literature and art directed to creation of original result [1, page 8].

As creative activity assumes creation of the new work, one more integral sign – a novelty sign appears. This sign is not allocated as independent as novelty cannot always testify to creative character of the work. As A. P. Sergeyev notes, in an author's right which protects a work form, allocation of a sign of novelty as independent is represented excessive as "it is completely absorbed by a creativity sign" [1, page 11].

In the doctrine of the Soviet period as conditions of protectability of the work such signs as novelty and originality [6] were allocated, recognition was gained by theses that object of protection is not activity of the author, and the work [7, page 22], that novelty in itself does not testify to independence and creative character of the work as new can be result of technical character [3, page 33].

Whether but in the analysis of a question that or other result an object author's is, proceeding from interpretation of standards of the civil legislation it is possible to claim that other is not proved yet, results of intellectual activity are assumed created by creative activity.

Similar approach found reflection in court practice of Republic of Belarus. So in the case of Anton Motolko, two photos of the claimant which the defendant used without the permission as he considered that they

do not belong to objects of an author's right became a subject of judicial proceedings. In the conclusion the expert of art criticism examination came to a conclusion that pictures are not unique, in them there is no "an art novelty" and they "are not exclusive in the photoworld". The expert supported the beliefs with the list of references. Protecting the interests, the defendant claimed that in photos there is no creative activity, referring to the fact that pictures were taken within two minutes, and for such short period, in his opinion, it is possible to state the natural phenomenon only.

It is also necessary to consider that lack of novelty in itself, uniqueness and (or) originality of result of intellectual activity cannot demonstrate that such result is not creative activity and, therefore, is not an object of an author's right [8, page 24].

Today in practice as a separate look select "news" and "reporting" photos. In the doctrine the uniform position concerning a legal regime of the specified works was not created.

The "news" photo is understood as daily shooting of the current events, it is not important — local or international scale.

Concerning this type of photos there is the Russian court practice where the court specifies that a subject of a dispute are the photos which are not comprising a creativity element. There are beliefs that if the photographer costs on one place or there is no production plot, etc., then photos lose signs of novelty and originality. Though with development of digital technologies, even being in one place the photographer can estimate all process of photographing, choose the most interesting moments. In this process creative activity of the photographer is also shown.

There are opinions that process of pressing of the button of a lock of the camera of photographers and further conversion of a picture to paper, are exclusively mechanical actions and do not demand the application of mental abilities, creative activity of the person at all.

It is difficult to agree with this position. Before making a photo the photographer thinks over future ready result of photographing. He needs to point the camera at the interesting object, then to choose necessary technical settings of the camera for a successful shot and only after that he presses the lock button.

It is obvious that today there are many technical means by means of which the photographer can influence stay in space of an object of photography, its illumination, lenses with various viewing angle, the matrixes of the camera of various photosensitivity allowing to remove objects indoors with various degree of opacity and many other things concern to them [8, page 27].

As a result of the above, one may say, that even being in one place, the photographer can assess the situation occurring around and all process of photographing to choose the most high and impressive points disclosing the idea of the photographer which then it reproduces in the pictures.

It is impossible to disregard and the photo report which is understood as the shooting method allowing the photographer to fix original life without interfering with its current, seeking to transfer its original essence in a picture, also understand a series of photos as the concept "photo report" [8, page 28].

This type of photos is excluded from objects of an author's right as the main line of the photo report is documentation. Though the exception of the organization of the subject does not mean impossibility of exact composite solutions of reporting pictures, on the contrary, at all impossibility to work with an object, to give it a certain look or a pose, demands bigger creative activity as the photographer should choose the correct composition methods for a successful shot. Talent, creative activity, originality give the chance to show all truthfulness of events, an essence of the phenomena, help to characterize the hero objectively.

Therefore the photo report as a shooting method, is not the proof of existence or lack of "a creative element the" of photos received by the specified method [8, page 29].

Thus in court practice the concepts "news" and "reporting" of the photo meet, however at the legislative level these concepts are absent.

Not all photos should be considered objects of an author's right as it is necessary to consider the purpose which initially was the cornerstone of creation of the photo. So, if the purpose of the photographer was to receive the work, then it is impossible to deny existence of its creative activity, but in case initially the purpose was fixing and information transfer, for example, the video recorder in the car, then this picture will not be considered as the work.

On the basis of the conducted research, it is possible to conclude that in practice there are questions of existence or lack of creative activity in photographic works. Also questions of differentiation of "news" and "reporting" photos take place that causes need of improvement of the Belarusian legislation.

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UDC 342

GUARANTEES OF IMPLEMENTATION OF THE CONSTITUTIONAL RIGHT TO EDUCATION

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In this paper, we have studied guarantee of the right to education. Particular attention was paid to the principle of ensuring the quality of education. We offered to accept the Directive of the President, which would regulate the issues about responsibility of teachers and professors for their incompetence.

The right to education is an essential element of human and citizen legal status. In order for this right to be protected against illegal encroachments, the legislation of the Republic of Belarus provided guarantees of the constitutional right to education.

In this paper we will consider the guarantee of education that is provided by the Constitution of the Republic of Belarus (hereinafter - the Constitution) and the Code of Education of the Republic of Belarus (hereinafter - the Code of education). It is the norm in Part 2 of Article 49 of the Constitution, that enshrines guarantees for accessibility and free general secondary and vocational education [1].

Let's consider the principle of the accessibility of education. It should be noted that this principle finds its anchorage in paragraph 4 of Part 1 of Article 8 of the Code of Education [2]. Accessibility of education implies that every person, regardless of sex, race, nationality, age, economic status and other factors, has the right to receive an education at any educational level. In addition, every person has a right to determine for themselves the school in which he wishes to acquire knowledge, and professional direction in which he will learn. Accessibility of education also is reflected in the affordability of higher and secondary special education, because education price depends on the ability of the population to pay for this service.

The next principle is the principle of free education. This principle, as mentioned earlier, has found its reflection in Part 2 of Article 49 of the Constitution, which guarantees free general secondary and vocational education [1]. In addition, the Part 3 Article 49 provides for the right to receive free secondary and higher education [1]. Thus, "every citizen of the Republic of Belarus has the right to receive free secondary vocational and higher education on a competitive basis" [2]. Also note that the legislation provides that "foreign citizens and stateless citizens permanently residing in the Republic of Belarus, foreign citizens and stateless citizens of the Belarusian nationality permanently residing in the territory of foreign states, as well as foreign citizens and stateless citizens who have been granted refugee status in the Republic of Belarus have an equal right to education as citizens of the Republic of Belarus" [2].

In our opinion, the principle of quality assurance of education should also be noted as a guarantee of the right to education. This principle is enshrined in Paragraph 5 of Part 1 of Article 8 of the Code of Education [2], but it doesn't find its reflection in the Constitution.

The quality of education is an actual problem for the Republic of Belarus and foreign countries. Note that at present, despite the very high development of the information society and the introduction of information technologies in educational process, there is a falling quality of education that we receive. In our opinion, the main reason is the lack of legal regulations of the requirements for the quality of education. In the Republic of Belarus the basic requirements for the organization of educational process, educational standards are provided by the legislature of Belarus, but there are no requirements about the quality of education. In addition, the Code of Education has a chapter that is devoted to the responsibility of students and there is not a word - about the responsibility for the incompetence of the teaching staff or faculty members [2]. Such issues are regulated, as a rule, by local normative acts. We see a huge problem, which confirmed the relevance of the information posted on the official website of the Ministry of Education of the Republic of Belarus. They pointed out the necessity to strengthen one of the leading principles of the development of the Belarusian schools, namely, improving the quality of education for everyone [3].

In this regard, we propose to introduce measures of disciplinary responsibility, primarily for heads of educational institutions (especially universities) for incompetence of their teachers, representatives of the teaching staff. For identification competencies teachers we may begin with conducting social surveys among students, undergraduates, etc. Also we may offer to form a board of experts to verify the competence of employees by analogy with the process of assessment of students. Then according to the results of the surveys we can provide carrying out of tests, examinations for teachers, professors according to their subjects.

This offer possibly can be "introduced into the legislation" at the level of the Directive of President of the Republic of Belarus as a programmatic decree. The practice of adopting this kind of normative legal acts of the Head of State proves that such issues can be resolved. Examples can be Directive №4 "About the development

of entrepreneurial initiative and stimulating business activity in Belarus", the Directive №2 "About measures to further de-bureaucratization of the state apparatus." The same can be the directive "On measures to improve the quality of education" that we propose.

To summarize, we note that the legislation of the Republic of Belarus in the field of education should amend and supplement. If in the near future policy in the field of education does not undergo significant changes, we dare to assume that the literacy rate can be significantly reduced after 10 years. Therefore, the adoption of the Directive of the President, which we propose, is considered to be a necessary measure to improve education in general.

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NATIONAL LAGISLATION IN THE SPERE OF ATOMIC ENERGY USE IN THE REPUBLIC OF BELARUS

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The article discusses the national legislation of the Republic of Belarus in the sphere of nuclear energy use. Special attention is paid to normative legal acts aimed at ensuring the safety of the population in the sphere of nuclear energy.

Introduction. The share of nuclear energy is increasing, and has long been dominant in some countries. But despite its peaceful nature nuclear energy represents a potential danger. The disaster at the Chernobyl nuclear power plant, Fukushima-1, et al., which brought mankind a lot of negative consequences. Based on the above, you need to think seriously about creating an efficient system of public administration in this area, which would minimize the risk of negative consequences from the use of nuclear energy.

The Republic of Belarus is at an important stage of accession to the number of countries possessing nuclear power. Over the years, the industry has created many problems, including environmental issues, largely in matters of public safety and health, in matters of liability for damage caused to the infringer. Thus, there is a need for an analysis of the existing national legislation in the sphere of nuclear energy use. The important point is to address the experiences of countries that have considerable experience in the use of nuclear energy.

Main part. In the use of nuclear power, the source system is a special hierarchy of legal acts, which includes the following elements: The Constitution, Legislation President of Belarus, the laws of the Republic of Belarus, the Resolution the Council of Ministers, the Resolution of the Ministry of Emergency Situations of the Republic of Belarus, technical regulations, standards and rules on nuclear and radiation safety, guidance documents, guidelines [1, p. 5].

At this point in the Republic of Belarus has established the regulatory framework in the field of nuclear energy, relating to the possible aspects of the activities in the field of the use of this power, to comply with the radiation safety, trafficking in radioactive substances, regulation of labor relations for persons engaged in this sector and others., consider this database.

The 426-3 Law of the Republic of Belarus dated July 30, 2008 "The use of atomic energy" is very important. The first Article of the law gives the following definition. Nuclear energy is energy released in nuclear reactions and radioactive decay, as well as the energy generated by ionizing radiation. The central concept, which this research is devoted to is the concept of nuclear safety. Nuclear safety is the state of safety of citizens and environmental protection from the harmful effects of ionizing radiation of a nuclear facility and (or) storage facility, ensuring the achievement of appropriate conditions of their operation, as well as the proper handling of nuclear materials, spent nuclear materials and (or) operational radioactive waste [2]. If we refer to the concept of nuclear security, which is given in the Glossary of the IAEA, the nuclear security (nuclear safety) - is the achievement of proper operating conditions, prevention or mitigation of accident consequences, which ensures the protection of workers, the people excessive and the environment from excessive radiation hazards. From our point of view, this concept is the most appropriate because it takes into account the fact of occurrence of the accident, as a rule the accident respectively mitigation is an important component of this concept [3].

The second Article envisages the relations regulated by the law. In particular, the relations associated with the placement, design, construction, commissioning, operation, limitation of performance, life extension and decommissioning of a nuclear facility and (or) storage facility, as well as the relations, connected with the handling of nuclear materials in operation of nuclear facility and (or) storage facility, spent nuclear materials and (or) operational radioactive waste, and other relations in the field of nuclear energy.

The great importance has the Law of the Republic of Belarus number 122-3 from January 5, 1998 "On Radiation Safety of the Population". This Act provides the legal regulation in the field of radiation safety, gives the definition of the radiation safety of the population as a condition of protection of the present and future generations from harmful effects ionizing radiation. Radioactive waste are sources of ionizing radiation, which are used in the course of economic or other activities of users of ionizing radiation sources, which they do not intend to or cannot use in accordance with their former purposes, as well as formed in carrying out measures to eliminate the consequences of the radiation accident in which radionuclide content exceeds the levels, established by normative legal acts, including technical regulations.

This law contains the basic principles, which are a kind of vectors, in the direction of which must act. Valuation principle is the exceeding of limits of individual doses of citizens from all sources of ionizing radiation. The principle of justification is the prohibition of all types of activities for the use of sources of

ionizing radiation, in which the benefit for a person and society does not exceed the risk of possible harm caused by irradiation exceeding the natural radiation background. The principle of optimization is maintenance in a low achievable level, taking into account economic and social factors of individual doses and the number of exposed individuals using any source of ionizing radiation. Analyzing these provisions, we can conclude that the life and health of society are the greatest value for the state. Any economic benefits that affect the life of society, can not be higher than the priority of data outset [4].

In case of licensing of activities in the sphere of nuclear energy Presidential Decree "On licensing of separate kinds of activity» № 450 from 01.09.2010 must be considered. Licensing is a set of implemented state measures related to the issuing of licenses and their duplicates, making license amendments and (or) amendments, suspension, renewal, extension of validity of licenses, termination, cancellation of licenses, monitoring compliance by licensees in the exercise of licensed activities relevant licensing requirements and conditions. Activities in the field of nuclear energy and ionizing radiation sources are carried out by the Ministry of Emergency Situations. There are requirements and conditions presented to the license applicant and the licensee, a procedure for obtaining a license is provided [5].

The 47 resolution of the Ministry of emergency situations of the Republic of Belarus of September 28, 2010 "On approval of norms and rules on ensuring nuclear and radiation safety". The rules and regulations sets forth in this resolution sets the objectives and principles, as well as general requirements for ensuring the safety of radioactive waste management (hereinafter RW). Here is given the concept of safety in the handling of radioactive waste - the state of protection of workers (personnel), the public and the environment from harmful radiation exposure when handling waste. Safety waste disposal system is waste disposal system property to limit the radiation exposure of the population during the period of preservation of the potential dangers of radioactive waste levels, regulated by normative legal acts, including technical normative legal acts [6].

Conclusion. The main priorities for the development of nuclear energy, principles, governance in the field of the use of nuclear energy, the management of nuclear waste are identified. Analyzing the legislation of the Republic of Belarus in the field of nuclear energy, it should be noted that the regulation of social relations in this area is carried out at the national level. Local authorities and government in the creation of such number of standards are not involved. This is primarily due to the fact that this industry is a priority, of the state and requires a strict control on the government's part.

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THE PROBLEM OF DEFINING THE LEGAL REGIME OF THE MULTIMEDIA WORK

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The article studies the concept, features, legal regime of the multimedia work. We consider the possibility of using legal regime of a database, audiovisual work, computer program for a multimedia work.

Multimedia work is getting more and more common nowadays. The legal regime of these objects is not defined by the Belarusian legislator. Multimedia work as a copyright piece of work is not mentioned in the Law of the Republic of Belarus of May 17, 2011 "On Copyright and Related Rights". However, as O.V. Kondakovaaptly notes, multimedia work, combining different types of art by means of computer programs, whendigitalized, can be separated into a class of its own, copyrighted [1, c.132].

The issues of the legal regime of the multimedia work were considered in the studies of I. Stamatudi [1], F. Godr [2], E.S. Grin [3], G. Moskalevich [4], L.A. Savintseva, V.V. Lebed [5],E.N. Kalugina [6].

The analysis of complex objects of intellectual property was carried out by such scholars as S.A. Sudarikov [7], V.A. Dozortsev [8], I.A. Bliznets, K.B. Leontiev [9], O.A. Ruzakova [10].

Before we continue with a more detailed consideration of the identified problem, it is necessary to consider the concept and features of the multimedia work. Due to the novelty of the phenomenon under investigation, the concept and the legal nature of the multimedia work are a matter of argument in the doctrine.

Scientists offer various options for the interpretation of the phenomenon under investigation. G.N. Moskalevich defines the multimedia work as "a set of audio and video components with software support" [2, p.19]. Aplin T. considers the multimedia work as a computerized combination of digital objects, which are a text or graphics, as well as a consequent data flow (audio and video), which a user can interact with to various extents in many ways [3, p.15]. E.S. Kotenko articulates the concept of the multimedia work as a "digitalized (digital) copyright object, which includes several protected results of intellectual activity" [4, c.9].

We are not aiming to list a great number of definitions of the multimedia work because of the complexity of the term "multimedia", we will consider the key features of the phenomenon under investigation. According to S.A. Sudarikova, an important feature of the multimedia work is its existence in the digital environment and in a digital form [5, p.188]. V.V. Lebed points at the mandatory set of features: the presence of multiple heterogeneous creative results in the structure, including a computer program; interactivity; virtuality [6, c.76].

Thus, the main qualifying features of the multimedia work include: the presence of multiple heterogeneous copyright results of intellectual activity in the structure,which are independent copyright objects; existence in an electronic (digital) form; functioning in the course of user interaction (interactivity); imitation of objective reality or visualization of a fictional world created by the author with the help of computer technologies (virtuality); presence of acomputer program in the structure.

In the Russian Federation, the legislator mentions the category of "multimedia product" in article 1240 of the Civil Code, but there is no positive regulation of the relations involved with the creation of this object.

In the Russian Federation, in Article 1240 of the Civil Code, the legislator mentions the category of "multimedia product" as a complex object, including several copyright results of intellectual activity, without disclosing the content of the object.

Judicial practice of the Russian Federation considers the multimedia work as a computer program [7, 8] or a database [9]. In the judicial practice of the USA, the multimedia work is attributed to audiovisual work [10]. In the French doctrine,the multimedia work is characterized as objects of a "special kind", which can be compared with the audio-visual product, which they differ from by their interactivity [11, p. 172].

External perception of a multimedia piece of work is similar to an audiovisual piece of work. However, the interactivity of the multimedia work, which requires the user involvement in the control of a piece of work, does not allow to refer it to the audiovisual piece of work, which is characterized by a fixed sequence of changing images and audio sequence, presented in a certain unity.

It is impossible to identify the legal regime of a multimedia piece of work with a computer program, since a multimedia piece of work is a complex result of creative activity, which consists of two parts: a computer program and other objects. The computer program itself is not a complex object. Besides, if we consider the author of a computer program to be the sole author of a multimedia piece of work, we ignore the rights of the people involved in the creation of this work: script writers, artists, composers, designers and others.

In contrast to a database, which is a composite product and involves the acknowledgement of copyright only for the performed selection or arrangement of materials, in the process of creation of a multimedia piece of

work a whole new product is born as a result of combining of different forms of art, which is not a just a combination of its individual components, but a single piece of work.

Thus, at present, none of the regimes ofthe specified objects protection is suitable for the multimedia work. I. Stamatudi considers sui generis regime to be one of the most appropriate models of social relations regulation arising on the object under study [12, p.272]. A similar position is held by E.S. Grin [13, p. 16].

This position seems reasonable, since the multimedia work can be regarded as an independent copyright object, therefore thebest possible legal regime for the multimedia work is the one which provides legal protection to the object as a single product, and not as a combination of different parts that make up the object.

In sum, the Belarusian legislation and judicial practice do not provide an answer to the question concerning the legal regime of the multimedia work. To ensure effective legal protection of the multimedia work, it is logical and reasonable to recognize legislatively the category of "multimedia work", to define a set of productive means of protection among the many relevant legal regimes, providing legal protection to the multimedia work as a single complex object.

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DISTRIBUTION OF FAMILY ROLES

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Today we can see the change in family roles. Traditional roles of men and women have been undergoing a shift. For a long period of time a man was the breadwinner and the head of the family, making important decisions. A woman was completely attached to the family. Nowadays, men and women tend to have equal economic, political and social rights and possibilities. The new social roles resulted in significant changes in the family roles.

There are various debates and views on the term "family". In today's Belarusian society a family is often described as a unit of people that are related, either legally through marriage or biologically. There are many different types of families (nuclear family, single parent family, childless family and others) [3].

The main problem of scientific research consists in studying the specifics features of matrimonial interactions, modern distribution of family roles. Many researchers describe a crisis of a family and one of its causes may be the fear of young people to marry because of the conflict ideas about family life and the relations between spouses. Young married people have some distortion of an image of a family and an image of a spouse [2]. As a result, "family myths" are formed that affect the nature of matrimonial interaction and activity of a family in general.

Such outstanding psychologists as K. Kirkpatrik, S. V. Kovalyov, G. Navaytis and many others were engaged in studying this issue.

Today Belarus ranks second in the world in the number of divorces [1]. One of the main reasons is the spouses' discrepancy of ideas of family roles. Marriage has become less important from the economic point of view for women, who are now able to undertake paid work outside the home, which leads to their increasing financial independence and ability to form separate households [4].

Along with this, there have been marked changes in people`s attitudes regarding marriage in recent years. Besides, the choice available to couples and individuals has become more extensive. As a result, fewer people are getting married. Women`s economic independence has also contributed to the increased divorce rates over the last four decades [4].

In our research, we supposed there was a gender difference in in the way family roles are distributed.

We analyzed modern researches in psychology and pedagogical science on the issue family relations; marital communication as the core of the family system; gender stereotypes in functional and role structure of the family. We made analysis of students' ideas about the distribution of family roles.

We used a questionnaire, which included 32 family roles. This questionnaire included the roles described by Y. E. Alyoshina, L. Y. Gozman, E. M. Dubrovskaya, S. V. Kovalyov. In the questionnaire, the following roles were presented: "a household manager", "a buyer of products", "one who earns money", "a treasurer", "a poor performer of duties", "one who cleans home", "one who takes out garbage", "a cook", "one who cleans the table after meals", "one who looks after pets", "an organizer of holidays and entertainments", "an errands runner", "a decision-maker", "a mender of broken things", "a mediator in a conflict", "one who likes to be ill", "a supporter of strict discipline", "a chief accuser", "one wh consoles the offended", "one who evades discussion of issues", "a creator of trouble for others", "one who keeps away from family problems", "one who makes sacrifice for the sake of others", "a family volcano", "one who nurses a grievance", "a joker", "a master/mistress", "one who is responsible for baby care", "a tutor", "an organizer of family subculture", "one who is responsible for maintenance of family relations", "a psychotherapist".

70 students took part in our research, 35 females and 35 males; aged from 17 to 21. The majority of the students were from Belarus, but among them, there were also young people from Turkmenistan. All of the students were of humanities faculty and technical faculties of Polotsk State University.

The task given to the students was to mark in the first column of the table the roles, typical of women; in the second column - roles typical of men, and in the third column it was necessary to choose five most important family roles.

It would be interesting to discuss the choice of 5 most important family roles. The females chose such roles as "one who earns money", "a decision-maker", "a household manager", "one who is responsible for baby care", "a master/mistress". The males were of the same option.

The distinctions between the ways the students distributed the family roles are significant. Most obviously, these distinctions are visible on the example of such roles as "a household manager", "one who earns money", "a treasurer", "a cook", "one who looks after pets","an errands runner", "a supporter of strict

discipline", "one who makes sacrifice for the sake of others", "one who is responsible for baby care", "a tutor", "an organizer of family subculture". We can see that this list generally contains the roles concerning the household part of marriage.

Analyzing the quantitative data we considered the gender choice of family roles in a percentage ratio. It would be interesting to pay attention to some of them. Only 66% of the females believed that wives were to be "treasurers". It is interesting to notice that the males had exactly the opposite point of view.

89% of the females chose the role "cook" as a typical role for women. But 40% of the young men nevertheless were sure that "a man is the best cook". Most of the females (69%) decided that the role "an errands runner" is typical of males. While 63% of the young men, on the contrary, attributed this role to women.

Only 3% of the women chose the role "mender of broken things" as typical of women. It is quite amazing that 31% of the young men also thought that this role was typical of women.

69% of the females defined the family role "one who makes sacrifice for the sake of others" as typical of women. And 63% of the young men, on the contrary, considered this role was typical of men.

The fact that the role of "joker" was chosen as typical of men not only by 80% of the females but also 69% of the young men is very curious.

The results of the most important roles for males and females are shown in the diagram (Fig. 1, 2).
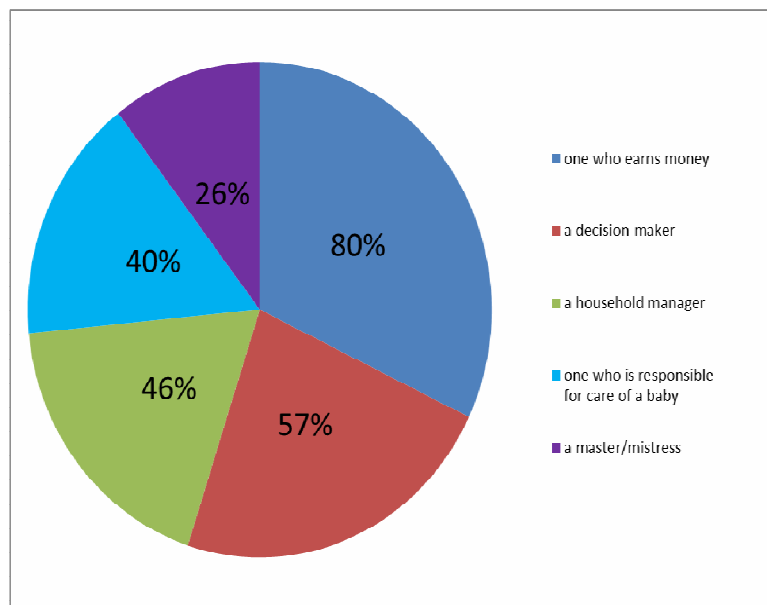
Fig. 1. Most important family roles (females)
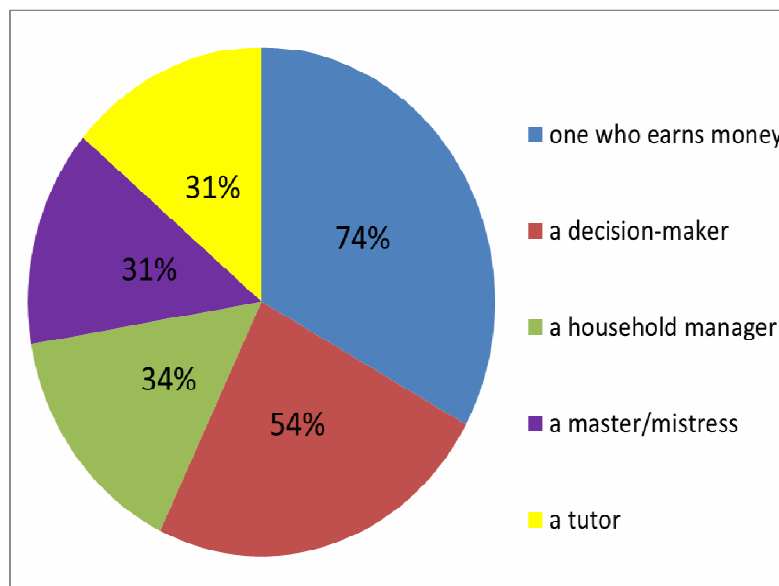
Fig. 2. Most important family roles (males)

Edication, Social Studies, Law

Statistically, over the past few years the divorce rates have increased in Belarus. That's why it is very important to study the issue of family roles distribution. It would subsequently help newly-married couples, or those who are going to marry, to find understanding of the forthcoming responsibility.

Analyzing the results of our research it was revealed that the views on gender distribution of family roles considerably differed.

The change in the distribution of family roles is going on. The shift of gender roles in the past 30 years has been huge. It has happened so quickly that men and women are still trying to sort out what the new roles mean to them. Although women are no longer expected to be the keepers of the house, in reality, they are in most families. Although men are generally open to the successe enjoyed by the women they share their lives with, some still find it hard to celebrate a woman's triumphs because they feel it diminishes their own.

However, rather than blaming each other for the situation, men and women are increasingly willing to work together to learn about their new roles. Successful marriage partners learn to negotiate and share tasks. It will take time to sort out all the implications of the changing gender roles, but new expectations should result in better relationships.

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HISTORY, CULTURAL STUDIES, TOURISM, SPORTS

SWEDISH DEMOCRATS: NATIONALISTS IN THE PAST AND TODAY

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The paper reports the results of studying far-right political group "Sweden Democrats". In the centre of attention is their ideology with a brief characterization of this phenomenon. In the end, there is a conclusion about the numerous changes and the strengthening of its role in the modern Swedish society.

For many years Sweden was a poor Nordic country, really unattractive to immigrants. Moreover, its inhabitants have gone abroad in search of a better life – opportunities of America were attractive for the Swedes.

Recently the situation has changed. One of the main treasures of the XXth century, iron ore, became the basis for accelerated industrialization of this Nordic country. The flexible government politics has enabled the country to avoid the devastation of the Second World War. Huge companies like IKEA or Scania became the face of the Swedish economy but meanwhile Stockholm, Gothenburg and Malmo turned into an attractive place for migrant workers. In the middle of the century they were the Finns and other Europeans. Soon Sweden took the first group of political refugees – Hungarians and Czechs, who left their countries after the events of 1956 and 1968. Later the refugees became pain in the head of Swedish society. Since then, all major conflicts, whether civil wars in Africa or the disintegration of the USSR, caused a regular flow of refugees. The Swedish government opened the doors. In 1974 the Swedish Riksdag officially formulated and adopted into law the concept of "multiculturalism", meaning the right of immigrants to maintain their cultural characteristics – language, religion and national traditions.

Every year thousands and thousands of refugees (and people pretending to be refugees) arrived in the largest Swedish cities. As a result Sweden became one of the most ethnically diverse countries in Europe – about 20% of the population today are immigrants or their descendants.

Meanwhile, all these decades Swedish society looked at these processes without expressing any displeasure [1]. In Stockholm and Malmo there appeared ghettoes and the social-democrats were still having the country under their thumb. However, the formal opposition absolutely supported multicultural policies of their political opponents. This was a key difference from Denmark and Norway, where opponents of immigration quickly managed to succeed and had the opportunity to resist the crazy politics of the left directly in Parliament. In Norway, the first success came to the "Party of Progress" in 1989. In Denmark the role of the local "Party of Progress" was important enough to enter the ruling coalition. The center-right government was forced to adopt a series of anti-immigrant laws that decreased the number of marriages with foreigners, for example.

Everything was "vice versa" in Sweden. For many years Swedish nationalist parties had no appreciable electoral support of the population and turned into the marginal ghetto of subcultural neo-Nazis and skinheads that ruled out participation in political life. "The Social Democrats and the Conservatives have dominated Swedish politics for nearly a century. Both now face a challenge from a party formed only twenty-five years ago as a violent Nazi sect. The Sweden Democrats took a mere 1,118 votes in its first election in 1988, and did not clear the 4 percent hurdle needed to enter parliament until 2010" [1].

Firstly it was a typical Sweden far-right party. The majority of visitors of annual Engelbrecht-March (in honor of the Swedish national hero Engelbrekt of Engelbrektson) were skinheads, a party of militant form lovers, and the party program included incredible for Sweden items like the deportation of all immigrants, the imposition of the death penalty and the prohibition to adopt non-European children by Swedish parents.

Besides, the party was essentially regional and its slight activity was limited to the province of Skåne. It is not surprising that their progress at the national level was insignificant – 5 thousand votes in the elections in 1994.

The situation began to change in 1995. "Swedish Democrats" began to focus on respectable nationalist parties – the French "National Front" or the "Danish people's party". It's interesting that they have changed the party emblem: the old one was essentially a copy of the symbol of the British neo-fascist "National Front" and it was replaced by a stylized image of a noble anemones made in the national colors (Hepatica nobilis). What could be more peaceful than the party with the blue flower as its emblem [3]?

Gradually the party's position "Swedish Democrats" was also adapted for the average Swedish voter. Today the "Sweden Democrats" are positioning themselves as the party standing on the principles of social conservatism and nationalism that rejects harmful to the Swedish policy of multiculturalism [1]. A striking example of their changing is an example of Paul Gamow – ethnic Russian, who now heads a faction of the "Swedish Democrats" in the legislature of the city of Uppsala.

The main threat to Sweden and other European countries "Sweden Democrats" is islamization, mass immigration, globalization and cultural imperialism (American style of life). The "Swedish Democrats" advocate for the preservation of "Nordic" economic model and society welfare. Of course, without a huge number of immigrants [4].

The main question, which is asked by political expertsis about the reasons which allowed the "Swedish Democrats" to get into Parliament. The answer in general is obvious — the complete failure of the incompetent migration policy of the Swedish government. A direct consequence of immigration was the rise of unemployment rate in 2010 – about 8%, and among immigrants unemployed it was about 30%. The consequence was a weak integration of foreigners in the Swedish society. Another reason of the success of the Swedish nationalists is the general crisis of the political system of the Kingdom and the disappointment of voters in the old parties.

The first disturbing call for the official elite was the elections to the European Parliament in 2014, when the "Sweden Democrats" got almost 10% of the votes, which gave them the opportunity to send to Brussels two representatives. The second important result of the election was the defeat of the center-right Alliance and the victory of the left coalition when the centre lost 7% of the vote compared to the campaign of 2010 – they were acquired by "Swedish Democrats" [2].

Opinion polls show the growing popularity of the party. The current level of support for "Swedish Democrats" is the following: from 20 to 27% of voters are ready to give their votes for them. This makes the Swedish nationalists the leading force in the country [4].

In addition, "Swedish Democrats" focuses on international cooperation with the popular parties like the eurosceptic "UKIP". The current crisis in the EU only gives them more political points.

What is the future of the party? Much depends on the elections to the Riksdag in 2018 and what will the "Swedish Democrats" do to establish relations with some centre-right parties. Still they are the winners: the small, marginal organization has become the second largest party in the country, without changing its main idea – "Sweden should remain Swedish" [5]. We may say they have made nationalism respectable. This is a huge, massive victory – not only over the straight political opponents, but also over the whole number of previous political stereotypes [1].

The main conclusion is that nationalism requires neither military coups nor right-wing storm troopers. And we should remember this fact.

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THE ROLE OF TERRITORIAL IDENTITY IN LOCAL DEVELOPMENT

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Territorial identity is the result of a mechanism of interaction in which identity plays the role of cause and effect of territorial dynamics. The development of economic and productive collaborative relationships requires the creation of a strong territorial identity that will contribute to local development processes.

Introduction. The contemporary world is marked by strong attachments to national, religious, ethnic, linguistic, social, cultural and/or even 'brand' or consumer-based identities. Such identities have become the refuge for many individuals and groups who see globalization and cultural change as a threat to their ways of life and standards of living. In this context, we witness the culturization of political claims, which run counter to the essentially dynamic and multifaceted nature of identities.

Until recently, the word heritage was largely associated with monuments, buildings, art and other cultural expressions, and always associated to something material. However in recent decades, the concept of immaterial or intangible heritage has appeared with force. The idea has become broadly and widely accepted and it is precisely on this aspect that the definition of regional, individual or national identity is based. Identity is nothing less than the sum of a series of diverse factors and features that combine to give a place a singular reality, by differentiating and defining it. Of course, this identity is not alienated to history, events, geography and other elements in the context on which human activity is developed. Thus, external factors subtly, naturally and imperceptibly shape and explain individual and collective behavior, as well as people's emotions.

In any case, we cannot deny the reality of a changing world, living together and coexisting with collective identities and even, the overlapping or common ground between them. This along with their respect, care and vindication in a varied present, is an internationally recognized fact, and is the subject of various statements by international organizations. Statements that not only defend the wealth that identity and diversity represent for humanity, but also highlight their singular vulnerability due to their intangible and immaterial nature within a changing, ever more globalized world in constant change. That's why in many cases we must start by recovering awareness of identity itself.

Identity is a many-sided phenomenon. What is important is that identities develop out of an understanding of communities and differences in the world. The key point is, however, that identity is a process where meaning about who we are and who we are close or distant is created. These ideas have important consequences for our lives and interaction.

Thus the aim of the paper work is to characterize the role of territorial identity in local development.

1. The conceptual interpretation of identity in the sphere of economy. The concept of identity refers in the first place to a feeling and a consciousness of a self that remains itself in face of others and notwithstanding change. The formation of identity depends on intricate processes of self-recognition and hetero-recognition. Identity, in different words, consists in the form and content of the answers to questions like "who am I?" "Who are you?" "Who is he/she?"

At the core of identity is a personal identification with a group or a community. Identity thus has both an individual and a collective aspect, referring to the identity of the individual or the identity of the group. The concept of "collective identity" refers to this phenomenon [1]. The contemporary social sciences pay particular attention to the themes of collective identity and identity politics. Although the expression "collective identity" has become familiar even in everyday language, in the social sciences its meaning is disputed – at both the explanatory and normative levels. The concept has sometimes been radically questioned in cases where it is referred to an extensive "social group", such as the one that we call "society". According to more moderate critics, however, the concept of collective identity may be appropriate, at most, for traditional societies characterized – in the current view – by a status of stasis, or by slow and imperceptible social change. In this case, moreover, the collective identity is perceived in "essentialist" terms as a typically closed, rigid, exclusive identity. In modern and industrial, post-modern or post-industrial societies, these identificationary features are regarded as being in constant decline. A similar argument has been put forward by Alain Touraine when he argues, for example, that "the strength of a society seems to increase in line with the slowness of its change and with the ability to reproduce its behavioral codes exactly. When we consider the most industrialized societies, we may even doubt the utility of the notion "society" [2, pp. 14–15].

At the same time for some years economists have been aware that identity is a fundamental aspect not only in enriching societies, but also as an important factor in their differentiation, competitiveness and comparative advantage.

This has been noted by Nobel Prize laureate George Akerlof, who in 2000 published a benchmark reference on this issue, where he states that identity is probably the most important economic decision that an individual makes.

Indeed, the concept has been gaining strength over the past 10 years and today it is common to handle concepts such as "identity-based economy", "territorial-based identity" or "identity-defining economic sectors".

From an economic standpoint, identity today is thought of as a resource for a region's financial competitiveness, whilst at the same time it becomes an instrument for social cohesion and well-being. All the same, its instrumental economic role cannot under any circumstances, allow us to sideline its true reason for being. Care and preservation of identity should always be the main objective and this should be taken into account when considering its privileged role as a tool for growth, economic positioning and branding.

At the same time, the role that identity is acquiring in the economy cannot be denied. New parameters, criteria, consumers and markets have led to the concept of identity being spread through policies in the business world at many levels – such as in strategic positioning. This has led the regions, to look to promote production with proof of origin, so as to establish a clear and differentiated identity that will give their product a competitive edge. We are witnessing how regions are adding established brand names from the business world into the mix when they promote themselves. However, the opposite phenomenon also occurs: firms located in regions that have a clearly defined brand and position are adding these to their own promotion. This has the same aim: projection of values, image and uniqueness.

Touching upon the question of an identity-based economy, it becomes evident that the process is neither straightforward nor simple but involves three essential specifications. First, a true collective identity must exist, where there is a deep-rooted sense of belonging and awareness of this identity. Identity should represent the sum of different elements: it should have symbolic importance; be based on tradition, but also be dynamic and open to change. It should contain tangible elements such as material cultural heritage or topography, but also intangible elements such as traditions or ways of life.

The second specification requires this identity to be seen by foreign eyes and in economic terms by potential demand. Identity should be defined and differentiated using attributes that shape the "image" associated with it. These attributes, or this image, have to be explicit enough to be valued by the demand. In short, the image has to be recognizable as such if it is to become striking and attract attention. This is no easy task, since we are essentially talking about making something intangible tangible.

Thirdly, we must design strategies for the identity's dissemination. These include marketing and promotion, but also the creation of regional indicators such as denominations of origin, labels stressing quality, or other more general types of certification. This is an area where it is critical to carefully devise actions that do not trivialize heritage [3, pp. 16–17].

With regards to economic activities, there is no doubt that sectors such as gastronomy, agriculture, the wine industry, crafts and cultural production in any of its guises (tangible or intangible) are some of the sectors directly linked to identity-based economy. However, we should not forget that identity, as an integral part of a region's reality, permeates the area and its society and hence affects the entire economy. In this context, tourism becomes a transversal economic activity in constant expansion, immersed in a profound review of its parameters, having an important impact on territories and societies where it develops and represents a privileged shop window for an identity that gives tourism a prominent and fundamental role within it.

2. Territirial identity as a source of local development. During the last few years the concept of identity has been included among the subjects of geography studies. As Grasso observes in an essay on this issue, which was published on the Bollettino della Societa Geografica in the late 90s, "territorial identity has acquired a considerable position in geographic analysis" [4, p. 617]. Such importance can be ascribed to the explicative value that the concept of identity shows towards a wide and varied phenomenology; on the other hand it seems the consequence of a reductive and stereotyped interpretation of some local-scale changes. Therefore, an in-depth analysis of the concept of territorial identity seems rather appropriate, as well as grasping its featuring aspects and its applicative sphere within its geographic connotation. A first reflection can be developed on the term 'territorial', or 'geographical' [5, p. 107]. As a socio-cultural product, identity can be a subject of interest for geography, because it becomes a moulding element for territorial structure, and in general it can determine structural, relational and sense transformations in the geographic space. Despite the limitations of a partly tautological definition, Caldo describes geographical identity as an "identity relationship that links a given community to its lived space" [6, p. 285]. Caldo highlights that the geographic connotation of identity cannot make reference to the mere spatial dimension of the identity phenomenon; rather it should be used to represent those belonging ties that create the 'territory'. In the above mentioned definition, the most interesting element that is impregnated with scientific consequences is definitely the reference to the "lived space", as such reference shows the complexity of geographical identity, and at the same time it enhances its explicative value in relation to territorial discontinuity.

From the observations expressed so far, the interdependency between identity and territory are evident. This is a cumulative relationship: on the one hand territorial identity produces and orientates territorialization processes; on the other hand, the acts of territorialization strengthen the process of identification between the community and its lived space.

Identity can be considered as a consequence as well as a cause of territorialization processes. Also Turco has recently stated that territoriality has a "double configuration": target and root of identity dynamics [7]. As well as territory, "not only does identity represent a support for territorialization stages and development process, but also the specific series of conditions that favor the bonds and possibilities for following actions" [8, p. 34]. At the same time, identity can be interpreted as the effect of territorialization processes, as these tend to increase the "specificity of a place", and as the effect of territorial rooting of webs – an "anchorage" provoked by cultural factors – they determine a consolidation of the sense of belonging to the local community.

With regard to the processes of territorialization, identity plays a key role in all stages. Through Turco's interpretation, territorialization can be divided into three separate and consequential stages: denomination, reification, structuring [9]. In the first stage, territorial identity acquires a strategic value as it gives meaning and motivation to the "denomination", regarded as the result of a "symbolic control of space". Precisely these control mechanisms allow territorial identity to spread and take root in a specific geographic sphere. The role that identity plays in the reification stage is a different one. This second stage is usually made of locally defined behaviors that aim at increasing what Turco defines a "practical control" of space. Also in this case the practice of control can be accomplished only if identity is a shared value and it is constantly reproduced in common acting. Reification implies a strong territorial identity, and at the same time reification can be a mechanism for strengthening identity sense and the factors that contribute to increasing this sense. However, identity plays a more significant role with regard to the stage of structuring. This stage requires a sensible control of space; such control can be actually exercised only within territorial contexts in which identity has a structuring value, so that identity can direct collective acting and modify the territory according to self-referential mechanisms.

Thanks to globalization, territories are easy to seize and visit. However, their discovery is often only possible with a short visit that does not create any sentimental bonds. From an operational point of view, the necessary response to this contradiction is to prepare the places to cater for visitor expectations and creating precise interpretations of their identity. This is reinforced by the fact that, as Nogue points out, «tourists are fully aware of the unreal component of the tourist experience» [10]. As he further notes, it will become necessary to seriously raise the issue of «what sort of territorial identities we will be able to create in this new scenario and what symbol landscapes will act as a tie between past, present and future» [11, p. 163].

Once an explicative value has been assigned to the concept of territorial identity and reciprocal identities that link identity, territory and territorialization processes, the analysis can focus briefly on the distinctive features of identity, or rather, on the aspects that characterize the interaction between identity and local-scale development processes.

The first observation on the peculiarities of territorial identity is about the dynamic connotation. Identity is not a static phenomenon but a dynamic one, as it is the result of the continuous interaction between a given community and its relational space. This does not deny the range of identity values that are rooted in time and space; this rather highlights the risks of a crystallization of historical identity, especially when these are suggested as regulating criteria for the present and planning references for the future.

As regards the local relationship between development and identity, the structuring character of identity is also very significant. This represents identity's power to produce sense, orientating collective actions and territorialization processes. As Governa [8] rightly observes, in autopoietic systems identity is expressed in self-organization. This feature should drive the discussion to the role that identity can play within local development processes. Territorial identity can be interpreted as sense of belonging, social identification, shared representation of a collective self, but it cannot be identified in a short-sighted way in its exterior manifestation, in the signs it has left in the territory [12, p. 17]. Territorial identity is what is hidden behind those signs and what gives sense to them.

Finally, identity is reflexive, compound and oriented [13]. Identity's reflexive nature comes from an identification process that originates from the local community; it is expressed in the recognition of the difference from the surrounding geography to which the local community attributes its lived space. Identity is also compound, as all identity constructions are necessarily complex and contradictory due to the contrasts that lay at the heart of such constructions. The act of territorialization itself is always the result of a competition between different values and expectations that live in the same social space. Identity is also oriented because it produces 'sense' and it leads the territorial system in its unceasing evolutionary process. This orientating function is one of the most interesting features of territorial identity, as precisely through this function it is possible to explain the role identity plays in local-scale endogenous development processes. A strong competitive territorial identity is not only a great contribution for endogenous and self-centered development but it can also predetermine objectives and strategies.

Conclusion. "Identity" is a keyword of contemporary society and a central focus of social psychological theorizing and research. At earlier historical periods, identity was not so much an issue; when societies were more stable, identity was to a great extent assigned, rather than selected or adopted. In current times, however, the concept of identity carries the full weight of the need for a sense of who one is, together with an often overwhelming pace of change in surrounding social contexts – changes in the groups and networks in which people and their identities are embedded and in the societal structures and practices in which those networks are themselves embedded.

For some time now, productive process economists and researchers have been speaking about a new concept: identity-based economy. The growing pressure in the last decades of the 20th century for an ever more homogenous world represents a threat to social and cultural characteristics of peoples and nations worldwide. At the same time, globalization itself has brought along a revaluation of these characteristics. The idea that products, goods or local services are special because they come from a particular culture or region has been gaining ground.

Territorial identity's driving force in terms of local development comes from the significance of identity values within the organization of space and social life. The synergic relationship between identity and development will occur only where there is a strong identity matrix and where identity values are rooted and shared. Otherwise, any promotion strategy for alleged local identities will not have any driving force and will become a mystification process of the territorial reality, with negative consequences both on development dynamics and on identity itself. The competitive orientation of productive systems is determined precisely by local identities, and the promotion of such identities often represents a strategy for the improvement of this orientation or the support of change processes.

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THE SYSTEM OF CUSTOMS AUTHORITIES IN THE BELARUSIAN SSR IN 1920-1930 YEARS: FORMATION AND DEVELOPMENT

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The article is dedicated to the history and activities of the system of management of the customs bodies on the territory of the BSSR during the period from 1921 to 1939 years. It discusses the most interesting breach of customs control and customs activities, problems of management, proposes the analysis of the customs system in its socio–economic dimension.

Introduction. The Soviet Socialist Republic of Belarus (SSRB) was divided into two (east and west) parts in accordance with the Treaty of Riga in 1921. Supervision over the export, import and baggage was carried out by the customs offices, which were administrated by the People's Commissariat of trade. The creation of custom system of the young republic had to virtually zero (old customs in Vitebsk and Orsha were on the territory of the RSFSR). This fact bears examination and it is necessary to go into this issue in more detail.

Results, their discussion and perspectives.The transition to the new economic policy, the restoration of the state budget, the establishment of trade and economic relations had forced the soviet government to look at the place and role of the customs authorities in a new way. The signing of trade agreement between Soviet Russia and SSRB was tantamount to the creation of the customs union between them. The entry of Soviet Belarus (decision IV of the All-Belarusian Congress of SSRB in December of 1922) into the USSR legally consolidated the status of the Belarusian customs authorities as the all-Union [1, p.61].

The beginning of the 1920s was a period of an active organizational work (for instance, General Administration of Customs was created on 24 December, 1921).In 1922 People's Commissars of the RSFSR adopted the "Provisional Regulations on local customs institutions", according to which customs department was once again an independent administrative office, separated by customs 1, 2 and 3 bits. However, a lot of unresolved problems and weak legal framework did not allow the customs department qualitatively solve all tasks and set up an appropriate system. It was not known which agency was responsible for protecting the state and customs border, customs officers did not have enough professionals. The financial situation in the country also did not add optimistic prospects [2, p. 65].

It's necessary to bear in mind that the Customs management on the whole territory of the USSR was the responsibility of the People's Commissariat of Foreign Trade. At that period customs carried out its tasks through The General Administration of Customs andThe Customs Tariff Committee. People's Commissariat of Foreign Trade opened and canceled the customs authorities, determined their location.

In accordance with paragraph 4 of the Order of the People's Commissariat of Foreign Trade of the Soviet Socialist Republic of Belarus of 12 January 1922 Customs of the I class with a staff of 59 people was opened in Minsk (fig.). Customs was in the center of Minsk in the building, preserved to this day on the Leningradskaya street. Initially customs consisted of department stores, the inspection department and accounting department. The history of customs department in Minsk is full of interesting cases. For example, 16 May 1923, during an auction in Minsk customs house there was a fire in the room where the confiscated alcohol was stored. Three people were killed, and the smugglers were charged in it. [3]

General Administration of Customs in accordance with the provisions of the People's Commissariat of Foreign Trade, which was approved by the CEC of the USSR on 12 November 1923 implemented the following tasks:

− organization of customs agencies and their management;

− participation in the development of international treaties and conventions in those parts which concerned customs;

− development of the customs tariff;

− development of activities and monitoringof the implementation of measures to combat smuggling through the customs;

− maintaining customs statistics [4].

The structure of the Customs Administration was established in accordance with these objectives, and consisted of five divisions: general, tariff, operational trial, estimate-billing and statistical.

The new position of the General Administration of Customs and the new structure were approved in September 1925 and consisted of the following departments: administrative and economic, tariff, operational, combat of smuggling, estimate and calculation, statistical, and an inspectors stuff [5].

"Regulations on the General Administration of Customs" was implemented on 13 September 1926 [6].

Fig. Customs of the I class in Minsk (1920s)

It is necessary to underline that the Belarusian branch of the General Administration of Customs (herein-after – BB GAG) under the Commissioner of the People's Commissariat of Foreign Trade of the BSSR was created on the basis of Western Customs District on 2June, 1925.

On 18June, 1925 the first director of the BB GAG Zalogin N. signed a decree №39 about creating of BB GAG. BB GAG lasted until 1933. At different times the department was headed by Zalogin (1925–1926), Apan-ski (1926–1927), Ziolkowski (1927), Polishchuk (1927) and Mulyavka (1927–1931) [7].

The staff of BB GAGconsisted of 18 employees: Head of the Department, his assistant, five inspectors, head of the secretariat, architect, producer of works, 2 senior clerk, clerk 2 discharge, 2 typist, courier, the watchman-cleaner.

It should be emphasized that the fight against smuggling was one of the most important and influential activities of the customs authorities. The desire of the authorities to put an end to the smuggling during the economic crisis had caused a negative attitude to the work of customs officers among the peasants and even the soldier guards. For example, the Sebezh Customs management in 1922-23.noted the next information: "The peasants do not allow customs officials to live in their houses. Service under these conditions on the border was at the risk of one's life at any moment. Such service deserves every encouragement. Farmers say to customs officers with all honesty: you work at your own desire and you don't need help. If the customs officer says about protection of the border, the peasants do not want to listen. In the foreground, they speak directly: "Smuggling is the easiest way of making good money. Customs officers are fighting, gain enemies in any person who was arrested with smuggling" [2].

We must pay attention to the fact that this period was marked by the formation of the special "Flying squads" to strengthen the fighting against smuggling. "Instruction on the flying squad" was published December 15, 1921. It notes the following:

1. Flying squads are created in customs system for a more successful fight against smuggling.
2. Flying squad consists of 5–10 employees.
3. The head of flying squad acts independently, but in contact with the head of the customs.
4. Flying squad officers should be armed, but to resort to arms with the possible consideration".

Each employee of the "Flying squad" had received a certificate stating that he was entitled to:
1) inspect the locomotives, trains, passengers traveling on the rail in order to detect smuggled goods;
2) carry out a search of the goods in compliance with the established rules;
3) carry out checks of the goods in the cooperative organizations and private individuals;
4) all military and civilian institutions as well as individuals are invited to assist [8].

The establishment of the kennel for dog training June 16, 1925 should be noted as a further measure to strengthen the fight against smuggling.Some of the staff of the units of combatting smuggling took part at the training process at the center. The kennel for dog training provided dogs for the canine service in each customs.

Since September 10, 1925 in accordance with the order of the People's Commissariat of Foreign Trade fight against smuggling had been transferred to border authorities, customs riot had been eliminated, and the whole operative work was transferred to security officers. It was believed that it would eliminate confusion and competition between agencies.

Conclusion.It must now be clear that the situation with the customs department had completely changed in 1930s. The head of the BB GAG in order to "streamline and improve anti-smuggling" reorganized the de-

partment of confiscation of the customs in Negoreloye in the authorized unit to combat smuggling in Minsk. Such office consisted of 6 employees: manager, three customs guards and two cleaners. The tendency for a reversal to the administrative-command management model in all spheres of public life had increased during all period of 1920-1930. The trend of reducing the role of customs finally entrenched in the 1930s. Customs warehouses for temporary storage of import and export of goods were eliminated in 1932. Number of customs officers also had declined. In 1930s the trend of reducing the role of customs authorities in foreign trade relations finally fixed. Customs management system had been consistently simplified. Such structure of customs authorities with minor changes lasted until the mid-1980s.

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THE ORGANIZATION AND MEANING OF THE BASIC TECHNIQUE TRAINING OF VOLLEYBALL UNDER THE PROGRAM "MINI VOLLEYBALL"

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Pedagogy is constantly improving the means, methods, and forms to enhance the quality of the educational process increasing the interest of children and their performance. And in sports coaches accumulated experience, they create new, more effective methods of teaching beginners. However, the problem of stability in training and achieving superior results with every child remain.

Sports are one of the important areas that impact on health and the formation of a harmonious personality. The role of sports is unique. Sport has integrated development, especially in the younger generation: improved physical, moral and social qualities of a full personality.

Nowadays it is necessary to take into account high level of children's physical activity, that's why we need to look for new approaches in physical training and to develop new technologies of training. Modern children are able to be trained quickly, to take in new information easily, to process and transform received knowledge and skills.

The goals of child's sport and volleyball are not restricted to training professional athletes. These goals are much greater and include issues of harmonious physical and mental development of children, strengthening their health, improving resistance to various adverse effects of external environmental [1, 4].

The search for training systems that would fully meet all the physiological and hygienic requirements is particularly acute in primary school because it is at the age of 6–7 years old there is an intensive transformation of a child's body functions. At this age there occur changes in the energy exchange, a sharp increase in the length of the body, the development of respiratory function, an increase in the mass and volume of the heart, changes in numerous physiological indicators [3].

Mini volleyball is an excellent means of physical development and strengthening of a schoolchild's health. 6-8-year-old children can participate in official competitions. Children are successfully taught to control their body and movements, they have a certain level of coordination and dexterity. During the training they develop peripheral vision, spatial orientation, and reaction rate. Quick change of events on the volleyball court allows to develop creative thinking, ability to work in a team [2, 4].

According to a great number of research 6–7-year-old children can be involved in basic training of mini volleyball. In terms of physical and health aspects of child and youth development, there is an overwhelming amount of evidence that focuses on the effects of sport and exercise on physical health, growth and development. Taking into consideration the developed all-round program of physical development, its impact on motor skills development and performance, it is possible to begin building the basis for a child's further physical development and growth of sportsmanship.

The main training tasks for children involved in mini volleyball are:
– development of basic movement qualities, the improvement of physical fitness;
– formation of skills and abilities;
– development of basic physical qualities and abilities required for gaming techniques and tactics;
– formation of interest, need in systematic physical exercise and volleyball;
– organization of active leisure for children.

There is some appropriate equipment provided for primary school children. Among this equipment is a light ball (doesn't cause pain, reduces injuries); low net (possibility to pass the ball for all children, without reference to age and growth).

Mastering basic ball throws, catching, throwing, gymnastic and acrobatic exercises build new skills, which are necessary for mastering the various techniques of the game. In the program "Mini volleyball" there is a widely used method of gaming, active games, circuit training, races, athletics, gymnastic and acrobatic and other sport exercises. Active games corresponding to the tasks and the age of children are important part in mini volleyball.

Much attention is paid to the development of high-speed and power-speed, responsiveness, agility, coordination, and endurance.

The main means of training speed-strength qualities are relay and sprint, jumping, games, gymnastic and acrobatic exercises (somersaults, coups), exercise with a partner. It is advisable to develop a high-speed quality with the ball exercises.

Strength training is not pronounced. It aims to strengthen the musculoskeletal system. In strength training, you can use dynamic exercises with small weights (dumbbells, stuffed balls, expanders).

Agility as a physical quality is a prerequisite for mastering the complex movements necessary for the improvement and effective display of technique in competitive conditions. Educate agility via mobile games, relay races, acrobatic and gymnastic exercises, exercises with balls, jumping rope, and others. The main requirement for the education of mobility is a constant, but a gradual increase in the coordination difficulties during exercise [1].

Theoretical training is conducted in the form of conversations, lectures directly in training, organically linked with the physical, technical and tactical, moral and strong-willed preparation. Theoretical knowledge is necessary for developing the ability to use this knowledge in practice in terms of training sessions.

The program "Mini volleyball" accounts for the concept of modern technology teaching motor movements, data on motor development age patterns, physical qualities and functional and motor abilities, the presence of sensitive periods of children's motor activity development, the need for selective training orientation of pedagogical influences.

Thus, mini volleyball may bring the solution to the problem of low motor activity of schoolchildren. Regular exercise has a positive effect on the functional activity of the body, provide proper physical development, work out new motor skills, and form strong-willed character traits. In addition, mini volleyball classes are a tool for developing children's thinking, attention, memory, coordination, sense of collectivism.

Analysis of scientific and methodological literature, of foreign specialists practice shows that practicing mini-volleyball has diverse effects on the child's health, facilitates the solution of health, educational and training tasks, and also forms the basis of active abilities and skills needed in the process of child development.

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FACTORS THAT INFLUENCED THE FORMATION OF THE BSSR

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Factors of the formation of the BSSR are examined. The attention is paid to approaches to nationalism in the Marxist ideology, as well as – to the views of V.Lenin and J.Stalin on the national question. Lack of research on the issue is pointed out.

Introduction. In December 2016 twenty five years have passed since the disintegration of the Soviet Union. As the Belarusian researcher Vladimir Ivanovich Malinovski points out, the collapse of the USSR regardless of its perception led to the emergence of independent states on the Post-Soviet territory what in its turn rendered quite productive. The emergence of the Republic of Belarus on the western border of the former Soviet Union is a vital element of this development [5, c. 3]. The modern Belarus is the immediate successor to the processes of development that were set in motion in the BSSR. So, the period of the emergence of the Soviet Belarus is of crucial importance for understanding the development of the Belarusian statehood.

Task formulation. The task of the paper is to establish and examine the factors that influenced the formation of the BSSR.

Methods of research. During the research the following methods were used: the method of historical analysis, that of comparative analysis and systems thinking. Works of Belarusian and foreign authors concerning the formation of the BSSR, the national question and the nationality policy in the USSR were used as a material for the research.

Results, their discussion and perspectives. December of 1918 could be considered as the decisive month for the formation of the BSSR. By then two opposite opinions on the Belorussian issue were shaped: 1. Belarus has the right to self-determination; 2. Belarus doesn't have the right to self-determination [2, c. 61–62].

As to opponents of self-determination of Belarus, first of all, the politically influential Regional Executive Committee of the Western Front (Obliscomzap), headed by Alexander Fyodorovich Myasnikov (1886–1925), should be mentioned. A.Myasnikov and his allies from the heads of the Executive Committee of the Bolshevik Party of the North-Western Territory and from the Soviet of People's Commissars of the Western Region and Western Front considered Belarus as an unalienable part of the Russian Soviet Federative Socialist Republic (the RSFSR) [4, c. 309].

The right of Belarus to self-determination was upheld by the Belarusian National Council of People's Commissars (Belnatscom) that had been created in Moscow from among Belarusian refugees (Belnatscom was headed by Alexander Grigoryevich Chervyakov (1892–1937) and Dmitry Fyodorovich Zhylunovich (1887–1937) [5, c. 154].

Taking into account the existence of the two opposite views on the Belarusian question we consider as important to establish the opinion about this issue of Vladimir Ilyich Lenin (1870–1924), who in December 1918 held the position of the Chairman of the Council of People's Commissars of the RSFSR (Sovnarcom), and the opinion of Joseph Vissarionovich Stalin (1878–1953) who held the office of the People's Commissar for Nationalities Affairs of the RSFSR. For understandable reasons after the October revolution all principal political decisions concerning the Soviet Russia were taken by the leaders of the Bolshevik Party. With regard to the Belarusian issue it seems to be important to establish a constellation of factors that influenced the final decision taken on Belarus in the Kremlin.

To our mind the Marxist approaches to nationalism, espoused by V.Lenin and J.Stalin, exerted a significant influence on the positive resolution of the Belarusian question. That is why it is reasonable to shortly present approaches to the national question in the Marxist ideology here.

Karl Marx and Friedrich Engels considered nationalism as a by-product of capitalism. In their opinion, nationalism was an ideology contrived by capitalists in order to delusively unite interests of bourgeoisie with those of proletariat [9, c. 8].

Discussions about the national question intensified amidst Marxists in the beginning of the 20th century. As a result two main points of view took shape: the approach of Austromarxism and that of Rosa Luxemburg [9, c. 9].

A revolutionary of Polish origin Rosa Luxemburg (1871–1919) fervently opposed the right of nations to self-determination. To her mind, the so called «national interests» could serve only imperialists, the sworn enemy of proletariat, in order to delude toiling masses. Also a national autonomy was regarded by R.Luxemburg as unnecessary and possible only in exceptional cases [9, c. 15].

On the contrary Austromarxism is known for its attempt to conciliate nationality and nationalism with socialism. In the works of a prominent Austrian Marxist Otto Bauer (1881–1938) the approach of Austromarxism to the national question finds its full expression. O.Bauer insisted that the development of education and communication under capitalism attached workers and peasants to their national culture and under socialism this development will be completed. Socialism won't put a finish to national distinctions, under socialism the national principle will be put into practice completely. Different nations could be united into a federal state, thus they could govern their territories in accordance with their own cultural and linguistic distinctions [8, c. 107–109].

V.Lenin and J.Stalin at the majority of points shared the approach of Austromarxism to the national question. In particular, V.Lenin didn't share the view of R.Luxemburg and the founders of Marxism to nationality and nationalism as a by-product of the capitalist system. He didn't see in nations a fiction but distinct social groups, which could be endowed with common rights regardless their social stratification. But V.Lenin pointed out, that the nationalism of an oppressive nation should be divided from the nationalism of an oppressed national minority. The first kind of nationalism is worth being condemned, i.e. it encourages workers and peasants of an oppressive nation to believe in their superiority, and this in its turn hampers their solidarity with toiling masses of an oppressed nation. In this regard V.Lenin advocated the right of oppressed national minorities to self-determination and a relevant provision was included into the program of the Russian Social Democratic Labour Party at its second congress in 1903. However with regard to the situation in the Russian Empire he didn't believe that in case of a revolution oppressed peoples of Russia would want to use this right taking into account economic benefits of a larger state in which they could be included [9, c. 16; 6, c. 19].

It results from the information presentenced above that regardless the discussions about the national question amidst Marxists V.Lenin and J.Stalin were generally benevolent to the right of nations to self-determination. The peculiarity of the Belarusian question consists in the fact that Belarusians were for a long time regarded not as a distinct national entity but as a part of the Russian nation.

Among the factors that urged the leaders of the Bolshevik Party in December 1918 to see in Belarusians a distinct national entity, V.Malinovski and the authors of the textbook for history of Belarus for establishments of higher educations headed by the professor Evgeny Konstantinovich Novik point out the following ones:

1. persistent activities of Belnatscom and other organizations of Belarusian refugees in Russia during 1918;

2. the attempt to create the Belarusian National Republic (the BNR, proclaimed in Minsk on the 25th of March1918) [4, c. 309–310; 5, c. 155].

Belarusian oppositional historians, in particular, Vladimir Alexeevich Orlov are inclined to focus on the role of the BNR in the examined processes. V.Orlov insists, that the very existence of the BNR forced the leaders of the Bolshevik Party, who had proclaimed the right of nations to self-determination, to acknowledge Belarusians as a distinctive national entity and propose their own, Soviet alternative to the BNR [1, c. 203].

But the works of a Polish historian Wiktor Sukiennicki (1901–1983) highlight, that up to the end of the December 1918 among the leaders of Bolsheviks there was no perception of Belarusians as a distinct national entity. W.Sukiennicki insists, that the Belarusian question for a long time didn't appear in statements of the Soviet leadership on an equal footing with other national questions. Up to the end of the December 1918 the Soviet leaders regarded Belarus as «Western regions» and in this connection they practically didn't make any difference between «Western regions» and other regions of Russia [7, c. 10].

The defeat of Germany in the First World War in November 1918 actualized the question about the future of western regions of the former Russian Empire. German troops were leaving territories they had occupied in accordance with the Treaty of Brest-Litovsk. On the 29th of November 1918 the independence of the Soviet government of Estonia was officially proclaimed, on the 16th of December – that of the Soviet government of Lithuania, on the 17th of December – that of the Soviet government of Latvia. All these governments were immediately recognized by Sovnarcom of the RSFSR. The independence of Ukraine had been recognized by the Soviet leadership already on the 18th of December 1917. In association with these events on the 23th of December J.Stalin delivered a speech at a meeting of the All-Russian Central Executive Committee (VTsIK). The resolution of the VTsIK proclaimed the readiness of the RSFSR to render any possible assistance to the working class and the governments of the Soviet Estonia, Lithuania, Latvia and Ukraine. But either in the speech of Stalin or in the resolution of the VTsIK, that were published in the newspaper «Izvestia» on the 24th of December 1918, nothing was said about Belarus [7, c. 11–12].

The opinion in the Kremlin on the status of Belarus changed completely literally overnight. Already on the 24th of December 1918 the decision about the proclamation of the Belarusian Republic was taken by the Central Committee of the Russian Communist Party of Bolsheviks (TsK RKP(B). The same day J.Stalin wired the head of Obliscomzap A.Myasnikov about this decision. Up to this day it remains unclear what served as a trigger to urge the TsK RKP(B) to take this decision. J.Stalin himself speaks in the wire about the motives of the TsK RKP(B) in the following way: «The TsK has taken the decision for many reasons about which it is now

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untimely to talk…» The Belarusian historian Emmanuil Grygorievich Ioffe points out that up to this day the text of the above-mentioned document of the TsK RKP(B) hasn't been found. On the 28th of December 1918 the liquidation of Obliscomzap was declared. On the 1th of January 1919 the BSSR was proclaimed [3, с. 54–55].

Conclusion. The presented information reveals certain blank spaces in the research on the issue of the emergence of the BSSR. Historians should take further efforts in order to find documents still unknown to the public. The views of V.Lenin and J.Stalin on the national question require a more thorough investigation. Also the relations between Belnatscom on the one hand and V.Lenin and J.Stalin on the other hand require a more thorough investigation. A further study of the BNR as a factor that influenced the formation of the BSSR should be taken. Besides the factor of the impeding war between the Soviet Russia and Poland it should be studied taking into account declarations of the Polish leader Józef Piłsudski about his intentions to create a federative Polish state with autonomy for Ukraine, Lithuania and Belarus. In addition we shouldn't rule out that the activities of researchers may reveal other factors that influenced the formation of the BSSR.

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THE SEPOY REBELLION OF 1857–1859 AND THE ATTITUDE OF REPRESENTATIVES OF VARIOUS SOCIAL THOUGHTS TO IT

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The Sepoy Rebellion of 1857–1859 and the attitude of representatives of various social thoughts to it are revealed in this article. The author consider the activity of BrhamoSamaj, Sikh sects, Wahhabi sect and the results of their activities during the Sepoy Rebellion.

Throughout the first half of the XIX century the indignation of the British colonial policy grew. It was revealed by the local unrests created by different sectors of society. But they joined each other headed by sepoys in the middle of the XIX century. Colonial sepoy forces was divided into three armies: Bengal, Bombay and Madras. Bengal army was the biggest and was counted 170 thousands soldiers, 140 thousands of which were Indians. Sepoys of the Bengal Army recruited exclusively from Oudh, Bihar and North-Western provinces, and most of them were wealthy peasants, or the sons of small feudal. Despite good payment there were some grievances among them. First, the Indian couldn't get a promotion above the rank of sergeant. Secondly, the sepoys and their families were forced to live in the barracks [1, p. 297]. The grievance were increased by the Wahhabi propaganda: the anxiety caused by the infringement of material interests intensified fears of forced conversion to Christianity, and the abolition of sati, the introduction of education for women, the construction of railroads and telegraph communication was regarded as attempts to destroy the Hindu and Muslim religions and transform India into Christian country [2, p. 375].

Many feudal chiefs had negative attitude to the British policy in India and secretly prepared a major uprising. Many Muslims and Hindu were frightened by the capture of Oudh and other principalities [3, p. 523]. Thus, Hindu and Muslim feudal, that still didn't affect by the policy, began to think over the possibility to keep their possessions. In addition, the officials and dukes had lost special assignation from the Britain for their loyalty [2, p. 375]. What's more, the centenary of the Battle of Plassey was coming and sepoy decided to overthrow the colonial government exactly to this date. Organization of rebellion was started in the United Province and Central India. The date of rebellion was agreed. It also should have started simultaneously in several locations [4, p. 199].

The organizers of the rebellion had to do latent but effective mobilization. So, from the middle of 1856 they began to transfer secret code chapatti. However, the rebellion wasn't organized systematically and had a spontaneous character. The introduction of new bullets to the Enfield rifles was the occasion for the uprising. According to rumors, bullets were greased with lard and beef fat. Thus, both Muslim and Hindu religious feelings were artificially defiled. 85 sepoys, who refused to take the bullets were publicly demoted and sentenced to 10 years in prison 10th May, 1857. It was a signal to start the rebellion. So, the rebellion was supported by the urban lower classes and peasants from nearby villages [5, p. 66].

After smashing the British officers sepoys went to Delhi, where joined with the Delhi garrison in 11th May. After capturing Delhi they went to the Red Fort and forced Bahadur Shah declared himself as the ruler of India and to sign a proclamation, dictated by the rebels [6, p. 550]. In September 1857 the manifest of the rebels was published. It contained the promises of all sorts of benefits and privileges to the merchants and the Muslim clergy who will join the rebellion [7, p. 555].

However, representatives of the various trends of Indian social and political thought reacted to the rebellion ambiguous. In fact, only Doab and some regions of Central India were covered by the rebellion. Maharashtra, Madras, Bengal and Punjab was loyal to the colonial authorities and it was caused by several factors. Firstly, almost allBritish troops to the beginning of the uprising were concentrated in these regions. Secondly, it had grown a large number of so-called «Macaulay's children». It was a name for the Indians, who have got higher education on British example. Thanks to their cooperation, the colonizers were able to prevent uninvolved sepoys from the rebellion. For example, the sepoy uprising in Bengal headed by MangalPandy was prevented. Pandy himself was executed, forces were disarmed and some soldiers were fired. In Punjab British learned about the upcoming uprising and disarmed the garrisons throughout Punjab. Later Punjabi merchants supplied money and equipment to the British forces. In general, Punjab has become a reliable rear for colonizers [8, p. 290].

What about «BrahmoSamaj» movement in Bengal, it was altogether departed from the socio-political activities and concentrate in the religion aspects. In 1850 there was a split in society on religious grounds. One part of society accepted the Vedas as a basis of their religion, while others considered Vedas as polytheistic and taught that the basis should be the nature of faith and contemplation. Subsequently, the second point of view prevailed and the «BrahmoSamaj» started based on the following tenets: The Book of Nature and Intuition form

the basis of the Brahmaic faith; although the Brahmas don't consider any book, written by man, as the basis of their religion, yet they acceptany truth contained in any book; the Brahmas believe that the religious condition of man is progressive the fundamental doctrines of their religion are at the basis of every religion followed by man; they believe in the existence of One Supreme God, a God endowed with a distinct personality, moral attributes equal to His nature, and intelligence befitting the Governor of the Universe, and worship Him alone;they don't believe in His incarnation; belief in the immortality and progressive state of the soul, and declare that there is a state of conscious existence succeeding life in this world, and supplementary to it, as respects the action of the universal moral government; repentance is the only way to atonement and salvation; don't recognize any other mode of reconcilement to the offended but loving Father; they believe in the Providential care of the Divine Father; they avow that love towards Him, and performing the works He loves, constitutes His worship; they recognize the necessity of public worship, but do not believe that they cannot hold communion with the Great Father without resorting to any fixed place at any fixed time; they do not believe in pilgrimages, but declare that holiness can only be attained by elevating and purifying the mind; they do not perform any rites or ceremonies, or believe in penances as instrumental in obtaining the grace of God; there is no distinction of caste among the Brahmas [9, p, 57–59]. As we can see, there wasn't any social or political motives in their dogmatics.

After The Sepoy Rebellion in 1859 the young radical members of community headed by Keshub ChandraSen decided to use their religious teaushingin practice to eliminate all existing religious practices and destruction of caste distinctions. They also stepped up a broad outreach and charitable activities with the aim to turn the «BrahmoSamaj» in a mass social and religious organization. Moreover, ChandraSen opposed the religious prohibition of marriage between members of different castes, the prohibition of marriage of widows and against child marriage, as well as fighting for the approval of the Indian youth to higher education and for the development of women's education.However, proponents of Chandra Sen met with strong opposition from conservative members of society, who felt his innovations is extremely premature. Conservatives part of «Brahmo-Samaj» was headed byDebendranath Tagore and his brother Girindranath Tagore.This has led to the disintegration of society into two parts: conservative and progressive members. As a result, in 1866«BrahmoSamaj» was divided into two societies: «The BrahmoSamajof India» headed by Chandra Sen and «AdiBrahmoSamaj» headed by Debendranath Tagore [10, p. 276].

Socio-political organizations of Bengal, Madras and Maharashtra, which were established in the 1840's, represented the interests of the big traders, landlords and the Indian intellectuals. Thus, masses wasn't introduced into this organizations. Socio-political organizations wasn't satisfied with the policy of British colonizers, but they haven't such an aim as to expel British from India. That's why they wasn't involved into different local uprisings against colonial authorities.The economic program of these organizations included the requirement of reducing the tax and the reduction of costs of the colonial administration. The political program included the requirement to expand opportunities for European type of education among Indian society. It would allow Indians to grow their positions in the colonial administrative apparatus. That's why from one hand hey were in favor of equal rights for Indians with the British colonial administration in the system, and from this position criticized government policies.On the other hand, they held complete loyalty to the colonial regime and was on position of the maximum possible transfer of the metropolis orders on Indian land. Thus, The Sepoy Rebellion of 1857 – 1859 pushed the moderate nationalists for further rapprochement with the colonizers [1, p. 337].

Due to the fact, that sepoys took part in the First and Second Anglo-Sikh War Sikh population considered sepoys as occupation troops and didn't support them.Therefore, the Sikhs were willing recruits in the colonial troops, remembering the role of the Bengal sepoys in the defeat of the Sikh state. Moreover, If we'll take the history of Sikh state, Sikhs try to fight off the Mughals from the Pashtun lands. So, the symbolic leader of the rebellion Bahadur Shah, representative of the Mughal dynasty, didn't add sympathies to the Sikhs [11, p. 24].

What about Wahhabis, under the guise of religious preaches they penetrated into sepoy troops. For example, Ahmed Shah was well-known Maulavi in Oudh. Barkat Ahmad launched his activity in Lucknow. In favor of the rebellion they argues, that the command decided to pay all sepoys in Christians[12, p. 87]. During the rebellion the Muslims rebels issued fatwa declaring a holy war against British. The main political credo of the rebels had been formulated in the following terms: The soul belongs to God's, the country - to sultan, the authority – to the soldiers [11, p. 23].

Thus, the rebellion ideas were popular only throughout peasants and low class citizens. Peasants expelled landlords from their soil, smashed government offices and suspended payment of rent to the zamindars. Then peasants communities created their own forces and defend communal lands. Citizens of Doab also took an active part in rebellion. In 1957 released a number of big cities like Aligarh (May 21), Bareilly and Lucknow (May 31), Kanpur (June 4), Allahabad (June 6). In each city the government was organized by them. Khan Bahadur Khan was the head in Bareilly, Nana Sahib in Kanpur, Wahhabi Malawi Liyakat Ali in Allahabad, WahabiPir Ali in Patna [1, p. 299].

Sepoys did reids from the Delhi, but didn't take decisive position. As a result, the initiative passed to British. They pulled off troops from Madras, Iran, China and began assault on Delhi in September 14, 1857. It took

them only 5 days to capture the city and fortress. Than British captured Bahadur Shah, who was exiled to Rangoon. Moreover, after capturing Delhi, the Brits released 17 thousands of their troops [4, p. 201]. Until March 1858 Brits repaid last pockets of rebellion in Kanpur, Bareilly, Lucknow and Oudh.After the fall of Lucknow, the last major center of resistance sepoys, the rebels broke into small groups and began to conduct guerrilla warfare in the form of minor clashes with British troops. One of the guerrilla leaders was Tatya Tope was captured by colonizers and was hanged in April 18, 1859 [13, p. 124].

In November 1, 1858 Queen Victoria issued the manifest annuounced the elimination of the East India Company and the transition control over India to the British crown. Her Majesty promised forgiveness to all feudal lords, who joined the rebellion, except those who were directly involved in the murder of the British soldiers and declared that the new government would respect the possessory rights of the Indian feudal [14, p. 575]. Therefore, feudal elite decided to cooperate with British crown.

The Sepoy Rebellion was doomed to fail from the begging due to a number of reasons. Firstly, many good officers were transferred to the civil service policy. Thereby, sepoy army was weakened. Thus, sepoy commanders wasn't able to solve important strategic tasks and calculate the course of the campaign because of their low experience. Moreover, army wasn't the main force of the rebellion. The main forces of the rebellion were peasants and poor citizens, who haven't any military experience. In addition, the feudal lords didn't launched measures to involve vast majority of peasants. They also haven't a common plan of struggle, unified command and often pursuing personal goals. So, such rebellion centers as Delhi, Lucknow and Kanpur have developed spontaneously and operatedindependently from each other. The rebels also haven't clear goals. They just called to return to the past era of independent Mughal Empire.

What's more, the rebellion was supported not in all regions of India. So, Bengal, Madras, Maharashtra and Punjab remained loyal to the British.For example, in Bengal «BrahmoSamaj» movement departed from the socio-political activities and concentrate on the religious aspects.There was even a split on religious ground. As a result, «BrahmoSamaj» divided into «BrahmoSamaj of India» headed by Keshab Chandra Sen and «AdiBrahmoSamaj» headed by Debendranath Tagore. The socio-political organizations in Bengal, Madras and Maharashtra declared theirfull loyalty to the colonial regime and called for the maximum possible transfer of the metropolis orders on Indian land. The economic program of these organizations included the requirement of reducing the tax and the reduction of costs of the colonial administration. The political program included the requirement to expand opportunities for European type of education among Indians.Many Indian feudal lords sided with the British. When the colonial government made concessions to the feudal lords, many of them completely moved away from the rebellion. Thus, the fate of the uprising was sealed by the Indians themselves. In addition, British troops were well-equipped and trained. So, they were much more effective than their opponents.The positions of the British were reinforced by the fact that they possessed and controlled the telegraph communication routes.

After the suppression of The Sepoy Rebellion 1857 – 1859 the colonizers were forced to change their policies in India.The East India Company was abolished, and India became a colony of the British crown. In fact, the government was represented by people with the same views as the East India Company. However, the British startedtheirpolicy more carefulmaking concessions to the Indian feudal lords. In general, a new phase of Britain's colonial policy in Indiahad begun.

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PHYSICAL FITNESS DYNAMICS OF SECONDARY SCHOOL CHILDREN

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School testing for skills and motor activity development applied to ages from 11 to 17 contained six samples, which showed the gap and mismatch of children's physical preparedness indexes with regulatory measures.

We applied the most common methods used in solving theoretical and methodological problems of physical culture studies. They are characterized by simplicity, reliability, and high information content. They are analysis and synthesis of the literature data, teacher observation, testing, pedagogical experiment and mathematical statistics methods.

The study was conducted at two schools Novopolotsk GUO "high school", SEE "basic school №10" Novopolotsk among students of grades 5 – 11. The study involved 486 students.

Teacher observation was carried out in natural conditions at the monitored physical training classes in the course of motor tasks performance to assess the quality of the exercises, as well as during the holidays. We analyzed the subjective state of children (fatigue sensation, decreased attention, etc.). During the observation there was estimated magnitude of the load, degree of fatigue on a number of external indicators, such as skin coloration, the degree of sweating, quality of movement, attention, concentration and focus. Observation of external signs of fatigue was conducted throughout the training. On teacher's observation the quality of tests execution, as well as the ability to focus and show the best results were evaluated. Teacher observation was conducted in an open way.

During the tests, control exercise was used to assess the physical development, the functional state of ceiling elements and motor fitness.

Testing motor preparedness was conducted using the following tests:

Rapidity:

1. T1 – Running. Start 30 m high, running on the stadium track. The result was determined with an accuracy of up to 0.1 s.

Endurance:

2. T2 – Running for 6 minutes. Start high. Running on the stadium track. The result was determined with an accuracy of up to 1 second.

Flexibility:

3. T3 – The flexibility of the spine. Determined by the degree of seated trunk forward bend. The participant is in position on the floor, leaning forward to the limit without bending the knees. The distance is measured with a ruler in cm from the zero mark to the third finger. If the fingers do not reach zero, the measured distance is indicated with a "minus" (-), and below the zero mark with a "plus" (+).

Endurance training:

4. T4 – Sit-ups with feet anchored. How to perform: Raising the trunk forward from a lying position and back, the legs are fixed, the hands behind the head (number of times) – female. Exercise is performed on a gymnastic mat. Initially the knees bent at an angle of 90°, hands behind head, trunk ascent was made to touch hips with elbows. The test result was the number of rises (times) carried out within 30 seconds. One attempt performed.

Pulling up on a bar (number of times) – male. Performed with overhand-grip with the chin brought over top of a bar. The number of pull-ups measured.

Speed-strength abilities:

5. T5 – Long jump from place with two legs push. The result was determined with an accuracy of up to1 cm. The participants were asked to perform two attempts with the best score counted.

Coordination abilities:

6. T6 – Shuttle run 4 * 9 m from high start. Two parallel lines are marked 10 metres apart. Two blocks of wood are placed behind Line 2. Student starts behind Line 1. On "Go!", the student runs to Line 2, picks up one block, runs to Line 1 placing block behind Line A, runs back to Line 2 getting remaining block, and runs back across Line 1. Blocks should not be thrown on floor. Scores are recorded to the nearest tenth of a second.

Data obtained in the course of study was subject to mathematical processing. As a result arithmetic average values, standard deviation and error arithmetic mean values, differences between the two arithmetic average values were calculated. The 95% confidence level is considered sufficient. To determine the reliability of the research results T-test was used.

Results and discussion. School testing for skills and motor activity development at the age of 11–17 includes six elements (seated trunk forward bend, shuttle run 4×9 m, sit-ups for 1 min (female), pull-ups (male), the standing long jump, 1000 m run, 30 m run).

Linguistics, literature, philology

Examination of physical competence of secondary school children was carried out with the division into groups of male and female.

Table 1 – Assessment of physical fitness of secondary school children (male)

Form	Statistical indicators	Seated forward bend, see	Shuttle run 4×9 m	Pulling up (number of times)	Standing long jump, see	1500 m run	30 m run, c
5th forms (n =42)	$\overline{X} \pm S_x$	4,12 ± 0,43	10,99 ± 8,53	2,21 ± 3,29	1,72 ± 2,10	3,71 ± 0,10	5,73 ± 0,12
6th forms (n = 45)	$\overline{X} \pm S_x$	5,51 ± 0,57	10,35 ± 2,28	5,42 ± 0,54	1,78 ± 0,03	4,49 ± 0,11	5,51 ± 0,06
6th forms (n =30)	$\overline{X} \pm S_x$	5,51 ± 0,65	10,58 ± 0,15	5,07 ± 0,72	1,75 ± 0,03	4,73 ± 0,13	5,56 ± 0,07
7th forms (n =28)	$\overline{X} \pm S_x$	7,04 ± 0,69	9,89 ± 0,11	7,18 ± 0,57	1,83 ± 0,04	4,44 ± 0,16	5,13 ± 0,08
7th forms (n =28)	$\overline{X} \pm S_x$	7,04 ± 0,69	9,89 ± 0,11	7,18 ± 0,57	1,83 ± 0,04	4,44 ± 0,16	5,13 ± 0,08
8th forms (n =27)	$\overline{X} \pm S_x$	6,0 ± 0,83	9,79 ± 0,10	5,96 ± 0,87	2,05 ± 0,04	4,18 ± 0,08	5,13 ± 0,08
8th forms (n =27)	$\overline{X} \pm S_x$	6,0 ± 0,83	9,79 ± 0,10	5,96 ± 0,87	2,05 ± 0,04	4,18 ± 0,08	5,13 ± 0,08
9th forms (n =27)	$\overline{X} \pm S_x$	10,07 ± 0,57	9,98 ± 0,07	9,52 ± 0,42	2,20 ± 0,04	5,99 ± 0,07	5,03 ± 0,06
9th forms (n =27)	$\overline{X} \pm S_x$	1 0,07 ± 0,57	9,98 ± 0,07	9,52 ± 0,42	2,20 ± 0,04	5,99 ± 0,07	5,03 ± 0,06
10th forms (n= 25)	$\overline{X} \pm S_x$	7,08 ± 1,50	10,75 ± 0,47	9.4 ± 0.86	2,35 ± 0,03	5.49 ±0.09	4,31 ± 0,03
10th forms (n= 25)	$\overline{X} \pm S_x$	7,08 ± 1,50	10,75 ± 0,47	9.4 ± 0.86	2,35 ± 0,03	5.49 ±0.09	4,31 ± 0,03
11th forms (n =25)	$\overline{X} \pm S_x$	12,42 ± 1,43	9,89 ± 0,37	10,52 ± 1,02	2,26 ± 0,06	5.38 ±0.09	4,34 ± 0,03

The data of different indicators (table 1) show the results growth in seated forward bend in the 7th form, shuttle run 4×9 m in the 8th forms, pull-ups in the 7th forms, standing long jump in the 5th form, 1500 m run in the 5th forms, 30 m run in 7–8th forms. This is due to the fact that the most intense pace of growth occurs with boys of 13–14 years old, when there's body length growth by 7–9 cm in a year. Muscle mass build up is particularly intense in boys of 13–14 years old. During puberty period the volume of cal increases almost twice, respiratory minute volume increases significantly until the vital capacity exponent (VC): boys – 1970 ml (12 years old) to 2600 ml (15 years).

The data of different indicators (table 2) show the results growth in seated forward bend in the 6th form, shuttle run 4×9 m in the 7th forms, sit-ups for 1 min in the 7th forms, standing long jump in the 8th form, 1000 m run in the 5th form, 30 m run in the 7th form. This is due to intense increase in growth at the age of 11–12 years old by an average of 7 cm. Muscle mass is built up with particular intensity in girls of 11-12 years old. Respiratory minute volume significantly increases up to vital capacity exponent (VC): girls – from 1900 ml (12 years old) to 2500 ml (15 years).

Thus, the lowest level of physical fitness among all age groups was observed in terms of seated forward bend, standing long jump, and 30 m run with both male and female. The test results may indicate lack of physical exercise application aimed at developing self-speed and power-speed. Therefore, there is a question of search and development of tools compensating for this problem and, above all, of extra-curricular activities and relaxation.

Table 2 – Assessment of physical fitness of secondary school children (female)

Forms	Statistical indicators	Seated forward bend, see	Shuttle run 4×9 m	Sit-ups for 1 min, the number of times	Standing long jump, see	1000 m run, s	30 m run, s
5th forms (n =42)	$\overline{X} \pm S_x$	8,67 ± 0,85	11,10 ± 0,17	42,84 ± 1,06	1,51 ± 0,03	3.19 ±0.09	5,88 ± 0,07
6th forms (n = 45)	$\overline{X} \pm S_x$	12,65 ± 1,0	10,70 ± 0,21	46,97 ± 0,89	1,64 ± 0,03	5,22 ± 0,17	5,57 ± 0,06
6th forms (n = 30)	$\overline{X} \pm S_x$	12,65 ± 1,0	10,70 ± 0,21	46,97 ± 0,89	1,64 ± 0,03	5,22 ± 0,17	5,57 ± 0,06
7th forms (n =28)	$\overline{X} \pm S_x$	11,67 ± 1,22	10,86 ± 0,18	47,06 ± 1,10	1,63 ± 0,03	4,80 ± 0,09	5,4 ± 0,07
7th forms (n =28)	$\overline{X} \pm S_x$	11,67 ± 1,22	10,86 ± 0,18	47,06 ± 1,10	1,63 ± 0,03	4,80 ± 0,09	5,4 ± 0,07
8th forms (n =27)	$\overline{X} \pm S_x$	12,53 ± 0,74	10,62 ± 0,11	46,15 ± 1,22	1,68 ± 0,03	4,93 ± 0,14	5,52 ± 0,07
8th forms (n =27)	$\overline{X} \pm S_x$	12,53 ± 0,74	10,62 ± 0,11	46,15 ± 1,22	1,68 ± 0,03	4,93 ± 0,14	5,52 ± 0,07
9th forms (n =27)	$\overline{X} \pm S_x$	16,06 ± 0,39	10,29 ± 0,05	49,70 ± 0,53	1,81 ± 0,02	4,52 ± 0,07	5,35 ± 0,04
9th forms (n =27)	$\overline{X} \pm S_x$	16,06 ± 0,39	10,29 ± 0,05	49,70 ± 0,53	1,81 ± 0,02	4,52 ± 0,07	5,35 ± 0,04
10th forms (n= 25)	$\overline{X} \pm S_x$	16,0 ± 1,23	10,37 ± 0,18	51,75 ± 1,29	1,79 ± 0,02	4,70 ± 0,08	4,94 ± 0,04
10th forms (n= 25)	$\overline{X} \pm S_x$	16,0 ± 1,23	10,37 ± 0,18	51,75 ± 1,29	1,79 ± 0,02	4,70 ± 0,08	4,94 ± 0,04
11th forms (n =25)	$\overline{X} \pm S_x$	18,7 ± 0,97	10,02 ± 0,15	48,88 ± 1,89	1,88 ± 0,03	4,60 ± 0,06	5,10 ± 0,03

Yet, at this stage of physical fitness analysis its main purpose was to determine general trends in the formation of certain physical qualities and "total" evaluation (681 student – 74%). It must be emphasized that our study did not involve students of special medical group (40 students – 4%), exempt from physical training (56 students – 6%), absent from classes (144 students - 16%). It is worth noting that general physical fitness of children at the age of 12–18 is presented in the form of scoring its level. Apparently, there is no need to remind you that this is the most appropriate criterion for assessing the status and optimization of the educational process, allocation of resources, defining the structure of physical training classes, as well as the work on motor functions general biological formation during school sports clubs at different age periods. It is possible that at this stage it is advisable to carry out a simultaneous assessment in scores and individual results of physical health development.

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