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В первой части представлены работы молодых ученых по гуманитарным, социальным и юридическим наукам, спорту и туризму.

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THE DECONSTRUCTION OF GENDER ROLES IN "THE GRAPES OF WRATH" BY JOHN STEINBECK ON THE EXAMPLE OF MA JOAD

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The Grapes of Wrath, has been read and reread by millions, pondered and set down in a thousand essays and books. Inside these writings, certain ideas and opinions have been agreed upon by nearly every fully literate author. But there are some topics within this writing that are still open to interpretation, when considered more carefully. So, in this article we are going to dwell on the gender roles in the novel, some feministic elements and the opposition of matriarchy and patriarchy.

John Steinbeck is a recognized author not only in the USA, but throughout the whole world. He gained his recognition due to the developed and sophisticated storylines, acute problems raised in the novels and philosophical aspect of all his fiction. He is also greatly esteemed for the allegorical, metaphorical and symbolic nature of his writing.

Steinbeck underwent hush periods, during which he was severely criticized, periods of fame and worship, oblivion and neglect. Today Steinbeck is a classic author, respected by any truly literate reader.

Many critics claim that his greatest work is "The Grapes of Wrath". This opinion is rather disputable; still we can't deny the significance of the novel. This work to some extent became a cult one. Its value is not only in the artistic beauty of the text itself, but also in the practical influence of the book on minds and perception of the reality of the whole generation.

The gender analysis will be focused on Ma Joad – the leading female character – who deconstructs the female and male roles according to the power of convincement. She uses the power of the word, of language and discourse that is supposed to belong to men. In the beginning of the narrative, Ma Joad is not allowed to expose her thoughts freely, she has to wait to be allowed to talk, but that old behavior starts to change, even because she is the kind of woman who always had her own independent mind, although she is under a patriarchal system and has to accommodate to it.

The first time Ma Joad is introduced to the reader, she is described as " ... heavy, but not fat; thick, with child-bearing and work" [1, p. 99] Her image is really strong. In her appearance there are universal symbols of womanhood, femininity, and mothering.

The attention the narrator devotes to Ma Joad's description is paramount if compared to the other characters; he tells the reader about her feet, hair, arms, hands, face and eyes. It is worth quoting the description at length about her position and influence over the family, for she seemed: "to know, to accept, to welcome her position, the citadel of the family, the strong place that could not be taken. And since old Tom and the children could not know hurt or fear unless she acknowledged hurt and fear, she had practice denying them in herself. And since then, a joyful thing happened, they looked to see whether joy was on her, it was her habit to build up laughter out of inadequate materials. But better than joy was calm. Imperturbability could be depended upon. And from her great and humble position in the family she had taken dignity and a clean calm beauty. From her position as healer, her hands had grown remote and faultless in judgment as a goddess" [1, p. 100].

Since the beginning of Ma's characterization, the reader become acquainted with her strong personality, and her discrete position of leadership. Her place is important, for she is The Mother, but she is humble enough to bow to the hierarchy of the family. Ma has an archetypal role, because her description stresses her superhuman qualities, which distances her from the ordinary mortals of the family, and because of that she becomes an ideal.

That Ma Joad has a strong importance in the family is stated early in the novel, in the first description. Her position is that of a healer and an arbiter, a citadel and a goddess. She is aware of her power over the family, however, her sense of tradition and respect for hierarchy prevents her overt expression of it except when it is necessary. Gladstein says that "...her characterization, both narrative and dramatic, is multidimensional. Her character rises from the pages of the book as much more than Mother Earth or serene and aloof goddess." [2,

p. 79]. For Ma Joad is simple and complex, a leader and a follower, a woman whose ignorance does not interfere with her wisdom.

Ma Joad's behavior might seem contradictory, because she is humble and follow the patriarchal hierarchy, but at the same time her discourse and attitude is of revolt. She indeed, does not break with the idea of tradition and hierarchy, because these elements keep the value of the patriarchal society that put up the value of the family. And also because the patriarchal tradition puts the mother in a pedestal, making the mother an element of union in the family.

In the beginning of the story, Ma Joad is living accommodation in action, for she obeys the patriarchal rules, although her discourse is always strong and decisive. Her first words reflect her hospitality. Without knowing who "the coupla fellas" were – for her son young Tom Joad was back from prison, together with the ex-preacher Casy – she is ready to share the little food that was left, and asks them to come inside her house. The Joads have just lost their homes, and piece of land, but she is responsible for a sense of community that will reflect upon their behavior towards people.

The Joad family is complete with Tom's arrival, but they have to decide if there is room enough in their truck for Casy, who first talks to young Tom and Ma about going with them to California: "Ma looked to Tom to speak, because he was a man, but Tom did not speak. She let him have the chance that was his right, and then she said, 'Why, we'd be proud to have you. 'Course I can't say right now; Pa says all men'll talk tonight ...I guess maybe we better not say till all the men come" [1, p. 127].

Ma Joad first respects the hierarchy and then speaks, and this is a sign of what would happen to the family through their exodus to California, for men's inability to act in that new decisive situation of dispossession, will make a woman the leader of the family.

When the men gather together to decide about taking Casy to California with them, Pa, without turning his head – for the women were out of the men's circle, which reveals the lack of understanding by men of the importance of the female's opinion – he asked "Kin we, Ma?" [1, p. 139], referring to the inclusion of Casy in the family truck, to what she answered pondering: "Ma cleared her throat. "It ain't kin we? It's will we?" She said firmly. "As far as 'kin,' we can't do nothin', not go to California or nothin'; but as far as 'will,' why, we'll do what we will. An' as far as 'will'-it's a long time our folks been here and east before an' I never heerd tell of no Joads or no Hazletts, neither, ever refusin' food an' shelter or a lift on the road to anybody that asked. They's been mean Joads, but never that mean' (...) Her tone had made him ashamed?" [1, p. 139].

Not noticing, old Tom Joad consulted his wife, and gave her the opportunity to speak, and to decide which represents an evolution in his behavior. However, he did not expect the powerful tone of her opinion. Her words quoted above shook her husband and the rest of the family because of its assertiveness.

For the first time in the narrative, the men of the family seem to perceive Ma Joad's importance, especially after her powerful words, because "...they waited for her to come back across the darkening yard, for Ma was powerful in the group?" [1, p. 140]. Gender relations are deconstructed throughout the narrative process, for example, the former powerful male leader (Pa) becomes submissive to the will of a woman (Ma Joad) who takes the control of the family, and Casy does 'female activities.' Another important sign of this process is when Ma Joad leaves the meeting about the final decisions in relation to the family's moving to California and the men wait for her return, which is the first sing of respect for her. This is a symbol that there is going to be a great change of roles, and a recognition of her value.

Ma Joad changes from passivity to an active behavior, and this process reflects Beauvoir's argument that nobody is born a woman, but becomes one. As long as Ma Joad is conscious of the family unit, and that her family is going to fall apart, she perceives that it should be her role to agglutinate the group. It is this belief that makes her stronger, and courageous enough to break her role of passivity to action.

Ma Joad is an example of Beauvoir's belief that destiny: biological, psychic, or economic define the way a female behaves in society. It is civilization that shapes this intermediate product between male and the castrated being that is called "female". Thus, women's passivity is a trace she develops inside her since infancy. So, it is a mistake to believe that women's passivity is a biological process, indeed it is a cultural one.

In The Grapes of Wrath gender relations are very tense. There is a relation between the geographic moving and the psychological one, which brings a conception of the gender relations in mutation, for women get stronger while moving, but men start a process of weakness. Both men and women throughout the geographic move, experience things that make their psychological aspect come to the understanding of women's importance and power.

The father figure loses its power to the family in the moment old Tom Joad succumbs to the female power. There is no source of strength anymore for him: his former piece of land is gone, what is left of his family lives under tents in dirty migrant camps, and there is not either enough food nor job for them, besides, he

has lost his position of leader and master. However, for the good of the group, he falls into obscurity and leaves the official control of the family to his wife. He abdicates his position of master and protector for the good of the group.

Steinbeck's characterization of Ma Joad is a complete and positive characterization of a woman. She embodies the myth of the pioneer woman, and she is a symbol for positive motherhood. She is strong, but is never allowed to pursue what might seem to be the implications of a female character: fragility. She becomes a leader, but does not transcend what Steinbeck wanted to praise: her role of mother and wife.

In "The Grapes of Wrath", Steinbeck establishes a break in the pattern of naturalistic writers who tend to be pessimistic, because they generally can not "...believe that things can work out well if the characters cannot discipline themselves and exercise some control over the world around them" [3, p. 72] Some critics state that "The Grapes of Wrath" is a pessimistic novel, indeed it is from the economic point of view, but concerning people's improvement as human beings, it is doubtless, an optimistic novel, for while men's essential quest is for economic recovery, they acquire what French called 'the education of the heart' and a profound sense of community and brotherhood. Steinbeck's point of view was quite modern, for he chooses an illiterate woman as symbols of renewal and strength.

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COMPOSITION TYPES OF CRITICAL REMARKS IN RESEARCH ARTICLES IN ENGLISH

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The article introduces and analyses composition types of critical remarks in the research article − the main genre of English-language scientific discourse.

For several decades great effort has been devoted to the study of discourse, discourse types in particular. So far as science plays a vital role in the life of present-day society, scientific discourse draws much attention of linguistics scholars [1, 2]. Therefore scientists analyze genres of scientific discourse, inter alia, the research article (RA), which is its gargantuan genre [3, p. 95]. Experts study the RA both integrally, and by components [4 − 6].

Criticism is an important part of scientific work as well as that of a RA because realization of imperfection in scientific knowledge is a motive power of science and provides its advancement.

In the last few years there has been a growing interest in academic criticism [7 − 9]. However, to the author's best knowledge, very few publications are available in the literature that addresses the issue of composition characteristics of critical remarks (CRs) in RAs in English.

The purpose of the paper is to describe and analyze composition types of CRs in RAs in English on the basis of their location in the RA text. This problem has been studied in a corpus of 350 English-language RAs from ten disciplines (Anthropology, Economics, Education, History, Law, Linguistics, Literature, Political science, Psychology and Sociology). The RAs were published in scientific journals of the UK and the USA from 2009 to 2011. 1027 CRs, which contain 2268 critical utterances, CRs were recorded from the RAs.

Criticism, viewed as a negative evaluation judgement, is a discursive phenomenon – a scholar's mental activity and its verbal realization based on the corresponding fragment of knowledge (a stereotypical scenario)

and meant to reach the strategic aim: to expose and to eliminate the shortcomings of research activities [10]. A CR is a text fragment verbalized in any part of the RA text.

Based on the analysis of the RA corpus, we divide CRs into *compositionally-marked* and *compositionally-unmarked*.

Compositionally-marked CRs are objectified in the "Limitation" section of a RA. The aim of the section is to identify limitations of the RA and explain how important each of the limitations is. But this section rarely coincides with a CR / CRs. The following example presents a CR that concurs with "Limitations" section:

This study involved organizations that exist in Clay, Duval, Nassau, and St. Johns Counties. These organizations have experienced a reduction within its workforce during the recent economic recession. Additionally, organizations in this study represented a myriad of organizations to include public education, healthcare, corporate, and financial institutions.

But except for a CR / CRs, we also registered uncritical utterance (-s) in "Limitations" section in most RAs with compositionally-marked CRs, e. g.:

An important limitation in this study is the retrospective nature of the data. It is quite possible that the relationship quality of a particular parent-child dyad affected participants' feelings about their spaces, and, considering the time lag between the time of divorce and the time of the interviews, this limitation could be substantial. Also, it is not possible to discern whether space and objects truly capture the relationship dynamics and roles in these families as they undergo a major life transition. While it is not possible to discern clearly whether these patterns would have been present if the families had not experienced divorce, it is possible that an adherence to relatively traditional gender roles in these young adults' lives could signify a pattern of adherence to stable roles during a time of significant transition. Additionally, because this analysis represents an interpretation of experiences of a unique group of participants, it is important to establish trust between researchers and participants, and to ensure credibility during data collection and analysis. <...>,.Because the interviewer and the primary transcript coder were of similar ages to the participants and had both gone through many of the same kinds of experiences, the trust of participants and credibility of the interpretation is present. A final limitation to this research is that there were no cases where fathers had more custody, or spent more time with their children, than mothers.

Results show that compositionally-marked CRs were used by authors of RAs in 4.8 % of all RAs from the disciplines mentioned, therefore the reasoning here is problematic. Although this may be explained by the fact that the structure of some RAs is difficult to present as the conventional IMRD model proposed by Bruce [11], recognized by other researchers [3, p. 133; 12] and explicitly stated in subheadings of RAs in hard sciences.

We classify **compositionally-unmarked** CRs (CRs embedded in any RA section, except for "Limitations") into *compositionally-homogeneous* and *compositionally-heterogeneous* CRs.

Compositionally-homogenous CRs are those objectified in one RA section only. Thus this type of CRs can be divided into:

- introduction CRs, e. g.:

Coordination, or lack thereof, has been identified as a key bottleneck in effective management of disasters such as Hurricane Katrina.[1] <...>

Unfortunately, quantitative metrics for measuring coordination performance do not yet exist. Assessments of coordination performance – such as those found in afteraction reports – are still predominantly anecdotal. Development of quantitative metrics to characterize coordination would allow for a more robust method of measuring response coordination progress and facilitate our understanding of how coordination is negatively affected by event scales.

- body / core CRs:

Prior to the 1970s most access to justice definitions were a kind of short hand for access to (state) courts through legal aid – and today much of the research in this field still addresses these topics.[3] <...>

Elegant as it is, this definition raises several questions. For a start, the notion of remedy requires some further consideration. In the more limited definitions of access to justice, the choice for courts as the foremost avenue to justice assumes that the 'remedy' is a court judgment which represents the outcome of the justice process. It logically follows that if courts are not the single object of access to justice research, other remedies must be explored as well, such as mediation agreements, police orders, municipal council decisions, etc. This would imply that 'institutions of justice' not only refers to institutions specially assigned the task of resolving disputes, but rather applies to all institutions addressed to provide a remedy. However, it is not clear whether that is the actual objective of the UNDP definition.

- conclusion CRs:

This research was conducted to investigate the relationship between PI and NTI and their impact on the performance of the organization. <…> There have been very few empirical researches on organizational commitment in the manufacturing industry.

Compositionally-heterogeneous CRs are those verbalized in two or more sections of a RA, e.g.:

Any sentences in the language included are there to illustrate a syntactic structure. The functions of language are typically completely ignored. *Even if there were many functionally useful sentences included in a grammar, we would not be able to find them easily, embedded as they are within grammatical description. <…> Few observations have been made of language use within non-traditional domains, such as community council meetings,[2] within the health clinic, school, community garage, mining or earthmoving operations, or any other of the numerous areas of non-traditional life where Aboriginal languages are actually spoken.*

(Body of the article) *Of course time, finances, and a host of other constraints mean that only a fraction of language use is ever actually documented. <…> Mundane areas of everyday life have been taken for granted and largely ignored, especially with regard to language use in these domains, but these are precisely the most useful areas if future language revitalization goals are taken into account.*

It has been found out that the highest percentage distribution of introduction CRs was recorded in RAs in Education (56.9%), Economics (55.56%) and Psychology (48.74%). Lower number of the CRs was observed in RAs from Anthropology (45.16%), Sociology (42.17%), Linguistics (41.47%) and History (40.18%). The smallest quantity of introduction CRs was registered in RAs from Literature (35.48%), Law (34.84%) and Political science (28.34%).

The number of body / core CRs was considerable in RAs from Political science (65.12%), Literature (61.29 %), History (58.04%) and Law (57.57%). The percentage of the CRs in RAs in Linguistics (53.34%), Sociology (51.81%) and Anthropology (48.39%) was lower. The minimum quantity of body /core CRs was found in RAs in Psychology (42.02%), Economics (34.92 %) and Education (34.48 %).

RAs in Economics (9.52%), Psychology (9.24%), Education (8.62%) and Law (7.57%) contained more conclusion CRs than those from Political science (6.54%), Anthropology (6.45%), Sociology (6.02%) and Linguistics (5.19%). Conclusion CRs in RAs in Literature (3.23%) and History (1.78 %) were found to be rare.

The number of compositionally-heterogeneous CRs was not significant: Education (12.73%), Law (11.69 %), Linguistics (6.25%), Economics (5.26%), History (5.22%), Political science (4.76%), Sociology (4.59%), Psychology (3.63%), Literature (2.13%), Anthropology (1.69%).

From the research that has been carried out it is possible to conclude that there were no considerable distinctions among RAs from the Humanities and Social sciences in percentage of developed composition types of described CRs. Perhaps, the presence of CRs in the body and conclusion of a RA in English is more interesting. This result may be explained in part by the fact that RAs from the disciplines mentioned above belong to soft sciences and their authors have similar communication mechanisms, etiquette and discursive traditions. The more striking finding is that body / core CRs are usually more common than introduction CRs (except for RAs from Education, Economics and Psychology). Still, further study of the issue is required.

Future work will also involve interlanguage and interdisciplinary studies on composition types of critical remarks in research articles.

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NATHANIEL HAWTHORNE'S AMBIVALENT ATTITUDE TO TRANSCENDENTALISM

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Transcendentalism is an essential part of American Romanticism, so it seems important to find out whether this movement had influence on Nathaniel Hawthorne's creative work. It is emphasized that despite writer's disapproval of the movement N. Hawthorne had some views in common with transcendentalism followers, R. W. Emerson and H. D. Thoreau in particular.

Transcendentalists' activity, mainly developed in New England and its cultural center Concord, was a significant phenomenon of American culture in the first half of the XIXth century. New American transcendentalism philosophy provided a system of beliefs based on optimistic outlook, faith in personality and democracy. It reflected ideas and feelings of Americans prevailing during that period. While formulating their ideas transcendentalists relied on some theological and philosophical traditions, including pantheism, Unitarianism, Plato's philosophy, Classical German philosophy and available translations of some concepts from religions of the East. According to one of the transcendentalism basic principles a person could dominate his brute instincts and live in accordance with higher principles, achieve moral perfection. Transcendentalists thought that all people were equal before God, believed in the «divine principle, diffused in nature and present in human's soul» [1, p. 185], considered that a person had enough spiritual power to perceive the divine mind. R.W. Emerson's theory about «self-reliance» was based on this particular principle. During the first half of the XIXth century most Americans didn't have strong reasons to doubt such views on a person. America was going through an economic, political, technological and cultural progress, and many people were convinced that the country destiny and its future path led to a higher development of humanity.

However, there were also critics of this philosophical movement, who believed that transcendentalists did not take into account violence and evil humanity had demonstrated throughout its history. The founder and the leader of the Transcendental club, R. W. Emerson, thought that every person possessed equal abilities to do good and didn't attach due importance to the evil. Some writers of the late Romanticism period such as E. Poe, N. Hawthorne, H. Melville didn't agree with certain views of the transcendentalists. In their works they showed ambiguity, contradiction, chaotic state of human experience. They didn't agree with the Emerson's idea concerning evil absence in human nature and thought it was a way to avoid some existing moral problems.

The writers accepted the Calvinistic doctrine of original sin – human's tendency to vice. Poe, Hawthorne and Melville sought to show that a significant part of human nature, much greater than the transcendentalists were willing to accept, was on the evil and not good side, and people weren't longing for the truth, beauty and justice only but human hearts were also prone to deception, cruelty and power [2, p. 58].

In spite of the fact that N. Hawthorne didn't consider himself to be a follower of transcendentalism, because this movement seemed too doubtful and optimistic for the writer, it is wrong to allege that he didn't share any beliefs of transcendentalism followers'. Thus, it makes sense to assume that his attitude towards transcendentalism was as contradictory and ambivalent as to Puritanism.

Despite several years of residence in the center of transcendentalism, Concord (1842 – 1845), his friendship with H. Thoreau and William E. Channing, companionship with R. W. Emerson, M. Fuller and other transcendentalists, and maybe rather as a result of it, Nathaniel Hawthorne's works of that period contain ironic remarks about the transcendentalists, their spiritual leader and their philosophy.

Thus, in «The Old Manse» (1846), the preface to the second collection of tales and sketches, the author describes the transcendentalism followers as «... *a variety of queer, strangely dressed, oddly behaved mortals, most of whom took upon themselves to be important agents of the world's destiny, yet were simply bores of a very intense water*» [3, p. 1146 – 1147]. An American researcher L.J. Reynolds supposes that Mr Smooth-it-away, one of the characters in «The Celestial Rail-road» (1843), is a parody of the transcendentalists' spiritual leader. He is a decorous rail-road corporation stockholder who helps modern pilgrims to get to the Celestial city without any obstacles and not experiencing difficulties which the Christian in «Pilgrim's Progress» by John Bunyan faced [4, p. 17]. In Mr Smooth-it-away's opinion the famous «Slough of despond» is no longer an obstacle for the modern pilgrims. «*You observe this convenient bridge. ... We obtained a sufficient foundation for it by throwing into the slough some editions of books of morality, volumes of French philosophy and German rationalism, tracts, sermons and essays of modern clergymen, extracts from Plato, Confucius, and various Hindoo sages, together with a few ingenious commentaries upon texts of scripture*» [3, p. 809]. However, despite his assertion that the structure is strong enough, the bridge vibrated in a very formidable manner, threatening to collapse at any moment. It is easy to notice that the writer alludes to the transcendental philosophy, which included various concepts of philosophical thought, characteristic of different periods and even cultures. Besides there is a «Giant Transcendentalist» in the story, who looks like «*a heap of fog and duskiness*» and seeks for travellers to «*fat them for his table with plentiful means of smoke, mist, moonshine, raw potatoes, and saw-dust*» [3, p. 817]. Thus N. Hawthorne sought to show precariousness, groundlessness and illusory nature of the transcendental philosophy. It was too uncertain and unstructured for the writer.

It is needless to say that his remarks weren't always ironic. N. Hawthorne had an ambivalent feeling of approval and non-acceptance of Emerson's ideas. In «The Old Manse» he mentions striking influence the leading thinker from Concord had on people of different ages and social status due to the power of his intellect: «*His mind acted upon other minds with wonderful magnetism, and drew many men upon long pilgrimages, to speak with him face to face*» [3, p. 1145]. The writer acknowledges that some time ago he wanted to find answers to many questions and solve «*the riddle of the universe*» with Emerson's help, but then that longing vanished and despite the fact that he «*admired Emerson as a poet of deep beauty and austere tenderness, but sought nothing from him as a philosopher*» [3, p. 1146]. Emerson also appears in the stories «The Hall of Fantasy» (1843) among people with rich imagination and «The Intelligence office» (1844) as a seeker of Truth.

Another example of Nathaniel Hawthorne's ambiguous attitude to transcendentalism is his participating in a utopian experiment, when in 1841 he joined the Brook Farm commune, invested money and lived there for several months. Later that experience became one of the proofs of transcendentalists' ideal impracticability for the writer, who questioned any favourable effect of physical labor on the intellectual activity.

It makes sense to mention that despite Nathaniel Hawthorne's doubts and skepticism towards transcendentalism in general he shared some aspects of its philosophy. They include: 1) the need for any creative person to spend some time alone, away from people, but at the same time not to isolate oneself from a society and not lose spiritual ties with other people; 2) understanding of love as the ability to change any person and a society for the better; 3) the ability to see beauty in ordinary and unremarkable things.

Emerson and Thoreau believed that solitude was necessary for emotional purification, self-knowledge, and that it was the main requirement for self-reliance. They thought that one should practice solitude – either being alone in the vastness of unspoiled nature, or inwardly, in the crowd, as «*it is important not a solitariness of a place you live in, but spirit independence*» [5, p. 257]. They cautioned against taking extreme solutions, i.e. individual isolation from a society, loss of contact with people. «*...love to speak with the soul, reject a company in favour of solitude ... and then your own distinctive abilities will rise to their full height as the trees in the forest and flowers in the field, and you will get the results which you can share without any fear with your fellows when you meet them, and they will heed you gladly*» [5, p. 257]. Emerson emphasized the fact that people should participate in society life quite actively while remaining spiritually independent, and one of the Thoreau's moral utopia principles stated in his essay «Walden; or, Life in the Woods» (1854) was «*solitude for the good of a society*» [6, p. 256].

Due to some character traits N. Hawthorne shared transcendentalists' views on the need of being alone sometimes and nature as an ideal environment to spend time in solitude. The story «Foot-prints on the Sea-shore» (1838) describes best of all the writer's attitude to being alone with nature. N. Hawthorne says that he often feels like «*to plunge into the cool bath of solitude*», when «*the forest and the ocean summon me – one with*

the roar of its waves, the other with the murmur of its boughs – forth from the haunts of men ... to derive all that day's enjoyment from shore, and sea, and sky, ... and from fantasies, and recollections, or anticipated realities» [3, p. 561]. The writer doesn't hide his joy when he manages to get away from the busy world and spend a whole day in solitude on the sea shore. N. Hawthorne personifies the ocean, describing it as an old friend, who meets, greets and gives him a blessing. The writer is not bored with himself, he writes about the beneficial effects of loneliness, which is thought-provoking, allowing us to *«track our own nature in its wayward course, and steal a glance upon it»* [3, p. 563]. The author of the story points to freedom from social norms, the ability to follow the dictates of one's heart, one's emotions without fear of being misunderstood or mocked. *«You may write verses ... Here [on the sand], too, may be inscribed thoughts, feelings, desires, warm outgushings from the heart's secret places, which you would not pour upon the sand without the certainty that, almost ere the sky has looked upon them, the sea will wash them out ... what joy for a shy man to feel himself so solitary, that he may lift his voice to its highest pitch without hazard of a listener!»* [3, p. 564, 568]. The writer notes that despite the apparent solitude, he hasn't spend the day alone, since the ocean has been his companion, little seabirds – his friends, and the wind has been telling him its secrets. He adds that such a friendship *«works an effect upon a man's character, as if he had been to the society of creatures that are not mortal»* [3, p. 569], and the beneficial effects of this day will be felt even later, when once again he goes along the busy streets, feel affection and sympathy for people, but *«yet shall not melt into the indistinguishable mass of humankind»* [3, p. 569]. Preserving one's individuality, having one's own opinion was essential for the writer. However N. Hawthorne as well as R. W. Emerson and H. Thoreau emphasizes the fact that a person shouldn't isolate oneself from a society. *«... It is good, at the eve of such a day, to feel and know that there are men and women in the world»* [3, p. 570]. The best end of the day for him is a meal in a friendly company. In writer's opinion there are some ties between people, and breaking them one risks to lose his place in the world.

Another Nathaniel Hawthorne's similar feature with the transcendentalism ethical system was his perception of love. Transcendentalism followers believed that love could change a person and a society for the better, bring them to perfection. N. Hawthorne didn't develop the philosophy of love, like Emerson, but in his works, he often returned to the idea of one's fault redemption, which can also be considered as spiritual perfection, with the help of love. For the first time N. Hawthorne writes about the possibility of sin redemption with the help of love in the story «The New Adam and Eve» (1843): *«In the course of the world's lifetime, every remedy was tried for its [sin] cure and extirpation, except the single one, the flower that grew in Heaven, and was sovereign for all the miseries of earth. Man never had attempted to cure sin by LOVE!»* [3, p. 752]. Later this theme is often occurred in writer's works.

Many American writers at the beginning of the XIXth century considered it necessary to depict only majestic and picturesque scenery striking by its grandeur and magnificence. However there aren't too many such descriptions in Nathaniel Hawthorne's works, while there is a number of modest rural or urban landscapes, calm scenery of New England nature in different seasons. This is another writer's common feature with the transcendentalists. Emerson and Thoreau were also attracted by the beauty of ordinary and unremarkable things. They believed that it wasn't necessary to contemplate mountains, waterfalls, rapid rivers and boundless plains looking for inspiration. For them it was enough to pass along a forest path, to sail in a boat on the river, to walk along a seashore in order to notice something beautiful and worth seeing in nature.

N. Hawthorne wasn't a follower of transcendentalism, a new philosophical movement which appeared in the first half of the XIXth century in America. He thought that transcendentalism was too optimistic and doubtful and he warned against excessive «self-reliance». However Nathaniel Hawthorne shared some views with R.W. Emerson, transcendentalists' spiritual leader, as well as with some followers of the movement. The writer recognized person's need for solitude, but warned against excessive alienation and isolation from a society; wrote about the healing power of love and depicted not only the majestic beauty of nature, but also simple and homely landscapes. Thus we can conclude that Nathaniel Hawthorne's attitude towards transcendentalism was quite ambivalent and ambiguous.

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COMPUTER TERMINOLOGY TRANSLATION

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Nowadays computer terminology translation becomes more and more important in introducing and assimilating advanced technology abroad. The introduction of computer terminology to the Russian language has been rapid and chaotic, and brings with it many challenges. The aim of the article is to analyze the characteristics of computer jargons and the translation methods of computer terms.

Nowadays computer technologies have become essential in people's work and daily life. It is no longer possible to do high quality translation work without dealing with computer terminology.

There are two main challenges having to do with computer terminology: the speed with which it has become part of everyday language and the fact that most of it stems from English.

In terms of language development and evolution, the invasion of computer terms into languages around the world has been incredibly fast. Where normal language evolution, including the importing of words from other languages, usually takes decades or centuries, most of computer terms are now adopted almost immediately, and as a result there is nothing to be done but import the terms directly from English, usually with only minor adjustment in spelling or pronunciation.

English drives much of the technology being developed and utilized around the world, simply because American research and companies have long dominated the development and control of both the Internet and computers. English easily deals with abbreviations, acronyms, and the creation of words from compounds and borrowings – other languages do not, which makes high quality translation of these terms extremely difficult in many target languages, including Russian. Usually the target languages simply bring the English terms into their own vocabulary as-is, which can be workable, but when an actual translation is needed you often have to resort to imaginative re-uses of old words, and even poetic solutions.

For example, French has refused to officially allow these English terms to enter the language. Officially, in French the term "computer" is "un ordinateur" and "a laptop" is "un portative". These terms sound French; but they are confusing to everyone else in the world because they have little to do with the generally accepted English term.

So you cannot resist new words and new terminologies. This article deals with the characteristics of computer jargon and the translation methods of computer terminology [3].

1. COMPUTER JARGON AND TRANSLATION OF COMPUTER TERMINOLOGY

The formation of the Russian computer jargon might be divided into several stages.

In the first stage (before the mid-sixties), the computer industry in the USSR was evolving to a large extent independently from the worldwide industry. Along with new ideas, concepts, and technologies, new terms came into being as well. Security requirements and almost the entire absence of scientific communications between Soviet and worldwide developers resulted in the formation of an independent Russian jargon in the field.

Most terms were invented from scratch and thus were totally original. Instead of "computer" the abbreviation "EVM" – "ellectronno-vychislitel'naya mashina" which means electronic machine for calculations – was used at that time. The abbreviation pattern was very popular with the Soviet computer industry. The processor in those days was called "ALU" (Arithmetic and Logic Unit), and the hard disk was called "NZHMD" (an abbreviation for the Russian version of "Storage Utilizing Hard Magnetic Discs").

Linguistics, Literature, Philology

In the late 60s the implementation of high-level programming languages took place, and lots of English terms were incorporated into the Russian language. The adoption primarily involved words that had been previously included in the Russian language in some other forms (e.g. "process" was already a common Russian word, and at that time "processor" was also added) or words that had in the Russian language some non-computer meaning (e.g. "register" was already used in reference to several notions and its computer meaning was added at that time).

Following the "invention" of Russian mainframes very similar to those of IBM, many English manuals were translated, leading to the assimilation of numerous English terms (e.g. "assembler" was adopted and "hard disk" calqued). Some attempts were also made to invent special Russian terms based on Russian roots and word-formation patterns. For instance, some Russian authors used a newly created term "pol'zuha" (formed in accordance with the rules of Russian language from the same root as the Russian equivalent of the word "useful") to denote "utility (software)", however, the artificial word quickly died and now everybody uses "utilita" as a Russian word.

At this stage, the centralized approach dominated. The translations of English monographs (e.g. the famous Programming the IBM 360 by Clarence B. Germain) were accomplished by professional translators and edited by specialists in the computer field. Every term was seriously discussed and authorized.

At the end of the 80s, volume import of computer equipment started. The use of computers received wide acceptance in offices and as personal devices at home. At that time the state itself and most of its inner processes were entirely decentralized. The equipment was imported by numerous small businesses. Due to limited budgets they depended highly on quick turnover. One of the ways to make computer equipment popular was to provide the support documentation in Russian. So, small dealers undertook the translation of user manuals. To save money, the job was usually done by various employees of these businesses that mostly were not professional translators but rather IT specialists. Their main principle was not to invent Russian terms but rather to use as many English words (in the original form or in Russian transliteration) as possible. In order to be able to use the generally unalterable English words in normal Russian speech with its highly inflected forms, they sometimes replaced the original English terms by similar sounding Russian words that often had entirely different meanings (for instance, an archaic Russian verb "kliknite" that means "call" was often used to translate "click"). This resulted in multiple Russian equivalents for most English terms (e.g. Russian equivalents of "pictogram" and "badge" are used in parallel with "icon").

The next stage was initiated by the official entrance into the Russian market of the major international computer companies which started to localize the software. In particular, Microsoft made great localization efforts that helped them to get the greatest market share. Today, most of the computers in Russia are using MS software, most of which is localized. As a result everybody use the terms suggested by Microsoft.

Currently, IT professionals tend to use original English terms, slightly modifying them. For instance, using Russian cases for English terms ("softa", "softom", etc.). Typical is the life story of "Internet". When it was invented, it was called "Internet" in Russian. It was written with Latin letters and uninflected (unlike the majority of Russian words). In the next stage, it was written in Cyrillic though still uninflected. Now it came into use as a standard Russian word subordinate to all the rules of the Russian language.

Thus, following the new technologies, new terms are coming from abroad and at first are incorporated into the Russian language as they are. However, 2 to 3 years later newcomers either die out or somehow assimilate into the Russian language. Some of them are replaced by the terms constructed from Russian words, some are calqued, and some are adopted.

This rapidly changing environment is a great challenge for the Russian translators who specialize in the IT field. Every day brings us new English terms and the only way to cope with them is to understand the underlying concept and to try to express it using Russian words. Dictionaries are not of great help, as they often either lack the newest terms or give obsolete Russian equivalents [4].

Jargon is always difficult to translate, because you need to understand both the source language as well as the jargon, which can be viewed as a sub-dialect of various languages. But computer jargon can be particularly challenging because of the number of collocations it uses. A collocation, in language terms, is two or more words that, when used together in a specific context, have a meaning separate and distinct from their individual definitions. The computer term "hard drive", for example, is a collocation. Hard drives are in fact hard, but if you translate this term literally you will sound ignorant and ridiculous – the word "drive" here has to be understood as distinct from the actual definition of the word. Another good example is "hot link". You may know what the words "hot" and "link" mean in normal context, but in the realm of computer jargon they combine to mean something else entirely. As a result, you need special skills to work on anything that uses computer jargon. You also need a deep familiarity with computer terms and how these collocations work so you

can offer a sensible rather than literal translation: e.g.: bomb (used of OS failures), bug (means unwanted and unintended property of a program or piece of hardware, especially one that causes it to malfunction), flood (means sending a huge amount of data to another user in an attempt to annoy him, to overflow his network buffer) [5, 6, 7].

The challenge is that much of this jargon was devised by a small group of specialists initially working in a very small, tight-knit group of high-level expertise. Much of the jargon consists of in-jokes and purposefully colourful or even off-colour references, corruptions of existing technical terms, and terms adopted from technical subcultures. All these terms and names are fascinating in their unusual etymology. For instance, the word "bug" (n.) – since 1620s it had referred to "bedbugs" from earlier "beetle". However, use of the term to describe defects in mechanical systems dates back to at least the 1870s. Thomas Edison used the term in his notebooks and letters. Later while Grace Hopper, a pioneer of computer programming, was working on the Harvard Mark II, she traced the cause of a glitch in the computer to an actual moth trapped in a relay. The mouth she found can still be seen on display in the Smithsonian Museum. Or let us consider the word "wiki" – a wiki on the Internet is a group of interconnected sites that is built from user interaction. Wikipedia, Encyclopedia Dramatica and Metapedia are all examples of the "wiki" model. In Hawaiian, "wiki wiki" means "quick". Creator Ward Cunningham decided that a "wiki" online would be a quick, easy way to access and manipulate multiple sites and information [8, 9].

Translating the terms it is important to pay attention to the fact that computer terminology can be divided into several groups. Many of them only make sense in computer science field, they are called pure computer words (table 1); others are linked to some fundamental subjects such as mathematics and physics, they are called fundamental words (table 2); computer terms derived from common everyday words are called extended words (table3); and, finally, translators often face abbreviations and acronyms because they are very common in computer English for their economy and convenience (tables 4 and 5) [10].

Table 1 – Pure computer words

English equivalent	Russian translation
Pixel	Пиксел
Interface	Интерфейс
Mainframe	Мэйнфрейм, главный сервер, большой компьютер
Spooling	Спулинг (способ применения буферной памяти при организации ввода и вывода данных в компьютерах с многозадачной операционной системой)

Table 2 – Fundamental words

English equivalent	Russian translation
Matrix	Матрица
Binary	Двоичный, бинарный
Integrated circuit	Интегральная (микро)схема

Table 3 – Extended words

English equivalent	Original meaning	Extended meaning
Mouse	Мышь (вид грызунов)	Компьютерная мышь
Field	Обширное пространство	Элемент графического интерфейса
Buffer	Амортизация	Буферное запоминающее устройство
Server	Причетник (помощник священника)	Сервер (компонент сетевой операционной системы, предоставляющий клиентам доступ к сетевому ресурсу)

Table 4 – Derivative words

Micro:	Microsoft, microcomputer
Multi:	Multiprogramming, multimedia, multiprocessing
Hyper:	Hypertext, hypermedia.

Table 5 – Acronyms

RAM	Random Access Memory	Оперативная память, оперативное запоминающее устройство
CPU	Central Processing Unit	Центральный процессор
CASE	Computer-Aided Software Engineering	Автоматизированное проектирование и создание программ
RAID	Redundant Arrays of Inexpensive Disks	Матрица независимых дисковых накопителей с избыточностью

According to the word which is translated, there are four principal translation methods of computer terminology: loan translation (for untranslatable terms), transference (borrowing + transcription), approximate translation, and morphemic or lexical loan translation. It is important to treat the subjects at length:

1. Loan translation: this translation method is suitable for the corporate names ("Nvidia", "IBM", "Intel", "AMD", "Microsoft"), for technological standards and software ("KDE", "Bluetooth", "Adobe Photoshop", "Gimp").

2. Transference is suitable for translation of majority of terms, e.g.: "printer", "scanner", "file", "click", etc. Also the corporate name written above ("Intel") can be translated with this method – that is bad for arising difficulties: we have to choose which one should be used here [11].

3. Approximate translation – in that case a translator finds the Russian root, which corresponds to the English term. E.g.: "network" – сеть, "data" – данные, "router" – маршрутизатор, etc.

4. Morpho-lexical loan translation (when the structure of the term is loaned, and individual components can be a transcription or lexico-semantic substitution). E.g.: "application server" – сервер приложений, "hyperlink" – гиперссылка. This method combines three previous translation methods [1].

And whichever of the methods above is selected, the main task of the translator is to convey the subject-logical meaning of the term adequately. At the same time the term should stay unambiguous and nominative [2].

Actually, computer terminology easily deals with abbreviations, acronyms, jargons and the creation of words from compounds and borrowings, which makes high quality translation into the Russian language extremely difficult. It means that computer terms should be the object of linguists' attention. The proper translation of computer terminology will give a stimulus to develop science and technology.

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PECULIARITIES OF TRANSLATION OF PHRASEOLOGICAL UNITS AND PROVERBS AND SAYINGS FROM RUSSIAN INTO ENGLISH ON THE BASIS OF FAIRYTALES

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Phraseological units (PUs) and proverbs are regarded as minimal units of translation. The article reveals their certain semantic properties and peculiarities of their translation.

Centuries-old communication experience of people, writing and speaking different languages indicates that a qualified translator must not only understand the sense of the text he translates but also know the phraseological resources of the target language.

Here it should be mentioned that the nature and the ways of using of PUs and proverbs equivalents are determined by their semantics. The semantics of such units is a compound informative complex which comprises object-logical and connotational components. The most significant, from the point of view of equivalent choice in the target language, are the following:

1. Extended or figurative component of meaning;
2. Real or objective component of meaning;
3. Emotional component of meaning;
4. Stylistic component of meaning;
5. Ethnic component of meaning.

Usually we call such components meaning of a figurative unit. Based on what has been said before while translating phraseological units into another language we should always render their figurative meaning, at the same time the direct meaning, which is the basis for creating an image, recedes into the background, but predetermines the choice of the equivalent. In a similar way the translator should take into account the other semantic peculiarities (emotional, stylistic and ethnic ones).

As for proverbs and sayings, the difficulty with their translation has always existed. Taking into account the peculiarities of different languages, it is difficult to translate everything which is part of people's culture. Similarity between structural and semantic PUs and proverbs peculiarities allows us to use the same ways of translation.

In our research we used the classification of ways of translation suggested by V. Komissarov [1, p. 170 – 176]. The ways of translation of figurative units are the following:

• Search of an identical PU in the target language. But we should take into account that the number of such units is limited;

• Search of a similar PU which has the same meaning but is formed on a different basis;

• Loan-translation or word-for-word translation;

• In some cases double or parallel translation is used (especially in cultural and historical texts), which presupposes the combination of a translation-loan and the explanation of its figurative meaning in a brief way.

• Descriptive translation when a set expression is transformed into a free word group in which the figurative meaning of the set expression is described.

As for the translation of PUs and proverbs from Russian into English, so in this case we use the classification of the Russian linguist S. Kuzmin. From his point of view the translator has several ways of translating them:

1. Translation with the help of a mono-equivalent, i.e. an English PU or proverb whose meaning coincides with the meaning of the Russian PU or proverb, for example: *«складывать оружие» = to lay down one's arms, «хитрый как лиса» = be as cunning as a fox*, etc.

2. Translation with the help of a comparative equivalent (which is also called "analogue").

3. Translation with the help of a metaphor, for example: *«метать громы и молнии»=to hurl thunderbolts at smb*. But such way is used when it is necessary to preserve the same image of the Russian PU or proverb.

4. There is one more way, a descriptive translation. For example, we can translate "*Его предложение было встречено в штыки*" descriptively: "*His proposal was met with resistance*". But if we translate it in such a way we lose the expressiveness and emotivity of the message.

Also we should always bear in mindmotivated Russian PU and proverbs which can be difficult to understand and even deceptive to translate. They are also called "false translator's friends". There are a great number of such motivated figurative expressions like "*встречать в штыки*", "*метать громы и молнии*" and non-motivated ones like "*в ус не дуть*", "*и был таков*") in the Russian language. As for non-motivated ones, it is sometimes difficult and even impossible to understand their meaning based on the meanings of their components. It depends on how the native speaker perceives the situation and what sense he puts into them. Itshould be mentioned that the "motivation" of the motivated units depends on the degree of their reinterpretation and on the linguistic traditions of the target language. [2, p. 13-18]

The material for practical analysis is the translated by M. Terletsky Russian folk fairytales into English [3]. We have selected 50 PUs.

As a result using S. Kuzmin's classification of ways of translation we have received the following results (the most illustrative ones):

Ways of translation of Pus

PUs/Proverbs and Sayings	Lexical Correspondence	Translator's Variant	Way of Translation
В некотором царстве, в некотором государстве…	Once upon a time...	In a certain kingdom that lay far away...	Comparative equivalent
По щучьему веленью, по моему хотенью…	By(with) a wave of the wand	By the will of the Pike, do as I like!	Descriptive translation
…голову с плеч сниму…	To knock smb's head off	I'll have your head off.	Descriptive translation
Ни в сказке сказать, ни пером описать.	No tale (tongue) can tell nor pen describe.	Neither pen can write nor tongue tell!	Mono-equivalent
Сослужишь мне службу…	To do smb a favour	Render to me a service…	Descriptive translation
Молочные реки, кисельные берега…	Milk and honey	River of milk and shores of pudding…	Descriptive translation
Царь и гости диву дались.	One can but marvel	The guests clapped their hands at the sight of such beauty.	Descriptive translation
Он бережет ее как зеницу ока.	Guard smth like the apple of one's eye	He guards it like the apple of his eye.	Mono-equivalent
Долго ли, коротко ли…	The long and the short of it.	The long and the short of it.	Mono-equivalent
Чтобы глаза мои ее не видели.	Get out of my face!	My eyes no longer have to see her.	Descriptive translation
Сказка ложь да в ней намек, добрым молодцам урок.	Fairy tales, though far from true teach good lads a thing or two.	Tale is lie, but there's a hint for good fellows a tip.	Descriptive translation
Взялся за гуж, не говори, что не дюж.	Those who play bowls must expect to meet with rubbers.	Take the rope don't say that it is not strong	Comparative equivalent
Тут и сказке конец, а кто слушал молодец.	Now the fairy tale is over, and who listened – well done.	And that's my faithful tale's end, while he who listened is my own true friend.	Comparative equivalent
Утро вечера мудренее.	It's always easier to think in the morning.	Night is the mother of counsel.	Comparative equivalent
Он прошел сквозь огонь, воду и медные трубы.	To go through fire and water.	He has gone through fire and water.	Comparative equivalent

The overall result of the analysis can also be presented in the form of a diagram.

Percentage of the Used Ways of Translation of PUs
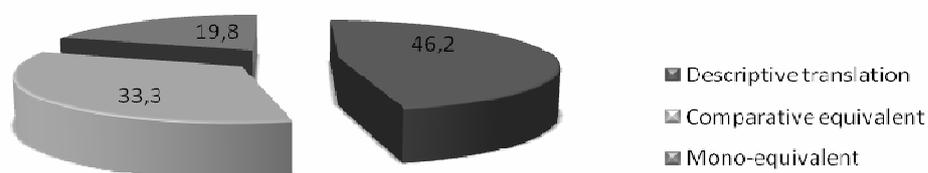
As it can be seen from the diagram the main way of translating is descriptive translation. All the other ways are seldom resorted to. It can be explained by the absence of the mono-equivalent in the target language, that's why, the translator uses descriptive translation changing the stylistic coloring and depriving it of the original expressiveness and emotivity.

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ENGLISH IN THE WORLD

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The article shows the power of English in the world and gives proved facts of its importance. The task of our article was to describe the peculiarities that were created with spreading of the English language worldwide. During the research we used knowledge of English of our own and information from the Internet (mainly Wikipedia). The results of the research are that English affects a lot of parts and issues of many lives, which can cause many countries to think why their language is disappearing. Besides some minuses of it, there are many advantages. We may consider that in future English will take even much power than it already has.

English is a West Germanic language that was first spoken in early medieval England and is now the most widely used language in the world. It is spoken as a first language by the majority populations of several sovereign states, including the United Kingdom, the United States, Canada, Australia, Ireland, New Zealand and a number of Caribbean nations [1].

Modern English, sometimes described as the first global lingua franca, is the dominant language or in some instances even the required international language of communications, science, information, technology, business, seafaring, aviation, entertainment, radio and diplomacy [1]. English can be at least understood almost everywhere among scholars and educated people, as it is the world media language, and the language of cinema, TV, pop music and the computer world. All over the planet people know many English words, their pronunciation and meaning [2].

To unite certain lexical vocabulary related to different fields of work, the English language is subdivided into various components: Business English, Literary English, English of Professional Law (or Legal English), Medicine English, English of Informational Technologies, Aviation English, Engineering English, English of

Human Resources, Marketing English, Science English, Media English, English of Finances, Management English and etc.

Business English embraces the English language which is mostly related to international trade. There are lots of programs for non-native English speakers to achieve understanding and a level of proficiency in it. And, of course, the biggest part of these learners is businessmen who want to succeed in transactions in Anglosphere or in bargains with people who don't share mother tongue with them.

Literary English includes words and phrases that are used in literary criticism, literary reviews and thoughts on all sorts of literary works. This language can be often found in theory of school literature books.

English of Professional Law (Legal English) involves conceptions of jurisprudence and is used by lawyers and other legal professionals to broaden their field of work. A great part of Legal English belongs to legal writing and drafting of written material which enquires knowledge of law notions in English.

Medicine English consists of medical terms that are needed for doctors and other medical workers like nurses and paramedics to share and develop achievements in their occupation. It often helps to save lives of people whose country doesn't have enough medical knowledge and developments of their own and to exchange medical students across the world to help them get better experience.

English of Informational Technologies concerns IT students and professionals who want to learn computer and software terms and other conceptions that are attached to computer machines and digital information. The IT field is very standardized and easy to learn because everything of it is mostly in English.

Aviation English and Engineering English embrace names of specialized equipment and techniques needed for pilots and engineers, English for Human Resources is English for students and employees who want to communicate in English better, Marketing English is used for preparing marketers for situations they will face in real life with English speakers at work, Science English is created to teach the English learners scientific terms for using it in their jobs (science), Media English is created for media students and professionals who want themselves to enable their media-related fields in English, English of Finances and Management includes English words and phrases related to finances & money and management.

All these kinds (subdivisions) of English exist not accidentally; they were created with international importance. With the same reasons many international language schools and organizations were founded. And many foreign students come there to study in summer to get a certificate that will help them while searching for a job or getting a degree. And many of those students become successful in their business.

Thus the English language is sometimes referred as the International language. According to Wikipedia, International language is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. It can also be called Global English, World English, Common English, Continental English, General English, Engas (English as associate language), or Globish [3].

This way English has many dialects all around the world. The main dialects are, of course, British English, American English, Australian English, New Zealand English and Asian English. The British variant is divided into Northern English, East Midlands English, West Midlands English, East Anglian English, Southern English and West Country English, Scottish, Scots, Welsh, Northern Ireland, Manx and Irish English. The American variant consists of New England, Inland Northern American, Mid-Atlantic, North-Central American, Midland American, Miami, Southern, Western, Hawaiian Pidgin, Canadian, Bermudian and Native American English. The Australian variant is divided into South Australian, Western Australian, Torres Strait, Australian Criol, Victorian, Queensland and Norfuk English. The New Zealand variant has Maori English and South and Taranaki accents. The Asian variant embraces Brunei, Burmese, Hong Kong, Pakistani, Tinglish and Indian English. The variation of the English language is expressed by different pronunciation of words or predomination of particular sounds in speech, not the same colloquial words that may be unknown to other dialects or the language itself.

There are also special ways of measuring English skills of non-native English speakers which are subdivided into categories. Often presence of certificates of passing such examinations is required for entering different educational institutions around the world, especially in English-speaking countries. Furthermore, the presence of such certificates gives the owner more opportunities to get a job in an international organization or a company and also increases his willingness to seek for a job in English-speaking countries. Such certificates are recognized by many corporations, companies and firms; presence of at least one of them attests English knowledge on a certain level.

Most of the testing systems are composed by Cambridge university as the most famous and accepted all over the world, but there are much more exams which are as popular. The exams below are passed in more than

100 countries annually and the number of qualified people reaches several million people annually. There are two major testing systems around the world: TOEFL and IELTS.

Test of English as a Foreign Language (TOEFL) is an international standardized test for non-native English speakers wishing to enroll in U.S. universities. The test is accepted by many English-speaking academic and professional institutions [4]. TOEFL test scores are accepted by more than 9000 colleges, universities, agencies and other institutions in 130 countries and that list includes the top 100 universities in the world. In addition to that, it can be used to satisfy visa requirements for both Australia and the U.K.

TOEFL is a trademark of ETS (Educational Testing Service), a private non-profit organization, which designs and administers the tests [4]. The scores are valid for two years; then they are no longer reported. There are 3 ways of testing TOEFL: internet-based (iBT), paper-based (PBT) and computer-based (CBT) versions. All the versions are subdivided into 4 sections which are listening, reading, writing and speaking. Each section is used to check the ability of the test-takers to operate with the unfamiliar information, to understand the topic of the discussion and use the vocabulary when needed [4].

International English Language Testing System (IELTS) is a standardized test of the English language proficiency. It is jointly managed by Cambridge English Language Assessment, the British Council and IDP Education Pvt Ltd [5]. There are two versions of the IELTS: Academic Version and General Training Version. The Academic Version is intended for those who want to enroll in universities and other institutions of higher education and for professionals such as medical doctors and nurses who want to study or practice in an English-speaking country. The General Training Version is intended for those planning to undertake non-academic training or to gain work experience, or for immigration purposes. IELTS is accepted by most Australian, British, Canadian, Irish, New Zealand and South African academic institutions, over 3,000 academic institutions in the United States, and various professional organizations across the world. It is also a requirement for immigration to Australia and New Zealand [5]. No minimum score is required to pass the test. An IELTS result or Test Report Form is issued to all candidates with a score from "band 1" ("non-user") to "band 9" ("expert user") and each institution sets a different threshold. There is also a "band 0" score for those who did not attempt the test. Institutions are advised not to consider a report older than two years to be valid, unless the user proves that he has worked to maintain his level.

International Test of English Proficiency (iTEP) is a language assessment tool that measures the English skills of non-native English speakers. The test is supported by more than 600 institutions including the California State University system. The test is available in more than 40 countries, and is also used by businesses, and governments such as Saudi Arabia, Colombia, and Mexico for large-scale initiatives [6]. The iTEP is one of the most flexible and cheap examinations. It takes from 50 to 90 minutes and includes writing, listening and grammar. There are three versions of iTEP which are iTEP Academic for colleges, universities and intensive English programs, iTEP Business for work environment and iTEP SLATE for school students. Between June 2012 and June 2013 the amount of the students quadrupled [6].

The Certificate in Advanced English (CAE) is the advanced general English examination provided by University of Cambridge ESOL Examinations in England. The examination consists of: Reading, Writing, Use of English, Listening and Speaking. Each component carries 20% of the total marks. There are three pass grades (A, B and C) and certificates are awarded to candidates who achieve these grades [7]. Candidates who achieve a grade D or E are judged not to have reached the required standard for CAE. In the Common European Framework of Reference for Languages, CAE is ranked at C1 and C2 levels. Candidates who have obtained an A grade are awarded a C2 certificate, those obtaining grade B or C, are awarded a certificate at C1. Like all the other Cambridge exams, once the exam is passed the qualification never expires. CAE is considered to be very valuable, and is a required qualification for international students applying to many British universities.

First Certificate in English (FCE) is an examination available from University of Cambridge ESOL Examinations in England. Its possession proves one's adequacy in the English language, and its successful completion means that one is able to interact socially efficiently. The FCE examination falls in the grade A2, B1, B2 and C1. Its advantage is that its expiration date is throughout life. It falls into five parts which are the same as in CAE. FCE cannot be used to enroll in educational institutions and show only basic knowledge of English [8].

Nowadays English unites peoples; there is no place in the world where it can't be understood. Most of the universities of European Union have a separate educational program in English. All the international events are conducted in English. According to Wikipedia, the total amount of English speakers reaches 1, 5 billion people [1]. English takes the second place among the world in the amount of speakers. And there is a lot to reach in future: universities all over the world make English the alternative language of studying, many people study English at schools, universities and intensive courses as the second language. The biggest amount of information

and articles on the Internet is in English i.e. there are 745 972 articles in Chinese in Wikipedia, 1 081 051 articles in Russian and 4 426 408 articles in English and their amount increases daily [1].

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TO THE QUESTION OF THE DEFINITION OF THE PROVERB

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The article deals with the problem of the definition of the term "proverb" both within one language and interlinguistically. This is explained by the fact that in the English and the Russian traditions proverbs are viewed differently. So in the article an attempt is made to analyse the various approaches to this phenomenon of the language and find out the common and the specific in the English and the Russian linguistics concerning this term.

Everyone doing research into proverbs should understand clearly what exactly a proverb is. Any further conclusions can be made only taking into consideration all the characteristics of this linguistic phenomenon. The major authorities on this topic, both here and abroad, give us a lot of definitions that have something in common, but which at same time supplement each other. One of the most famous sources in modern linguistics, the Cambridge Encyclopedia of the English Language edited by D. Crystal gives a number of synonyms to the term "proverb": adages, dictums, maxims, mottoes, precepts, saws, truisms. They all express the idea of a piece of traditional wisdom, handed down by previous generations. D. Crystal groups all of them as one of the types of lexical phrase. There are four main types of lexical phrase:

Polywords – short phrases which function very much like individual lexemes. They cannot be varied, and their parts cannot be separated (*In a nutshell, by the way, so to speak, so far so good, once and for all*).

Phrasal constraints. These are phrases which allow some degree of variation: they are usually quite short (*As I was – (saying, mentioning), good – (morning, night), a – ago (day, long time), as for as I – (can see, know)*).

Sentence builders – phrases which provide the framework for whole sentences; they allow considerable variation (*Not only... but also...; my point is that...; I'm a great believer in...; that reminds me of...; let me begin by...*).

And finally institutionalized lexical phrase – units of sentence length, functioning as separate utterances. Like polywords, they are invariable, and their parts cannot be separated. This group, according to the Cambridge Encyclopedia of the English language contains proverbs, aphorisms, and other quotable utterances [1, p. 163].

Defining a proverb is a difficult task. Proverb scholars often quote Archer Taylor's classic "The definition of a proverb is too difficult to repay the undertaking... An incommunicable quality tells us this sentence is proverbial and that one is not. Hence no definition will enable us to identify positively a sentence as proverbial" [2]. Another common definition is from Lord John Russell (p. 1850) "A proverb is the wit of one, and the wisdom of many" [3].

D. Crystal writes that the effectiveness of a proverb lies largely in its brevity and directness. The syntax is simple, the images vivid, and the allusions domestic, and thus easy to understand. Memorability is aided through the use of alliteration, rhythm, and rhyme [1, p. 184].

Rosalind Fergusson and Jonathan Law, the editors of the Dictionary of Proverbs define the term as a succinct and memorable statement that contains advice (*Look before you leap; Ask no questions, hear no lies.*), a

warning or prediction (*Let sleeping dogs lie; As you make your bed, so you must lie on it*), or an analytical observation (*Still water run deep; A friend in need a friend indeed*).

Some proverbs are simple folk sayings, with only a literal meaning, while some are metaphorical, aspiring to deal with the philosophy of life. *There is more than one way to skin a cat* has no more to do with cats than *Don't count your chickens before they are hatched* has to do with chickens. [4; 1]

A leading Russian linguist, a well-known expert in phraseology A.V. Kuninwrote that proverbs are characterized by the stability of their lexeme composition and their unchangeable word order which is explained syntactically, and also by the wide usage of various expressive means [5, p. 341].

And Z.A. Kharitonchik thinks of proverbs as reproducibility and emphasizes that proverbs give the language a kind of a national character, and their usage in speech shows a high degree of language proficiency [6, p. 229].

Another definition is given in Oxford Advanced Learner's Encyclopedic Dictionary:

Proverb – n. short well-known saying that states a general truth, or gives advice, eg. '*It takes two to make a quarrel*' or '*Don't put all your eggs in one basket*'. This term also gave rise to the adjective **proverbial** – adj. 1) of, like or expressed in a proverb: ~ sayings, wisdom (*He is the ~ square peg in a round hole.*); 2) widely known and talked about: *His stupidity is ~. I decided not to ask her for a loan in view of her ~ meanness* [7, p. 178].

R.K. Barnhart, an American lexicographer and editor of various specialized dictionaries, states that a **proverb** is a short wise saying used for a long time by many people. Figuratively it can mean"a well-known case": *He is a proverb for carelessness. This house... will I cast out of my sight; and Israel shall be a proverb and a byword among all people (I Kings 9:7).* In the form of the verb it is used in the meaning"to say in the form of a proverb; speak of proverbially". Figuratively it is "to make a byword of": *Am I not sung and proverbed for a fool in every street? (Milton)* [8, p. 1675].

R.K. Barnhart notes that proverbs are the often-quoted, concrete expressions of popular wisdom, and they are likely to make observations on character or conduct. He also remarks that proverbs are often characterized as having a figurative meaning, which makes speech and writing more forceful, colourful or beautiful.

W. Mieder, most well known as a scholar of paremiology, professor at the University of Vermont, USA, defines the term **proverb** as follows:

A **proverb** is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorizable form and which is handed down from generation to generation [10].

Yet another category of proverb is the anti-proverb, also called Perverb. In such cases, people twist familiar proverbs to change the meaning. Sometimes the effect is merely humorous, but the most spectacular examples result in the opposite meaning of the standard proverb. They include, "Nerds of a feather flock together", "Early to bed and early to rise makes a man healthy, wealthy, and likely to talk about it," and "Absence makes the heart grow wander". Anti-proverbs are common on T-shirts, such as "If at first you don't succeed, skydiving is not for you" [9]. Even classic Latin proverbs can be remolded as anti-proverbs, such as "Carpe noctem" and "Carpe per diem". Mieder has concluded that cultures that treat the Bible as their "major spiritual book contain between three hundred and five hundred proverbs that stem from the Bible" [10]. However, almost every culture has examples of its own unique proverbs.

Though the origin of a proverb is in most cases unknown, proverbs have existed in the English language on all stages of its development. The term itself first appeared in the Middle English period, where it was taken from Old French, a learned borrowing from Latin prōverbium < prō-forth + verbium word, (originally) a speaking, speech. Already in the 14th century it meant a short pithy saying embodying a general truth [8, p. 1675].

The World Book Encyclopedia defines the proverb as a brief saying that presents a truth or some bit of useful information. It is usually based on common sense or practical experience [11].

The purpose of proverbs is to express and convey the traditional ideas of a nation, its concepts and knowledge of things in their everyday life. It sometimes happens that one and the same idea can be encountered in the form of a proverb in several languages, and because proverbs are passed down from generation to generation in the oral form it is possible to consider them as the real examples of people's wisdom. In many languages there exist collections of proverbs such as the Book of Proverbs in the Hebrew Bible, a book of the Old Testament made up of sayings of the wise men of Israel, including Solomon. Many sayings where added by famous writers, politicians, and philosophers.

Proverbs are used by speakers for a variety of purposes. Sometimes they are used as a way of saying something gently, in a veiled way. Other times, they are used to carry more weight in a discussion, a weak

person is able to enlist the tradition of the ancestors to support his position, or even to argue a legal case [12]. Proverbs can also be used to simply make a conversation or discussion more lively. In many parts of the world, the use of proverbs is a mark of being a good orator.

Thus today proverbs are viewed by many as a stock of instructions to determine a person's behaviour in various situations: in family life, in society, in business and so on. Proverbs are to be found in all spheres of human existence in different forms, so much so that there is even a Dictionary of Proverbs in American Country Music Hits. The importance of such a collection is explained by W. Mieder:

<<…vocalized music in particular attempts to communicate certain basic human experiences and emotions, and we know only too well that the strength of proverbs lies exactly in being able to generalize universal rites of passage into a generally accepted statement. No matter what problem might be touched upon in a song – be it a broken heart, a declaration of love, an explanation of a feeling, the expression of a wish, or whatever – a proverb will often come to mind as already made cliché which can summarize the complex nature of our thoughts and feeling>> [1, p. 338].

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VIOLENCE IN A FAMILY

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The article is dedicated to the very important problem of violence in the family, its roots, reasons and cultural peculiarities. The social phenomenon of violence in general and family violence in particular requires special attention in today's world, so naturally to know how to deal with the problem it is vital to know everything about it. The information presented in the article can lead to further research in the field.

Violent actions of family members against each other have existed in all societies and at all times, but not always they were regarded as a social problem. Loss of former social guidelines and conflict of values, uncertainty of the future, instability of the social-economic situation, the decline in the standard of living, as well as the need to make unconventional decisions have always promoted increase and a more intense manifestation of aggressiveness and cruelty in general and in family life in particular.

Abuse – 1) application by a particular social group of various forms of power against other groups with the purpose to acquire or keep up the economic and political supremacy, or to gain certain privileges. In the law it is physical (bodily injuries, beatings) or mental (threat of) impact of one person on another [1, p. 864].

Violence is defined by the World Health Organization as the intentional use of physical force or power, whether real or in the form of threats directed against himself, against another person, group of persons or a community, which results in (or has a high likelihood of) injury, death, psychological trauma, developmental, or other kinds of damage.

From the psychological point of view **violence** is seen as a form of neurotic protest of a person against different pressing stress factors and social conditions to which it difficult to adapt [2, p. 45].

Nowadays there are two classifications of types of violence:

The first typology is based on the nature of violent acts, and includes such types of violence as:

• *Physical abuse*, which is a direct or indirect impact on the victim, with the aim of causing physical harm, as expressed in the beating, injury, serious bodily damage, beating, pushing, jabs, spanking, slaps etc.

• *Sexual violence*, which is the violent actions when a person by force, threat or deception is forced against their own will to any form of sexual relations.

• *Psychological violence,* which is psychological harm to human health, through insults, intimidation, threats, blackmail, control, and etc.

• *Economic violence,* which is financial pressure, which may manifest itself in prohibition to study, work, complete control over income, withdrawal of financial support.

The second classification focuses on the characteristics of the object of violence. Such characteristics may include age (for example, violence against children or the elderly people), sex (violence against women), health status (violence against the disabled or incapacitated), relationships (family violence, incest), ethnicity, social status, occupation and other [3].

Any violence is threatening. But even more frightening it is when the violence is perpetrated by near-and-dear, e.g. spouse. The problem of domestic violence now is actual all over the world. Family violence is now seen as aggressive and hostile actions against family members, which may cause harm, injury, humiliation or sometimes death. Objects as, as well as, the perpetrators of domestic violence can be any member of the family [4, p. 176].

There are three types of family violence: by parents towards children; by one spouse to the other; by children and grandchildren to elderly relatives. Most frequent violent actions are those by family members to children, women, the elderly and the disabled. The men in the family are more likely to experience psychological violence.

Registering cases of violence can be hampered because it is difficult to refer some of the acts of violence to criminal acts. If the existing problems of family relations (not originally associated with violence) are not eliminated, violence becomes chronic or cyclical. There are two main approaches to the problem of preventing domestic violence: **restorative** aimed at resolving the conflict and the preservation of the family, including moderated trials and compulsory medical and psychological guidance; and the **punitive** approach aimeda breaking the cycle of violence by termination of the relationship between the conflicting parties. Nowadays the punitive approach dominates.

Persons who are experiencing now, or have suffered in the past, any sort of domestic violence, often suffer from related psychological disorders, the most common of which are the syndrome of acquired helplessness (the so-called "battered wife syndrome"). People may be more likely to commit suicide, to have eating disorders, alcohol problems, drug addiction, asocial way of life, pathological hoarding.

It is usually considered that the victim in a couple is always a woman. But many families see the reverse – female ridicule, abuse, insult, the scornful attitude to the partner. If in the most obvious cases of physical brutality, of course, men (are concerned as physically the stronger), in the issues of psychological violence, some women are not inferior to men. To really change the situation, it is important to be aware of all forms of violent relationships between people, that they apply, without realizing it [5]. In the theory and practice of social work at the present time there are several different approaches to the explanation of the reasons for the occurrence of violence in the family. These are psychological tension, stress and situational factors: alcohol, drug intoxication, financial difficulties, etc.

It is in the family that the foundations of our personality lie, attitudes and habits, moral and volitional qualities. And the first upon whom a child, and then a teenager build their behavioral patterns, actions, attitudes, thoughts, are the parents. The immoral behaviour of some of them, the irresponsible attitude to their civic duty, and ultimately, criminal activities are spiritually cripple children and, in the end may push then to crime. If parents use negative forms of discipline (i.e., physical punishment), their children are more likely to use violence to resolve their own conflicts. Parents are the most influential people in their children's lives, and children's

behaviours are often a reflection of their observations and imitation of parental behaviours. Children's early life experiences, which are in large part provided by their families, set the stage for how they will develop the ability to think, feel, trust, and relate to others [11]. Violence in the family generates a number of social problems such as the rising number of divorces and single-parent families, child neglect and juvenile delinquency.

The awareness of the extent of domestic violence has led to the understanding of the necessity of studying the causes, dynamics, and consequences of this negative phenomenon. Permanent rough handling can encourage women's equal response to violent actions in relation to their husbands, partners, etc. But in general such response is much less common, and in a less serious manner and, as a rule done, in self-defense. The situation is now changing, however, and women are increasingly resorting to violence. Different forms of psychological violence are becoming very common in family relations. The majority of men and women accept rudeness in relationships as a norm of family communication.

Most of the patterns of our conduct are developed by imitation. Children and adolescents who have witnessed domestic violence, adopt appropriate gender behavioral patterns and reproduce them in the next generation. Thus, the scenes of violence against the mother observed even in infancy may in a child lead both to the formation of the propensity to alcoholism and drug addiction, and to aggressive behaviour in adulthood so. Violence in families often leads to violence in later life.

The state sees it necessary to take measures to improve activities aimed at preventing violence. Belarus is the first country on the post-Soviet area, where the law was adopted on 10 November 2008, the Law "On the principles of crime prevention". Belarusian law maintains that family is one of the greatest values created by mankind throughout history. No nation, no cultural community can exist without family. Its positive development, preservation and strengthening are points of acute interest for the state and society; a strong, reliable family is represented by any person irrespective of age. "Your behavior is the most crucial thing. Do not think that you only bring up your children, when you speak to them or teach them, or direct them. You do it at every moment of your life, even when you are not at home" (A.S. Makarenko) [4, p. 176].

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FUNCTIONS OF INVERSION IN LITERARY TALES

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The article deals with a reversal of word order called "inversion". A special attention is focused on this phenomenon in literary tales. The article is intended to conduct a linguistic analysis of O. Wilde's tales «The Selfish Giant», «The Nightingale and the Rose», «The Birthday of Infanta», «The Star-Child», «The Devoted Friend», «The Fisherman and His Soul», and L. Carroll's tale «Alice Adventure in Wonderland».

Modern linguists are paying great attention to advanced study of text grammar, and it has caused considerable interest in studying word order in the last decades. The choice of word order for each sentence depends on many factors. According to Charles Bally every utterance is logically, psychologically and linguistically conditioned. The peculiarities of the author's individual style are of great importance for literary language, i.e. his aspiration to modify the structure of a phrase, a desire to avoid boring monotony of direct word order etc.

The phenomenon of word order is one of the most complicated aspects of linguistics. The treatise by Dionysius of Halicarnassus, Ancient Greek historian and rhetorician of the 1st century B.C., is considered to be the first paper on this problem. He was the first to point out the importance of the distribution of words in rhetoricians' and philosophers' speech.

Inflexion was the main grammatical means of expressing syntactic relations between words in Old English. Morphological statefulness allowed defining functions of a word in a sentence. Sentence parts could change their positions relative each other without distorting the meaning of a sentence. However, in the Middle English period a gradual destruction of inflexions began that led to considerable changes in the functions of word order. The fixed position of words became the main means of the formation of syntactic relations between them. By the end of the Middle English period the English language turned from a syntactic language into an analytical one, which defined the functions of word order in Modern English [1, p. 21].

There are two types of word order in English: a direct and indirect one. Indirect word order is usually called *inversion*. Direct and indirect word order is determined, first of all, by reciprocal arrangement of subject and predicate.

English word order is characterized by fixed position of parts of sentence and grammaticalization. Grammaticalization allows the transposition of sentences but it should be done according to certain grammatical constructions and rules. In some cases transpositions are possible; but there are cases when they are impossible at all. For example, a subject can go after a predicate, but an article or a demonstrative pronoun cannot follow the word they define [2, p. 49].

Word order in which a subject precedes a predicate is typical of the English language. Such word order is typical of most of declarative sentences, and also of interrogative sentence, in which a Wh-word functions as a subject. **E.g.** *«Who comes?»*

In ordinary arrangement of words, each of them is communicatively meaningful. Inversion, vice versa, puts the most meaningful word at the beginning. Inversion is often used to express our emotion and in most cases it is used in literary works.

Word order can fulfil different functions. V. E. Shevyakova suggests the following functions of word order in an English sentence:

1) Expression of grammatical relations between sentence parts. **E.g.** *«Jack loves Jill»* and *«Jill loves Jack»;*

2) Emphasizing the semantic center of a message (it is also called rheme). **E.g**. *«Peter went to Moscow»* and *«It was Peter who went to Moscow»*;

3) Expression of communicative sentence. **E.g.** *«He is ready»* and *«Is he ready?»*;

4) Realization of relations between sentences and positional contact between parts in adjacent sentences. **E.g.** *«He opened the case. Inside was Denny's microscope»*;

5) Expression of emphasis. **E.g.** *«Very ill he looked»*;

6) Keeping the rhythm of a sentence. **E.g.** *«Never had he seen such brilliant sunlight»*;

7) Improvement of style (by breaking up extended parts of a sentence), achievement of syntactical and rhythmical symmetry, parallelism, balance.

E.g. *«Queen face the fellow had; plain, and yet attractive»* [2, p. 35 – 36].

Word order can fulfil several functions simultaneously, but one of them is always dominant.

A.I. Smirnitsky singles out the following main cases in which inversion is used:

1) In questions (mainly partial inversion).

E.g. *«Was he ill?»*;

2) In conditional clauses without the conjunction *if*.

E.g. *«Where I there I should be very glad»*;

3) In the cases when a defining specifying word is placed at the beginning of a sentence (e.g. restrictive and negative particles, adverbs, conjunctions, such as *hardly, scarcely, only, seldom, never, no sooner*.

E.g. *«Only now do I understand»*;

4) In the cases when the words which are the most meaningful part of a predicate are placed at the opening of the sentence. There are two types of cases. In the first case a predicative is placed at the opening of the sentence.

E.g. *«Bright and sunny was the morning»*.

In the second case an adverb preceding a verb is placed at the beginning of the sentence.

E.g. *«In ran the boy»*;

5) In the cases when an extended adverbial modifier is placed at the opening of the sentence.

E.g. *«Down the frozen fiver came a sledge drawn be dogs»*. Inversion in sentences introducing direct speech is one of these cases. E.g.*«What is the time?»asked John*;

6) In sentences expressing will and desire, since such sentences are as a rule strongly emotionally coloured.

E.g. *«Don't you go! »*;

7) In sentences with the introductory *there*.

E.g. *«There is a river near our village»* [3, p. 71 – 74].

Inversion is found in different genres of literature such as poetry, drama and prose. The subject of our research was the functions of inversion in literary tales. A literary tale is a genre of literature, which is based on folk art. The characteristic feature of a literary tale is not only the development of prevailing motifs and plots from folklore, but an author's desire to master characters, stylistics and grammar typical of folk tale. L. Carroll, O. Wilde, A.S. Pushkin, Brothers Grimm and many other writes of the XIX-XX centuries turned to creating literary tales. A pioneer of a tale's grammar is scholar V.Y. Propp, the author of «The morphology of a fairy tale». Besides certain peculiarities of the plot, literary tales have a number of specific features. Different types of inversion are typical of the texts of this genre.

O. Wilde's literary tales, such as «The Selfish Giant», «The Nightingale and the Rose», «The Birthday of Infanta», «The Star-Child», «The Devoted Friend», «The Fisherman and His Soul», and L. Carroll's «Alice Adventure in Wonderland» were chosen as the material for our research.

In the course of the research 205 examples of the use of inverted word order in O. Wilde's and L. Carroll's literary tales were analyzed. It turned out that the most frequent type of inversion is the inversion of a subject and a predicate, it made up 47%. The inversion of a predicative and an article made up 22%. 16% out of the total amount of examples made up the inversion of an adverbial modifier. The case of using inversion of an attribute made up 15%. The cases of using the inversion of an object were not found.

A tale's characters live in the world where emotion dominates, where images and speech are notable for brightness and expressiveness. This effect has been achieved in «The Nightingale and the Rose» and «The Fisherman and His Soul» with the help of using particular type of inversion which is typical of oral speech, such as the predicative, expressed by a noun or an adjective, preceding a subject or a link-verb.

E.g. *«**Pale was it**, at the mist that hangs over the river-pale as the feet of the morning, and silver as the wings of the dawn»*, *«**Silver and pearl was her tail**, and the green weeds of the sea coiled round it; and like sea-shells were her eyes, and her lips were like sea-coral»*, *«**Sweet is the scene** of the hawthorn, and **sweet are the bluebells** that hide in the valley, and the heather that blows on the hill»*.

Inversion plays the dominant role in creating tension in a literary tale [4, p. 154]. O. Wilde in «The Birthday of the Infanta» keeps a reader in suspense with the help of distance between the theme *the King* and the rheme *consented to give them a personal audience*.

E.g. *«It was a throne-room, used for reception of foreign ambassadors, when **the King**, which of late had not been often, **consented** to give them a personal audience; the same room in which, many years before, envoys had appeared from England to make arrangements for the marriage of their Queen, then one of the Catholic sovereigns of Europe, with the Emperor's eldest son»*.

In the following example the tension is achieved by the distance between *sunlight* and *moved*.

E.g. *«Here, in the Palace, the air was close and heavy, but in the forest the wind blew free, and **the sunlight** with wonderful hands of gold **moved** the tremulous leaves aside»*

With the help of inversion an author can increase the tragedy of a plot.

E.g. *«Yet never again in the corner of the Fuller's Field **grew flowers** of any kind, but the field remained barren even as before».*

Except the inversion of a subject and a predicate, a tragic effect can be increased with the help of unusual arrangement of adverbs *yet* and *never*. O. Wilde's tale «The Star-Child» ends in this way: *«**Yet ruled he** not long, so **great had been his suffering**, and so **bitter** the fire of his testing, for after the space of three years he died.»*

An unusual disposition of negative particle *not* serves as a means of strong logical emphasis.

E.g. *«Still she went on growing, and, as a last resource, she put one foot up the chimney, and said to herself, "Now **I can do not more**, whatever happens "*The position of the particle *not* intensifies the rhythm and proves absolute impossibility of anything.

Except the negative particle *not,* a conjunction also can be in an unusual position.

E.g. *«The Infanta **had never before seen** this wonderful ceremony which takes place every year at May time in front of the high altar».* In this example the author accentuates the unique feeling, that the heroine is experiencing.

Having analyzed the results of our research we can make a conclusion that inversion in literary tales fulfills the following functions:

- adding vividness and expressiveness to images;
- rhematization;
- rhythmization;
- logical emphasis on one or more sentence parts;
- creating allegorical effect;
- realization of tension;
- approaching to folk tale's narration;
- giving verve and dynamism to an utterance;
- creating the effect of unexpectedness;
- giving ironic effect to an utterance;
- intensification of plot's tragedy;
- emphasizing a subject.

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SOCIAL AND PHILOSOPHICAL ISSUES
IN THE NOVEL "HOMER AND LANGLEY" BY E. L. DOCTOROW

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Summary: The article deals with the study of social and philosophical problems in the novel "Homer and Langley" by American writer Edgar Lawrence Doctorow viewed through postmodernism categories. The different opinions to the creative work of the writer as the creator of "new" historical past are demonstrated. The author attempts to determine such main issues in the novel, as: problem of reclusion, loneliness, misunderstanding between the individual and the society, value of love and care, the nature of eccentric people, outsiders; the mystery of the human mind and destiny.

Linguistics, Literature, Philology

In postmodernism revolution in the information technologies caused radical changes in the understanding of many poetics notions.

Fiction by Edgar Lawrence Doctorow (b. 1931) plays a central role in the history of modern American literature. He is considered one of the most talented, the most ambitious and most respected American novelists of the era of postmodernism.

In this paper, I will study E. L. Doctorow's novel "Homer and Langley" closely. To my mind, E. L. Doctorow has surpassed all other living writers in his 19th and 20th centuries' American life vivid depictions. The aim of this work is to determine main social and philosophical issues in the novel.

The work by E. L. Doctorow was studied by such researchers as Mettew Henry, John Clayton, Eric Alterman, Liesl Schillinger, etc., but not from the point of view of main problems detection in this historiographical novel. In the article by E. Alterman the essence of Collyers characters as the hermits-emigrants from the external world into their house is analyzed, parallels to other novels by E. L. Doctorow are carried out. L. Schillinger studies the peculiarities of novel's composition as an example of twentieth century moods and atmosphere. Thus, the topicality of the research deals with the importance of detecting and analyzing the social and philosophical problems in the novel viewed through postmodernistic paradigm.

John Clayton calls the writer "radical Jewish humanist" [1, p. 54-55]. Some researchers consider E.L. Doctorow's irony as the trend of deconstruction. Simon Critchly (author of "Ethics of Deconstruction") notes that there is no need to revalue the influence of deconstruction theory on the novel because deconstruction, according to Critchly, occurs in the novel "ethically" [2, p. 54]. Ihab Hassan shows the peculiarities of E. L. Doctorow's novels in his essay "The Expense of Spirit in Postmodern Times: between nihilism and belief" defining the postmodern spirit as a sense of mystery that stands behind "irony, kitsch, pastiche and ready to hope" [3, p. 18].

Novels by E. L. Doctorow study ethic opportunities of infinite current time perception through presentation of human consciousness relation to unconscious.

Analyzing the work by Paul Ricoeur "Time and Narrative", Holden White observes that "mystery of death and eternity" or "deep temporality" prevents historical novel from the most common temptation that is irony [4, p.155–156]. But avoiding irony and using temporality, an author mixes fact and fiction, and meets with the danger of "dogmatic mythology".

E.L. Doctorow's novel "Homer and Langley" (2009) is known as psychological historical metafiction. The events of the novel are set in New York's Harlem around two protagonists – brothers Homer and Langley Collyer.

The researcher of modern American literature Matthew Henry admits: "E.L. Doctorow has made a career out of historical fiction, and he is renowned for both examining and rewriting the American past <...> because for Doctorow there is no fact or fiction, only narrative" [5, p. 33]. In his attempt to examine the cultural myths of America and their impact on society, E.L. Doctorow created some of the most noted works of postmodern historical fiction of the late twentieth century through his unique ability to weave documented historical facts and figures with invented ones. Historical fiction allowed E. L. Doctorow to present different histories, not only those accepted by consensus. Doctorow's approach to history and his style of writing mark him as one of the significant contributors to the postmodern literary movement.

Critic Michiko Kakutani notes E. L. Doctorow's "magical ability to conjure a vanished New York from the dust and smoke of history" [6, p. 1]. As example of it we have analyzed the novel "Homer and Langley" by E. L. Doctorow. According to "New York Times" reviewer Liesl Schillinger, "Doctorow considers the Collyers in a less lurid fashion, casting them as sympathetic, if eccentric, players in the drama of the departed American century – sepia-tone figures in an elegiac zoetrope. Where other writers, titillated by the brothers' ghoulish history, have asked, "How did they die?" Doctorow asks the more respectful, and thus more surprising, question: "How did they live?" [7, p. 7].

According to E. L. Doctorow's mystical interpretation and penetrating Homer's narration even fatal amassing of things in Collyers' house goes along with the accumulation of epochal events in the world beyond the walls of their home. Langley, the younger brother of Homer, collects newspapers and books in order to form the basis of the universal, eternally actual newspaper, which in Langley's mind should cover all American life in one edition. Despite of mental illness Langley remains his blind brother's sole support. He loves and protects Homer, comforts him: "You know, Homer, he said, among the philosophers there is endless debate as to whether we see the real world or only the world as it appears in our minds, which is not necessarily the same thing. So if that's the case, if the real world is A, and what we see projected on our minds is B, and that's the best we can hope for, then it's not just your problem" [8, p. 31]. And Homer, in turn, is utterly devoted to his brother. When their cook rebelled at Langley's thinking out a new installation and his Ford Model T in the dining-room, he said

her: "Don't let it depress you, Grandmamma, I said. My brother is a brilliant man. There is some intelligent purpose behind this, I can assure you" [8, p. 51]. Meanwhile he did not know what Langley had planned. But Homer knew for certain that his brother was – a man of ideas.

Even after finding out that Langley walked the streets in house slippers, Homer decided to explain to everyone that his brother was just very busy and rather eccentric behaviour was usual that days. There were only two consolations in the life of blind paralyzed Homer: his brother's love and the typewriters, where he wrote his diaries. His last words proved this fact: "My memories pale as I prevail upon them again and again. They become more and more ghostly. I fear nothing so much as losing them altogether and having only my blank endless mind to live in. If I could go crazy, if I could will that on myself, I might not know how badly off I am, how awful is this awareness that is irremediably aware of itself. With only the touch of my brother's hand to know that I am not alone" [8, p. 221].

Writer Joyce Carol Oates pays her attention to the role of fiction and historical fact, the concept of time in this novel. She calls E. L. Doctorow "a writer of dazzling gifts and boundless imaginative energy" and "great chronicler of American mythology", and admits that the most interesting pages of the novel are the ones where fictional characters are interwoven with historical reality. Thus, for example, in the book Homer Collyer is a talented pianist, while, according to historical documents, the family pianist was Langley [9, p. 80]. She notes that it was one of those horror stories, mystery of which plagued Americans for decades. J. C. Oates calls the novel "depressed, contemplative and insensitive narrative about fatal destiny interweaving of Collyer brothers who became victims of their own minds" [9, p. 80].

The novel "Homer and Langley" is the story of relations between the brothers and the people surrounding them throughout their life. The novel is told by the first person narrator – older blind brother Homer, who addresses his work to French journalist Zhakelin Rouks whom he was in love with. E. L. Doctorow explains the reason for the involvement of the narrator-protagonist in the work jokingly: "It's always seemed an immense advantage to have someone who is in the book telling the story" [10, p. 3].

E. L. Doctorow described the gradual process of protagonists' alienation from the society. The most impressive in the work is the beauty of the prose style and narrative tension. Imagination of the main character Homer captures reader's attention with its depth and complexity. Liesl Schilinnger considers that this novel "provides – in outline form – a comparable Platonic overview of American life in the 20th century, touching on familiar and perennial American obsessions, including xenophobia, racism, criminality, imperialism and religion" [7, p. 7].

Historical brothers Homer Lask Collyer and Langley Collyer became famous characters of the mid-twentieth century New York folklore because of their snobbery and dirt in the house. After their father's death, the brothers began being alienated from the world.

In his review of the novel "Homer and Langley" critic Eric Alterman concentrates his attention on the specifics of the novel's text penetration into the past and its deep dive into the minds of the characters. To his view, E. L. Doctorow created mythicized portrait of the American thirst for consumption from the story of brothers, so called museum of Americanism. At the same time the writer did not make a detailed study of documentary events of brothers' life, noting that "this is an American myth, and a myth has to be interpreted, not researched" [10, p. 4]. E. L. Doctorow describes the creation of the novel in such a way: "It was a matter of breaking into that house, breaking into their minds, and their imagination became my imagination. I've been doing it a long time" [10, p. 3].

Fictional Homer and Langley are internal emigrants; they create a "museum" of our lives. The complex intertwining of storylines and the mysteriousness of the novel are admired due to always unpredictable end. On the other hand, the novel has detailed structure. Events provide a number of specific opportunities giving characters some advantages. For example, E. L. Doctorow writes: "There are two kinds of existence, historical and mythical and sometimes they touch. These guys opted out, that's what happened, they retreated into the house, close the door, close the shutters, and it was a form of emigration. They had moved to another country, and like all acts of emigration it was momentous" [10, p. 4].

The brothers huddled in a dark corner filled with thoughts-debris and fixed ideas of the consciousness in their house. This fact means alienation and throwing themselves to the captivity of their own uncontrolled imagination. They found solace and inspiration only in estrangement from the oppressive reality. Whirlpool of brothers' disorderly fantasy caused them their doom. But it is the society who led them to the choice to become hermits. They left the social world and looked for rescue and refuge in a little world of their own imagination: "I feel my typewriters, my table, my chair to have that assurance of a solid world, where things take up space, where there is not the endless emptiness of insubstantial thought that leads to nowhere but itself" [4, p. 207].

Langley made a house-fortress, which was designed to protect them, but it was the reason for their loneliness and death. Therefore, the house in the novel is also a kind of character, the condition of which affected the physical and mental state of brothers. J. C. Oates states that "Doctorow's Langley is corrosively eloquent, a modern-day Diogenes, or a prophet out of the Hebrew Bible; his cynicism suggests the later, embittered years of America's most popular and beloved writer, Mark Twain" [9, p. 80].

By the documentary evidence, in 1947 in New York City Langley Collyer fell into the trap of trash that was his own creation, and did not manage to carry dinner to his brother, who died from starvation. Their house was demolished and Collyer Brothers Park was created there. Because of creepy atmosphere it's forbidden to walk with children in the park. Brothers were met by the notorious fame of "hermits of Harlem" [11, p. 1].

This study allows to determine in E. L. Doctorow's "Homer and Langley" such main issues as: the role of universal moral values in the world; such as love, care and humanity; problems of moral crisis of society; the issues of reclusion, estrangement from the world; the nature of eccentric people, outsiders; the mystery of the human mind and destiny. The originality of E. L. Doctorow's prose, meaningful depth of his works, variability and diversity of characters can be used as a subject for further research.

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ELLIPSIS AS A NORM OF ENGLISH INFORMAL LANGUAGE

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The article deals with the analysis of ellipsis in informal style; a special attention is focused on the phenomenon of conversational English. The research provides an account of the different contexts, both linguistic and situational ones, which affect its use. The article is intended to conduct a linguistic analysis of the famous feature film "Runaway bride", showing how ellipsis, in its different types, functions in colloquial speech.

We have referred to sentences without providing any definition of a sentence. The question "What is a sentence?" is more difficult than it might appear. In traditional school grammar, the basic pattern of a sentence in English is a subject–predicate unit, that is, it has two principal positions: that of the subject and of the predicate. The sentence does not start without a subject and predicate in it, unless we are dealing with ellipsis and elliptical sentences.

It is clear that spontaneous spoken language differs in important ways from the standard written form. When we speak, much of the information we convey is so clear to our listeners that we don't have to say it. So we leave it out. This phenomenon is called ellipsis and such sentences are called elliptical.

E.g.: *– Did you study linguistics?*
– Yes, I did [Yes, I did study linguistics]

But the omitted items are usually recoverable from:

1) the **linguistic** context (the actual language surrounding an utterance or sentence);

2) the **situational** context (the recovery of omitted items is based on *non–verbal context* and *cognitive* process).

Since the missing parts are easily restored ("understood"), elliptical sentences are treated as two–member sentences.

In terms of traditional grammar, elliptical sentences are generally identified as sentences with the subject or predicate missing. Nowadays some linguists take a broader view on ellipsis. They think that a sentence is elliptical if any part of the sentence is missing (primary or secondary). This view was shared by B. Ilyish and L.S. Barkhudarov.

We define the elliptical sentence as a sentence where, for reasons of economy, emphasis or style, a part of it is omitted. Ellipsis here refers only to the structural elements of the sentence, not the informational ones. This means that those words can be omitted, because they have only grammatical, structural relevance, and do not carry any new relevant information. Elliptical sentence is a shorter form of sentence where some words have been omitted, but it retains the same meaning. It is used so that we can avoid unnecessary repeated words. We will apply this term to any sentence of this kind, no matter what part or parts of it have been left out [1, p. 252].

The other reason for ellipsis is that by omitting shared items, attention is focused on the new material as in the following example:

E.g.:   –Have you spoken to him?

– [I have] not yet [spoken to him]

The grammar of English provides a broad array of elliptical sentences, where what is communicated goes beyond what is explicitly stated. It is generally agreed that ellipsis is governed by an identity condition, to the effect that an identical copy of the antecedent is "reconstructed" at the ellipsis site. At the content level of the message communicated, it is quite understandable, but on the form level of the language it is impossible to be fixed.

Ellipsis thus allows us to be brief. Interestingly though, brevity does not come at the price of losing information. Speakers know precisely what the missing material corresponds to. In the above sentences, the missing parts can only correspond to the strikethrough material, no other kind of interpretation is allowed. This shows that elliptical sentences are by no means incomplete. They present the ultimate challenge for any linguistic theory that aims to explain how form is related to meaning. In ellipsis there is meaning, but there does not seem to be any corresponding form. Another curious property of ellipsis is that material cannot be left out randomly. There are strict syntactic rules determining what can be missing. In terms of structure the following types of elliptical sentences are single dout:

a) omission of the subject;

E.g.:   Hope to see you soon.

b) omission of the constructions "there is", "there are";

E.g.:   Too many mistakes, I am afraid.

c) omission of the auxiliary verb in the question;

E.g.:   You see it?

d) omission of the subject and auxiliary verb;

E.g.:   See?

e) omission of the subject and the link–verb;

E.g.:   Glad to see you again.

L.S. Barkhudarov suggests the following classification of elliptical sentences which is based on the way of their explication. By explication we understand the replacement of the zero alternant of this or that word by the explicit one. There are two kinds of explication:

1. **Syntagmatically restored elliptical sentences.** In these sentences the missing parts are restored from the context or situation.

E.g.:   Sam was in her blood. Had always been. Would always be.

Subject [Sam] is left out in the second and third sentences.

2. **Paradigmatically restored elliptical sentences.** Here the missing part is restored on analogy with the existing 2-member complete sentences.

E.g.:   – Married? [Are you married?]

– Widower, sir. [I am a widower, sir.][2, p. 180]

Elliptical sentences are typical of conversational English. In spoken English we often leave out the elements which can be easily understood. We rarely speak in the complete sentences that are often held to be the

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ideal form of linguistic communication. Language is, in fact, full of gaps, because speakers and writers operate in contexts which allow bits of language to be understood rather than expressed.[3, p. 11]

Ellipsis gives us a chance to communicate efficiently: without ellipsis, communication would be tedious. And the main sphere of its usage is of course dialogue: it is here that one or more parts of a sentence are left out because they are either to be supplied from the preceding sentence (belonging to another speaker) or may be easily dispensed with. In the following dialogue, if all the parts were to be pronounced every time, the conversation would be quite repetitious.

E.g.:   – *Did you study linguistics?*
– *Yes, I did. [Yes, I studied linguistics].*
– *Why did you study linguistics?*
– *[I studied linguistics] because I am interested in it.*

As ellipsis is clearly shown in the conversation. The famous feature film «Runaway bride» was taken as a base of studying the problem. It is full of dialogues. So we could see how ellipsis, in its different types, functions in colloquial speech. And it can also berevealed which parts of sentences are mostly left out in the speech of the characters.

By the method of a complete sample there were found 306 examples of elliptical sentences' usage in the film. Then we tried to classify the examples according to their structures and the way of their explication. According to L.S. Barkhudarov, elliptical sentences are divided into syntagmatically and paradigmatically restored.

The paradigmatically restored sentences have been found in characters' speech more often. 234 examples (76%) have been revealed. Here the full form is recoverable simply through the knowledge of the grammatical structure.

E.g.:   *Just keep your eye on the ball.*
I would love to give you this. Believe me, I would.
You're jailbait, Dennis. Go away. Go away.
(In the sentences personal pronoun 'you' is omitted).
E.g.:   – *Satisfied?[instead of 'Are you satisfied?']*
See? Remember? [Do you see? Do you remember?]

The syntagmatically restored elliptical sentences have been found 72 in number (24%). Here the missing parts are restored from the context or situation.

E.g.:   *She got to you, too. Like a moth to a flame.*
Ellie, what went wrong? With us, with the two of us, I mean.
I am a reporter. Not quite a novelist.
Very cold, isn't it?
E.g.:   – *I think you could sell these lamps in New York. – Maybe someday.*
E.g.:   – *How was the wedding? – Shorter than we planned.*

We have also found all the types of the elliptical sentences that are singled out in the classification according to their structure.

1) There are 143 examples of subject's omission (47%).
E.g.:   – *Well, I'd better be moving. Got a lot of work to do today.*
– *See you later.*
– *Bye, Mrs. Pressman. Thank you.*
2) There are 104 cases of omission of the subject and the link–verb (34%).
E.g.:   – *How is he?*
– *Quiet pleased with life.*
3) There are 26 sentences with omission of the auxiliary verb in the question (8%).
E.g.:   – *You nervous?*
– *You want the truth? You want the facts? I got 'em.*
4) There are 21 cases of omission of the constructions "there is", "there are" (7%).
E.g.:   – *Nothing but net.*
So many people here.
5) The cases with ellipsis of the subject and auxiliary verb are more infrequent. And there are only 12 sentences (4%).
E.g.:   – *See?*
Want to hear something funny?

As it has been mentioned above ellipsis, as a rhetorical figure of speech, is the omission in a sentence of one or more words which would be needed to express the sense completely. Nevertheless, elliptical sentences are perfectly grammatical and speakers always know what the missing material corresponds to. On the basis of the Economy Principle ('Be quick and easy'), the use of ellipsis reduces the amount of time and effort, avoiding redundancy and repetition. This is why there is a great deal of ellipsis in conversation. The conversational dialogues are full of it and if ellipsis weren't used, the sentences we pronounce would become gradually longer as conversation progressed.

This phenomenon has played an important role in revealing the specifics of spoken language. It allows avoiding repetition, achieving a more acceptable economy of statement and shedding light on the new material.

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THE VIKING AGE AND THE SCANDINAVIAN INFLUENCE ON ENGLISH-SCOTTISH BALLADS

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The Viking age had very important significance for Great Britain. During that time a lot of Scandinavian settlements were created on the territory of Albion; Old Danish and Old Norse influenced the language which we call nowadays English greatly. And even the national British heroic epic poem "Beowulf" has the Scandinavian origin.

To understand the peculiarity of any literary phenomenon it is vitally important to take into account not only the period of its existence but also the historical and cultural context that preceded it.

Speaking about English and Scottish ballads, one of the best experts on balladry of the 20th century William J. Entwistle notes, that the national element cannot be separated in them. Though they can be broadly distinguished. That is why he gives a list of "typically" English or Scottish ballads. So, English ballads are typically:

1) the Robin Hood pieces from middle England (despite three of about 42 ballads about the famous archer have the Scottish origin);

2) the historical narratives of the type of "Chevy Chase" and "Durham Field";

3) picaresque and romantic pieces.

The Scottish ballads are, correspondingly:

1) supernatural narratives;

2) tragic love ballads;

3) Border ballads, and the later ballads of feud in Aberdeenshire and round about.

English and Scottish ballads differ in the way of rendering as well. The English pieces are recitatives and typically show reliance on France, when they have international material. The Scottish ones have a single or double refrain in many cases, and are closely associated with Scandinavian "viser" designed to be danced. Whether they were themselves danced there seems not sufficient evidence to determine. The Scottish ballads are closely linked to Scandinavia, and the ports of Aberdeenshire and Fife must have been marts of the traffic [1, p. 230].

And here we touch upon the main issue of the article: the reasons of this strong Scandinavian influence on English-Scottish balladry. Not the French influence, taking into account all the events after 1066, that brought cardinal changes in all spheres of British life; and not, for example, the German influence, though geographically the distance between Great Britain on the one hand and Germany and Scandinavia on the other hand is practically the same. To find the answer to this question let us consider thoroughly some essential facts and important historic events before the period of ballad flourishing in the 14th–16th centuries.

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We begin with the end of the 7th century. The majority of researches agree with this date to be the time of the creation of "Beowulf" – a perfect example of the British heroic epic poem. We are not going to retell the plot of the poem, but it is necessary to say, that the events described take place in the late 5th century, after the beginning of the Anglo-Saxon migration to Great Britain. The most fascinating thing is that despite being regarded as the British national epic, there is no mention of Great Britain in the poem at all. It has a continental origin and the action takes place in Denmark in the first part and in Sweden – in the second. And the main hero of the poem is a Geat – the representative of a North Germanic tribe inhabiting what is now Götaland ("land of the Geats") in modern Sweden – i.e. a Swede [2, p. 8 – 14]. Some researches like Richard North (professor of English at University College London) asserts that the Beowulf author interpreted Scandinavian myths in Christian form for a Christian audience entertainment [3]. So, the first British literary work of such a scale was not just influenced by the Scandinavian impact, but was created somewhere in Denmark or Sweden and brought by Angles and Saxon in the period between the 5th and the 7th centuries to Great Britain.

Some time after the above-mentioned period there began not just a stable cultural exchange between Scandinavia and Great Britain, but also a more prosaic exchange – trade. If we go back to the earlier Viking Age (that is from the beginning of the 9th century to the mid 11th century) and look at a map of Viking trade routes in north Europe it is very plain that these routes, and the Viking traders, encircled the British Isles. The Danes and Norwegians came from societies where trade appears to have been a core activity. These raiders/traders were very mobile operators who had full command of the seas and waterways of north Europe. Their superb ships made them the conveyors of goods from one society to another and from one coast to another.

Danish settlement in eastern and northern England in the 9th century had an important urban focus, and many of the burghs of the eastern Midlands appear to have been Danish foundations, either for protection, or commercial reasons, or probably a mixture of both. Norse settlement in Ireland was almost entirely urban, as is well-known. The routes that are shown on maps of Viking trade suggest that north Britain was an integral part of this maritime world. Of course the northern and western coastal fringes were settled by Norse speakers and came under strong Scandinavian influence for a few centuries, so that they were essentially drawn into this maritime world. Southern Scotland remained independent of Scandinavian control, even though there were strong and sustained Viking attempts in the 9th century and the early 10th century to dominate the estuaries and access points into the heart of Fife, Fortriu and Strathclyde. But we have to expect that some influence would have resulted from exposure to and contact with the mobile Scandinavian operators who were transacting their business along the waterways of southern Scotland. However the archaeological evidence of any such contact is really nonexistent. It is not until we come to the later 10th century and 11th century that we have the sculptural evidence of the monumental hogback tombs at Govan on the river Clyde and other sacred church sites around the Forth estuary which indicate the presence of people with Scandinavian cultural origins who had settled and adopted Christianity in southern Scotland [4]. So, at the end of the 9th century the Scandinavians established themselves on the whole territory of England to the north of the Thames. In 878 King Alfred made peace with the conquerors. The entire territory, occupied by the Scandinavians, was assigned to them and it was called the Dane-lag and was populated by Scandinavian settlers [5, p. 165].

During the Second Viking Age (beginning in 947 when Erik Bloodaxe captured York and finishing in 1066 when Normans, themselves descended from Norsemen, invaded England and defeated the weakened English army at the Battle of Hastings) raiding from Denmark started up again, led by the royal Danish dynasty, Swein Forkbeard, and his son Cnut, with other powerful warriors like Thorkell the Tall and Olaf Triggvason of Norway [4]. At the end of the 10th century the war resumed in England, and in 1013 the entire England surrendered. The King of England Ethelred fled to Normandy; in 1016 the Danish King Cnut officially became the political ruler of the country. England joined the spacious Scandinavian state in northern Europe. The power of the Danes in England lasted until 1042. This year it was overthrown, and the power of the old Anglo-Saxon nobles led by King Edward the Confessor was restored [5, p. 166].

But these were specifically focussed against England and very few raids against Scotland are recorded from the Second Viking Age. Maybe there was enough to occupy the raiders in England. Maybe there was not enough wealth in the form of silver coin to attract them to Scotland. Maybe Swein had some convenient mutual arrangement with one of the kings in the north, for the German chronicler, Adam of Bremen, records in the later 11th century that Swein had taken refuge with a "king of Scots" after his father died in 986. Whatever the reason, Scotland (or Alba, as it is called in Gaelic) appears to have been immune from the threat of Danish attack in the second Viking Age [4].

Another aspect which is worth being considered is the English language, which is a real mixture of various languages including different features of Latin, Anglo-Saxon, French and Scandinavian as well. Because of the contacts during the Viking Age there was a strong influence of Old Norse on English. Scandinavian

dialects, spoken by the conquerors, belonged to the North-Germanic language group and their phonetic and grammatical structure were quite close to Old English [5, p. 167]. How long Scandinavian was spoken in England we do not know, but it is probable that it began to merge into English at an early date. The result was a language largely mixed with Norse and Danish elements. These are especially prominent in the Middle English works "Ormulum", "Cursor Mundi" and "Havelok" [6, p. 1].

Close affinity of English dialects with Scandinavian ones made mutual understanding without interpretation possible. On the other hand, mass settlement of Scandinavians in the north and the east of England ensured their language great influence in these areas. The relationship between both languages corresponded the relations between the Anglo-Saxons and the Scandinavians, both languages existed in the same social strata and were equal. As a result of this situation there was the mixing of Scandinavian dialects with English ones, and this process was particularly intense the north and the east. The influence of Scandinavian dialects affected in two language areas: vocabulary and morphology [5, p. 167].

A considerable part of the vocabulary was common for the English language and Scandinavian dialects. Many words had the same root, whereas endings were different. Another part of the vocabulary of English and Scandinavian dialects did not coincide. Lexical influence of Scandinavian dialects on the English language affected this sphere. It spread to a fairly broad semantic sphere, starting with the words belonging to the field of governance, and ending with the words of everyday life. The abundance and diversity of Scandinavian words denoting everyday life, appeared into English, are also evidences of mutual penetration of the two languages. Among these words are, for example: lagu (law), wrang (wrong), husbonda (husband), sister, casten (cast), callen (call), taken (take), feolaga (fellow), skye (sky), etc. The indicator of the deep introduction of Scandinavian elements in English is the borrowing of the personal pronoun of the third person (plural). Scandinavian pronoun "peir" (they) ousted British "hie" and established itself in the language in the form of "they"; genitive "peirra" ousted "hira" and established in the form of "their"; dative "peim" ousted "him" and established in the form of "them".

Scandinavian elements became part of many geographical names, for example: by "village" (Scand. byr) in Kirkby, Whitby, Derby; toft (Scand. toft) "a place overgrown with grass", "hill" in Langtoft; beck "stream" (Scand. bekkr) in Troutbeck; ness "cape" (Scand. nes) in Inverness, Caithness and others.

Faced with such a mixing of English dialects with Scandinavian ones in areas populated by Scandinavian settlers, there began the processes of mixing of whole lexical layers. Indeed, as we see, in many cases a Scandinavian word differed from that of English insignificantly. At a meeting of such competing variants of a word their mixing could happen. In such cases it is quite impossible to say exactly what happened: the ousting of an English word with Scandinavian or the changing of the phonetic of an English word under the influence of its Scandinavian counterpart. In fact, these two phenomena are indistinguishable [5, p. 183 – 185].

English vocabulary and grammar, national heroic epic and English life in general during the period of about 250 years till the Norman Conquest – all this was under great Scandinavian influence. It goes without saying, that all the described above happened much earlier than the era of balladry in the majority of European countries (the 14th–16th centuries). But this Scandinavian impact could not disappear immediately and completely after the North men left Great Britain. Moreover, Scandinavia (or to be more exact Denmark) is regarded as the most ancient homeland of ballads, where, according to some scientists, this genre was widely spread as early as the 12th–13th centuries. A lot of researches suppose, that the verse form of a ballad as a song of a narrative character (and not of lyrical, as it was in Provence, France and Italy) appeared in Denmark independently and earlier, than in France [7, p. 224].

So, in this article we have tried to give a short review of the historical and cultural connections between Scandinavian countries and Great Britain which preceded the period of ballad flourishing. And only the investigation of both Scandinavian and English-Scottish ballad texts can show how this historical and cultural context finds its reflection in them. But this is the issue for a separate and thorough research.

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THE TRANSLATION OF THE PUNS
IN LEWIS CARROLL'S "ALICE'S ADVENTURES IN WONDERLAND" INTO RUSSIAN

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The article dwells on the translatability of puns and analyses the ways N. Demurova and V. Oryol translate the puns in Lewis Carroll's "Alice's Adventures in Wonderland" into Russian.

There is a great number of translations of Lewis Carroll's "Alice's Adventures in Wonderland" into Russian. This tale is largely built on British witticisms and puns, folklore, linguistic and philological subtleties. However, it is easy to see that when translated literally special humor and wordplay disappears, while with associative translation it obtains free exposition of the plot of the tale. This is the main reason for the absence of a single translation principle of the work so far.

The actuality of this work is caused by the problem of the pun translatability, in particular, from English into Russian. The extensive use of puns in a number of literary genres, understanding of the pun concept among many researchers in different ways and attributing it to the list of "untranslatable" stylistic means demand the study of the pun translatability. In this article we present the comparative analysis of the translations of the pun phenomena on the basis of two translation versions of Lewis Carroll's "Alice's Adventures in Wonderland" made by N. Demurova and V. Oryol. Also we describe some linguo-stylistic features of translating different kinds of pun. At the moment there is no consistent approach for the occurrence of the pun. That is expressed in some differences between the definitions given by philologists. Moreover this linguistic phenomenon is called not only "a pun" but "wordplay" and "a double-meaning".

The most complete definition of the pun seems to be the one given by A. Shcherbina: "Pun is a stylistic locution or a miniature made by a particular author, based on the comic usage of the words with the same sounding that have different meanings, or similarly sounding words or groups of words, or different meanings of the same words and phrases" [4]. Thus, a pun means mostly a kind of play on the discrepancy between the familiar sounding and the unfamiliar meaning. Particular attention when translating puns should be given to their mood, whether it's a harmless joke, irony and satire, otherwise the essence of a pun will be lost. The reader perceives simultaneously or sequentially two meanings of a pun, one of which is unexpected.

The main feature of the translation of puns is that unlike common text translation, the linguistic form of the source text is subjected to transformation. This is the reason why it is impossible to achieve perfect translation, where the content is passed with the unmodified form, as there must be complete equivalences between the words used in the pun in the source language and the correlative units in the target language. However, in this case, one may notice some difference in compatibility, frequency of use, emotional mood and stylistic coloring. Thus, absolute translation is possible only exceptionally, in other cases, the translator is faced with some losses either in the form or in the content [1, p. 314].

The impact on the result of the translation is made by the requirements of a wider context, sometimes – of the whole work, and only secondarily the vocabulary of the target language is considered as one of the prerequisites for the adequate translation. When evaluating and comparing the translations it is necessary to clarify the application features of the terms "equivalence" and "adequacy". The terms "equivalence" and "adequacy" are often found in the literature on the theory of translation, but they are perceived ambiguously by the researchers. We tend to stick to the position of K. Reiss and H. Vermeer, who say, that the term "equivalence" describes the relationship between single linguistic units and "adequacy" is understood as the relation between the two texts, created using the purpose of the original text, in accordance with which the linguistic units in the target language for the translation of the source text were selected [3, p. 92].

Many characters and episodes of the books, many funny remarks and situations are not accidental but deeply motivated: they are entirely built on wordplay, on enlivening of metaphors, on literal interpretation of the components of phraseological combinations and puns. L. Carroll reconstructs original meanings of words and phrases, long-forgotten and erased from long usage, using different kinds of polysemy and homonymy, in particular, homophones, and achieves the necessary effect due to the unexpected and paradoxical use of units that constitute the pun.

It should be emphasized that the whole system of images and the development of storylines, dialogues, parodies, jokes, puns in the book have the English language, folklore and literary associations as their basis. Therefore, the text often claims for the linguistic comment.

Table 1 and Table 2 show the recreation of the puns in Russian.

Table 1

Л. Кэрролл	Н.М. Демурова	В.Э. Орел
"Oh, please mind what you are doing!" cried Alice ... "Oh, there goes his precious nose!"... Duchess: "If everybody minded their own business, the world would go round a deal faster than it does." Alice: "Which would not be an advantage... You see the earth takes twenty-four hours to turn round on its axis... -" "Talking of axes," said the Duchess, "chop off her head!"	– Осторожней, прошу вас, – закричала Алиса, подскочив от страха. – Ой. Прямо в нос! Бедный носик! – Если бы кое-кто не совался в чужие дела, земля бы вертелась быстрее.... – Ничего хорошего из этого бы не вышло, – сказала Алиса. – Ведь земля совершает оборот за 24 часа... – Оборот? – повторила Герцогиня задумчиво. [Кухарке]: – Возьми-ка ее в оборот! Для начала оттяпай ей голову!	– Перестаньте хулиганить! Ой, носик-то, носик поберегите, – закричала перепуганная Алиса, когда над головой ребеночка просвистел медный таз и едва не отхватил ему нос. – Кстати, насчет носа, – проворчала Герцогиня. – Не суй нос в чужой вопрос. А то из-за тебя земля вертится в 2 раза медленнее, чем положено. – И ничего подобного! – ответила Алиса, довольная тем, что наконец-то может себя показать. – Земля за 24 часа оборачивается вокруг своей оси, вследствие чего... – Кстати, насчет следствия, – перебила ее Герцогиня и обратилась к Кухарке: – Отруби-ка ей голову. Без следствия.

Table 2

Л. Кэрролл	Н.М. Демурова	В.Э. Орел
"Mine is a long and a sad tale!" said the Mouse, turning to Alice, and sighing. "It is a long tail, certainly," – said Alice, looking down with wonder at the Mouse's tail; "but why do you call it sad?"... "You are not attending!" – said the Mouse to Alice, severely. "What are you thinking of?" "I beg your pardon," said Alice very humbly: "you had got to the fifth bend, I think?" "I had not" cried the Mouse, sharply and very angrily. 'A knot!" said Alice, always ready to make herself useful, ... "Oh, do let me help to undo it!"	– Это очень длинная и грустная история, – начала Мышь со вздохом. Помолчав, она вдруг взвизгнула: – Прохвост! – Про хвост? – повторила Алиса с недоумением и взглянула на ее хвост. – Грустная история про хвост?... – Ты не слушаешь! – строго сказала Мышь. – Нет, почему же, – ответила скромно Алиса. – Вы дошли уже до пятого завитка, не так ли? – Глупости! – рассердилась мышь. – Вечно всякие глупости! Как я от них устала! Этого просто не вынести! – А что нужно вынести? – спросила Алиса. (Она всегда готова была услужить.) – Разрешите я помогу.	– Это трагическая и замысловатая история, – гордо сказала Мышь. – Ее ценители ходят за мной хвостом. Да, длинным и взволнованным хвостом. – Хвост действительно длинный, – согласилась Алиса и с удивлением посмотрела на хвост мыши. – Ну почему вы решили, что он у вас взволнованный? ... – Хвост, хвост! – совсем разобиделась мышь. – Я сразу поняла, что ты слушала только самый хвост моей истории и пропустила важнейшие места, с которыми он тесно связан. – Хвост? Связан? – забеспокоилась Алиса. – Бедный хвостик! Дайте я его развяжу. – Ни под каким видом! – надулась Мышь, встала и пошла восвояси. – Вы оскорбляете меня нелепыми намеками.

The puns here are built on the wordplay, based on nearly the same pronunciation of words "axis"–"земная ось" and "axes" - the plural of the word "axe" – "топор". As we can see, Demurova's version is more accurate than the V. Oryol's one. N. Demurova tries to preserve the meaning and simultaneously carries the phenomenon of the pun from the original text to its translation without changing the comic element. She only plays with the semantics of the word "оборот" and its compliance in the original language. Thus, the semantic content is recreated only in half, but the word play itself doesn't disappear. That fact, generally, can be called a successful solution made by the translator N. Demurova.

V. Oryol at the same time makes an additional pun, playing with the word nose from the origin and inserts it in the text in full compliance of the plot. But he omits the pun on axe and creates his own, again successfully inscribing it in the plot line.

Numerous puns are built on the mismatch between the sound and the meaning in a word. That is the thing with the famous Mouse's "long story" where a semantic mismatch between the words "tale" ("рассказ") and "tail" ("хвост") is used as they are homophones. The pun was followed by the famous figure poem which Carroll made in a mouse-tail shape. The translation by N. Demurova is more accurate again, as V. Oryol sometimes omits the general content of the source text.

Thus, evaluating the equivalence and the adequacy of the translations one can say that both the translations made by N. Demurova and V. Oryol are adequate, and have the same impact on the reader as the original text. Still the pun translations not only preserve the play of words of the original puns, but also create new puns in the target language. One can notice that N. Demurova creates almost literal translations of the puns. As for V. Oryol's text, his translation can also be described as adequate, but he omits some original puns in his translation, thus, the number of puns in the final translation is reduced. The translation made by N. Demurova is more often accurate and precise, it retains the semantic content and do not lose the mood of the pun, creating in the target language an updated form of the original pun. The translation made by V. Oryol is also quite accurate and vivid, but still is inferior to N. Demurova's one.

The translatability problem of puns existed and will exist because of the difference in vocabularies of an original language and a target language, but nevertheless due to efforts of a good translator almost any pun can be successfully recreated. By and large, the success in the translation of the pun phenomena depends largely on the experience and resourcefulness of a translator, and they have their rights to communicate the body of a pun in its vivid stylistic coloring.

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MOST COMMON TEXT MESSAGE ABBREVIATIONS AND SHORTENINGS

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The topicality of this work consists in studying abbreviations used in Internet communication and phone messaging. The shortening of the words is one of the main trends in development of Modern English, especially in its colloquial layer which in its turn at high degree is supported by development of modern informational technologies and simplification of alive speech.

The topic of the present paper is the significance of abbreviation-process impact on the modern English language in conditions of the world integration and globalization in the course of human activities. All people round the world have the tendency to short the lexical units.

In the process of communication words and word-groups can be shortened. Abbreviation of words consists in clipping a part of a word. As a result we get a new lexical unit where either the lexical meaning or the style is different form the full form of the word.

There are various kinds of abbreviation. A lot of researches have been done before to investigate the phenomenon of abbreviations or shortening but there is no universal terminology and classification of them.

The inconsistency and disputable questions still exist in modern theories of shortenings. Thus, the dictionary takes the term „abbreviations" as the main one and subdivides abbreviations into shortenings, initialisms, and acronyms [2]. V. Eliseeva doesn't use the term „abbreviation" at all taking term "shortening" to denote the whole phenomenon [5]. To clarify the difference between shortenings and abbreviations there is the need to give definitions for both terms. Shortening (clipping) is a word-building process which involves qualitative changes and quantitative changes in a word; a significant subtraction, in which a part of the original word is taken away [3]. Shortening is the act or process of dropping one or more syllables from a word or phrase to form a shorter word with the same meaning, as in forming *piano* from *pianoforte* or *phone* from *telephone*.

An abbreviation (from Latin , "brevis", meaning "short") is a shortened form of a word or phrase used for brevity especially in writing in place of the whole. Abbreviation is an item created from one or two first letters of all or most of the 1 - 5 constituents of an existing item [5]. As far as we can see from these definitions shortenings and abbreviations have absolutely different ways of formation. That is why these terms denote different notions.

Abbreviations are divided by I. Arnold into two groups: acronyms and initial abbreviations [3]. Acronyms are abbreviated words which are read and sound as ordinary written words: UNESCO – United Nations Educational Organization. In initial abbreviation the alphabetical reading is retained, eg.: BBC - British Broadcasting Corporation.

The way we communicate has changed drastically in the last 20 years. With huge new innovations like the first ever truly portable cellular phone, phones that take pictures, shoot video and send short text-based messages, and even phones that have access to internet and everything the World Wide Web has to offer. It's no wonder that in today's high-tech world people often have entire conversations using text messaging.

That is why a special interest is presented by abbreviations used in Internet communication. Internet gives great opportunities to interact offering various social networks, video chats, e-mail clients. Instant messaging represented by computer messages and cell phone messages is very popular among teenagers and young people nowadays. The number of characters allowed in a text message is to 160 characters, twitter reduced it up to 140 though computer messages essentially have no upper limit. This fact became one of the reasons for creation special abbreviations for reducing the size of the whole message. Instant messaging usually presupposes the quick exchange of messages to maintain „live" conversation, so shortenings are used to economize time. Moreover there is no need to type long phrases consisting of several words when they can be reduced to several letters. Most of abbreviations and shortenings used in Internet communication refer to colloquial language.

Hence there is no point in saying that using these abbreviations is baseless as it is being accepted by many people in today's era. These are used not only while text messaging but also while conversations are being done over the internet while chatting. In today's date there are so many abbreviations that have evolved over these years that if they are all put together as a whole then it could even be possible to create a separate dictionary with them which we can refer to as the so-called SMS language dictionary.

The language of text messaging has some interesting specifics. For words that have no common abbreviation, users may remove the vowels from a word, and the reader is required to interpret a string of consonants by re-adding the vowels, e.g.: *dictionary* becomes *dctnry* and *keyboard* becomes *kybrd*. The reader must interpret the abbreviated words depending on the context in which it is used, as there are many examples of words or phrases that use the same abbreviations, e.g.: *lol* could mean *laugh out loud* or *lots of love*. Text message language does not always obey or follow standard grammar, and additionally the words used are not usually found in standard dictionaries. The usage of phonographs is also common for SMS messages. Phonographs are symbols which represent sounds. For example, numerals are widely used phonographically in text messaging forms, as in *any1* (*anyone*) and *b4* (*before*).

Here is a useful list of acronyms, initialisms, and abbreviations you may come across in e-mails, chat rooms, online games, instant messaging, or elsewhere on the Internet or in phone text messages: *2mro or 2moro (tomorrow), TTYL (talk to you later), gr8 (great), l8 (late), sum1 (someone), cu or cya (see you), 4u (for you), ur (your and you're), njoy (enjoy).*

Smileys and emoticons also frequently appear in SMS messages. Smileys are a strange and fun Internet phenomenon, more correctly known as emoticons, which have the purpose of conveying emotion. They are used particularly in online chat rooms and in e-mails.

Linguistics, Literature, Philology

There are no strict rules for composing smileys, and so numerous varieties have been invented and are in use. The principle is to create a face (viewed by tipping the head to the side) using standard keyboard characters and punctuation.

Cell-phones usually possess ready collections of smileys in their graphical view for example: *:-)or* :) stands for *smile, ;-)* means *winking smile, :-O* means *surprise, :-P* denotes *disgusted smiley (with tongue sticking out).* Internet sites and especially forums create unusual emoticons which may have even animation.

The number of abbreviations used in phone messaging is countless because communication as process is very diverse and provides a lot of material for coining shortenings. Shortened items used in Internet messaging are even more numerous. Writers can be as creative as they want because there is no need to follow structural and grammatical rules of the language. Smileys, emoticons, numerous abbreviations and shortenings.

The observation of different social networks like Facebook, Vkontakte, forums, online chats has shown that mostly people use abbreviations for well-known general phrases like *by the way (BTW), see you later (SYL), for you* (4U) and so on.

In this list, you will find the abbreviations that are most commonly encountered:

A/S/L – what is your age, sex, and location?
ADDY – address
AFAIK – as far as I know
AFK – away from keyboard
AFAIUI – As far as I understand It
AAF – As a friend
ADBB – All done bye-bye
AFAGAY – A friend as good as you
B – I'm back
BBL – be back later
BRB – be right back
BTW – by the way
BFAW – Best friend at work
BON – Believe it or not
BFAW – Best friend at work
CU – see you
DETI – Don't even think about it
FWIW – For what it's worth
FITB – Fill in the blanks
G2G – I've got to go
GTBOS – Glad to be of service
HIG– How's it going
HTH Hope this helps
IMHO – in my humble opinion
IDK – I do not know
IC – I see
JMO – Just my opinion
KYFC –Keep your fingers crossed
KWIM – Know what I mean
LBAY – Laughing back at you
LFD – Left for day
OTOH– On The Other Hand
PZ – Peace
SLAP– Sounds like a plan
THX – thanks
TTYL – Talk to you later
UGTBK – You've got to be kidding
WYSIWYG – What you see is what you get
WAYD – What are you doing?
WB – welcome back
F8 – Fate
14AA41– One for all, and all for one
511 – Too much information

The total number of abbreviations used in communicational sphere is very large and continues to increase because communication as process is very diverse and provides a lot of material for coining shortenings. All the abbreviations are not only easy to use but also not hard to remember. Skillful writers can even substitute most of their message by such abbreviations. Though these items shall never become a part of literary language they will not cease to exist as social phenomenon. Moreover, with the appearance of electronic means of communication such items will only increase in number. It should be noted that shortenings used in communicational sphere do not receive a proper attention from scientists, there is no classification for such items as emoticons, phonographs and smileys. It is rather a disputable question whether they can be considered shortenings. And we cannot say what rules govern their creation and how to predict their development. That is why it is necessary to understand that processes happening in speech can have a big value together with processes within a standard literary language when a phenomenon becomes global.

Though many scientists deny the fact that shortening is important subject for investigation, it is quite possible that in the nearest future shortening may start playing a considerable role in a language. That is why it should be thoroughly studied as any other linguistic phenomenon. The stream of information increased greatly which caused the need to save time and convey as much information as possible. Shortenings help to save the content of the message but reduce its size. This valuable feature presents interest especially in communicational sphere. Though much have been done to study shortenings in general, we still know little about shortenings used in communicational sphere, Internet sphere and Internet communication in particular. Moreover, shortenings represent an interest for computational science. All programming languages and operating systems are based on shortened items. So this sphere of shortenings' usage deserves careful study as well. Being a developing trend in English language shortenings need theoretical description and analysis. All the studies done before should be systematized and generalized into a single theory.

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CHARACTERISTICS OF ORAL ACADEMIC DISCOURSE

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The paper considers the term 'discourse' in modern linguistics, its structural and functional division based on the opposition of personality-oriented and status-oriented types. Leading approaches to the study of academic discourse are described. Oral academic discourse is defined and analyzed. It is also compared with written academic communication.

In modern linguistics the notion 'discourse' is interpreted ambiguously, even now the principles of its description and interpretation remain controversial, and maybe these facts contribute to the widespread popularity of the concept. Among the wide variety of approaches to the understanding of the term 'discourse' we can conventionally determine the following main directions of its study, correlated with the contribution of certain researchers. É. Benveniste, R. Barthes, M. Makarov consider discourse as *speech*. V. Demyankov, Y. Stepanov, V. Borbotko treat it as a *text*.

In our research we refer to the approach that investigates discourse as *unity of a text and context* in which this text is realized. Among the supporters of this approach are N. Arutyunova, T. van Dijk, Y. Karaulov,

E. Kubryakova. According to this point of view discourse is not limited only to text or using language, but includes the so-called 'external' aspect of communication, in which the priority is given to social conditions and communicants within these conditions. In this case discourse is an integral part of social reality where situational characteristics and participants of communication play the main role.

Structural and functional division of discourse is based on the opposition of its *personality-oriented* and *status-oriented* types. According to the *first type* a speaker acts as a personality in the process of communication. In this case communicants are intimate people who reveal their inner world and take into account all significant features of a personality and behaviour of each other. Communicants talk about everyday cases and have no need to discuss complex matters or explain obvious things to each other. So in this situation a short, highly context dependent code is used. In the *second type* a speaker acts as a representative of a particular society where communication is represented within certain status-role relationships and is reduced to a dialogue between unfamiliar members of a social group. While meeting strangers people are forced to create necessary background information based on the assumptions about what their interlocutor probably does not know. Thus, the extended, less context dependent code is used [1, 2, 3].

Status-oriented discourse can have *institutional* and *non-institutional* character. The main difference is that the interaction within the *first type* takes place in the officially fixed areas of communication, i.e. in social institutions, while the *second type* of discourse does not belong to any kind of the existing public institutions (e.g. philatelic discourse). Despite its double nature status-oriented discourse is predominantly revealed through institutional communication, i.e. speech interaction between representatives of social groups or institutions [1].

In the center of our scientific interests is *academic discourse* that is surely a form of institutional communication. The research of academic discourse is an urgent and relatively young field of linguistic studies. Academic communication attracts attention of many researchers, and each scholar gives their own name to this type of discourse according to their research goals. For example, Y. Zubkova, K. Shilihina consider it as academic discourse; T. Astafurova, I. Kirillova – as university one; G. Dimova – as university pedagogical discourse; V. Maksimov, N. Denisova – as scientific-educational one, etc.

Under *academic discourse* we mean 'normatively organized verbal interaction having both linguistic and extralinguistic plans, using a certain system of career-oriented signs, taking into account status-role characteristics of the main communicants, interpreted as a culturally marked system of communication' [4, p. 297]. Academic discourse is associated with a particular area of human activity – training graduates in a particular field of science and production. This type of discourse is an area of increased responsibility [5]. That is why academic discourse unlike many other types of discourse is not spontaneous but needs a purposeful social preparation and organization. The main proof of this fact is the planning of class hours, centrally compiled schedule for all students of university, etc.

Analyzed sources allow us to conclude that some researchers consider academic discourse as a kind of pedagogical one (G. Dimova, N. Fairclough); others investigate it as a particular case of implementation of scientific discourse (R. Alikaev, I. Galperin). But it seems reasonable to agree with the authors that use an integrated approach to the study of academic discourse and consider it as a merger of pedagogical and scientific ones (Y. Zubkova, T. Astafurova, V. Maksimov, L. Kulikova, A. Litvinov). Modern university is not limited to training and educational activities. Teachers, students, postgraduates undertake various research and development projects, and there is free exchange of information and views among them. In addition, depending on the specialization of university or faculty, elements of other types of discourse can be incorporated into the academic one.

Academic discourse exists in *oral* (during classes, talks, lectures, conference presentations, etc.), *writing* (regulations, programs, tutorials, materials for the control of knowledge, students' works, etc.) and so-called *electronic* form (distance learning, online conferences, online debates, etc.).

Original, basic form of academic discourse is the oral one, based on sound interaction between a teacher and students. Verbal communication is not only a source of new information, but also provides material for conversations, discussions and creative criticism.

It is necessary to take into account non-verbal characteristics that accompany oral academic discourse and are based on visual interaction of communicants in the moment of speaking. In oral academic discourse we can notice the following non-verbal linguistic means: communicatively significant movements (standing for greeting), gestures (lifting a hand as an indication of knowing the answer), facial expression (a wide range of emotions), specific postures of the communicants (students sit at the tables, a teacher stands in front of them), expression of eyes, etc. [6, 7].

No doubt that oral academic discourse should be built and structured in the best possible way. It is necessary for precise, logical and definite expression of discursive messages by a speaker and for better perception of information by their listeners. In some genres of oral academic discourse (lectures, presentations, reports, etc.) a lot of attention is paid to the interaction with the audience: the application of different tactics to attract and hold listeners' attention, the use of rhetorical questions, repetitions, paraphrases – in other words the speaker tries not only to present the material, but also to interest the audience. Efficiency and expressiveness of oral speech are important but often omitted or insufficiently practiced aspects (esp. by students) in academic field.

Situations of oral academic communication give more freedom in choosing speech means, while the canons of organization of written academic text on the contrary have greater rigidity [8]. For oral academic discourse the use of colloquial words and phraseological units, the implementation of jokes, sometimes different kinds of allusions and sayings are quite common. All these means emphasize oral nature of interaction [9].

Oral academic discourse is much more difficult than the written one and is characterized by multilevel nature of its organization on the one hand and by comprehensive taxonomy of situations within this discourse on the other hand [10]. At university we always hear speech, its space is filled with talking people among which not only short lines of communication are set but also delayed ones. Oral interaction at university has interpersonal, team, group, and even in some cases mass character [11]. All these facts confirm the multidimensional and complex nature of oral academic discourse.

Despite its institutionality academic discourse has personal components [6], esp. in such oral genres of academic communication as debates, discussions, seminars, etc. It should be remembered that oral academic discourse is not entirely objective and impartial. It contains subjective-modal component that is involved in the expression of a wide range of emotions, such as categoricity, restraint, doubt, hesitation, boredom, irony or even sarcasm [8, 12].

So, oral academic discourse is a form of institutional communication specified by social functions of its participants. Its main purpose is to train a graduate in a particular field of science and production. Considered ideas allow us to come to the conclusion that oral academic discourse is the original, basic form of university interaction that in most cases is accompanied by non-verbal characteristics. Its important properties are optimal construction of discursive message, interaction with audience, efficiency, expressiveness, etc. Oral academic communication is characterized by relative freedom in the choice of speech means. This kind of discourse has multilevel nature of organization and comprehensive taxonomy of situations. A very important role in oral academic interaction is played by interpersonal relationships of its members, which in turn suggests that oral academic discourse is not always entirely objective and impartial.

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MASKS IN THE WORKS OF W.M. THACKERAY

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This paper is devoted to the phenomenon of mask in general and about masks in the works of a famous English writer of the Victorian age W.M. Thackeray in particular.

When we start thinking about a mask the first thing that comes to our mind is that it is an object used to cover a face in order to hide it or to protect it. If we continue thinking about a mask we'll remember about carnival masks, sport mask, medical masks, military masks, literature masks, etc.

Masks make up an inalienable part of a person's life, we see them and we wear them everywhere.

The key element of masking is simultaneous concealing and revealing of the content, by selecting aspects to be shown and those to be hidden, which enables manipulating the expressed message.

Today plenty of scientists of numerous scientific fields are interested in the phenomenon of mask. Mask is a focus point in the researches of historians, philosophers, psychologists, etc.

There are several approaches towards the analysis of this problem; I mean the problem of mask. They are the following: psychological approach, sociological approach, linguistic approach, literary approach, etc. These approaches focus on different aspects, but remain complementary.

According to sociological approach everyone, when in a social situation (in the company of others), behaves like an actor on stage. The mask is a synonym of role of which everyone has many types and constantly chooses the one most appropriate to the given situation, using various strategies of selection to make the best possible impression on observers in the interaction.

In psychology the mask is one's whole public personality, "the social self" which may be called an "interface", as it is a mediator between the human inner world and the external world.

The mask is expressed in roles and social customs, and it is an inevitable element of an individual's functioning in a society; the mask also possesses a function of protecting the most vulnerable

A mask in language may be seen as a type of a sign (such as a word or expression) where the signified is intentionally profiled depending on the perspective and will of the user. Certain aspects (elements) of meaning are concealed, while other ones are selected to be revealed or stressed.

Masking may employ various language tools. Common ones include: metaphor, metonymy, euphemism, passive and impersonal strategies, hyperbole, riddles (to be guessed from the context).

A separate broad category of masking language tools is humour, including irony.

Its most common masking function is entertaining and creating a sense of solidarity or common ground, and a distance to reality.

W.M. Thackeray is known for his humour, irony, skepticism, mockery and sarcasm and while getting acquainted with his works we meet masks, we figuratively speaking stub toe against them at every step.

If we take his fairy tales for example "The rose and the ring" we'll find there nice examples of masks: The rose and the ring here are masks which when worn make the princess Angelica and the prince Balbo the most beautiful and wisest in the world but without them they looked exceedingly plain and foolish, ridiculous and ugly.

During his carreer as a journalist Thackeray often used pseudonyms for example Yellowplush and Titmarsh. Use of these temporary personalities helped to shorten the distance between the reader and the writer, gave room for irony, mockery, satire and sarcasm and released from some responsibility.

And now let's pass to Thackeray's the most popular novel, novel that brought him fame and recognition, I mean "Vanity fair". This novel simply bursts with masks. We find here numerous examples of different kinds of masks. It seems that every personage in this novel wears a mask.

Let's take Rebecca Sharp.

She was a young girl, small and slight in person; pale, sandy haired, and with eyes habitually cast down, when they looked up they were very large, odd and attractive. Fluent in both French and English, Becky had a beautiful singing voice, played the piano, and showed great talent as an actress. But she was also completely amoral, manipulative and without conscience. She did not seem to have the ability to get attached to other people, and lied easily and intelligently to get her way. She desired social and financial security above all things.

In her letter to Amelia she 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 the corner of the street, counted her guineas and began to depict in her mind what a baronet must be.

Sir Pitt Crawley, Baronet was an old, stumpy, short, vulgar and very dirty man in old clothes and shabby old gaiters who spoke with a country accent, smoked a horrid pipe and cooked his own horrid supper comprising triple, onion and beer in a saucepan and travelled in a coach.

But when in his mansion he wore a mask of respectability. He made his entrance to his park in state – a carriage and four splendid horses with armorial bearings awaited him within four miles from his mansion. He took his gaiters off and was in full dress. The sideboard was covered with glistering old plates and cups both gold and silver, everything on the table was in silver too, and two footmen stood on every side of the sideboard.

John, MrSedley's groom, behaved in a proper manner while Becky was in a Sedley's house but was no longer respectful to Miss Sharp and behaved rudely and insolently as her connexion with the family was broken off and as she had given nothing to the servants on coming away.

Joseph Sedley on his return from India plunged into delightful pleasures of a gay young bachelor in a town. He drove his horses in the Park, dined at the fashionable taverns, frequented the theatres, made his appearance at the Opera and on returning back to India he used to talk about that period of existence with great enthusiasm and gave you to understand that he was one of the leading bucks of the day. But that was only a mask because in reality he was in London as lonely as in his jungle, he scarcely knew a sing soul in the town and were it not for his doctor and the society of his liver complaint he must have died of loneliness.

George Osborne was a son of a City man who was immensely rich. He wanted to be taken as a representative of a higher society and he said that his father was a gentleman because he had his own carriage and he'd go to the deuce to be seen with a lord. He paid their dinners and they invited the company and got what money they liked out of him.

Miss Pinkerton – the head of an academy for young ladies did not understand a word of French, she only directed those who did but she was too proud to confess it.

And even Amelia Sedley who was very charming, good-natured, kind and naïve can be accused of greed and duplicity. She insisted upon Rebecca accepting muslin dress but because it was too small for her and she wanted to present Rebecca white cashmere shawl but only because her brother had just brought her two from India.

Even the title of the novel is also a kind of a mask under which society with all its hypocrisy, opportunism, greed, idleness and snobbery is hidden.

Literary critics said that "Vanity fair" was a portrait of the English society of the 19 century but we can say that it's a true portrait of any society and at any time. In the 21 century we also meet people similar to those characters whose realistic and detailed portraits are masterfully drawn by the talented and pinpoint hand of the great artist W.M. Thackeray.

Well, the mask is an inevitable element of an individual's functioning in a society; it's like the skin on the body and our life is just a sequence of alternating masks. Mask may often mislead others about the wearer's personality and we often identify persons with their roles and take the mask for the actual person.

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PICTOGRAPHIC WRITING TODAY

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The paper discusses pictography as it is used nowadays and outlines its significant characteristics, proving that it can't be considered to be proper writing

What is pictography? Is it writing or just a way of communicating?

Linguistics proves that writing is a part of language. We can say that a language consists of meaning, wording and expression. And the expression may take the form either of sound or of writing. Many people assume that whatever is spoken can also be written, that writing is simply an alternative form of expression to speech.

In the broadest sense, the assumption is true. That is to say, a writing system is capable of representing all possible wordings in the language: 1) by providing ready-made expressions for the majority of elements and; 2) by providing the means or rules of creating expressions for elements that are not already there: borrowings and individual neologisms. Yet, there are various aspects of spoken language that have no expression in writing: rhythm, intonation, degrees of loudness, variation in voice quality or tamber, pausing and indexical features by which we recognize that it is Mary talking and not Jane, the individual characteristics of a particular person's speech. So in writing many things are omitted or left out. But whether they are omitted or not any system of writing represents language, but not things of the world.

Many people think that pictography is one of possible means to express meanings, that is, they thinks that pictography is a writing system too. That is why pictographic systems are traditionally called writing systems. Numerous books inform us that pictography is the most ancient system of writing [1, p. 199]. Exploration has revealed many primitive pictures and signs that resemble writing. Human figures, various geometric signs and other shapes have been found carved or painted above and below ground on rocks, buildings, tombs and other objects in many parts of the world. Most unhappily, their significance is generally unknown. And it is not surprising. Because there is a great deal of possible ambiguity when it comes to interpreting or reading

pictograms. The problem can be illustrated with a modern pictogram, such as the road sign . Without knowing the content the sign could be "read" in all kinds of ways – someone has been, or will be, or is digging (cleaning) stopping a landslide – or even (as was discovered) struggling to, put up an umbrella on a windy day.

So the question arises: are pictograms and pictographic messages a writing system? Of course, they are bearers of meaning. But they are not language, that's why it is actually impossible to read them identically. The variety of reading happens because pictures may be, and perhaps always are a form of communication, that is they are symbolic acts directed at other people. But they are not forms of language. The word language with reference to pictures can only be used metaphorically, just as when we talk of music or mathematic signs as a kind of language.

In the strict form of the word any unit of a writing system represents language, not reality or objects of reality. Thus letters of Latin alphabet represent sounds. In other languages they may represent syllables or words. Thus, Egyptian hieroglyphs often represent syllables. Chinese signs represent morphemes or one-syllabic words. But sounds, syllables, morphemes or words are units of language. So the writing systems that use them point to linguistical units, not the object of the world. Contrary to that, pictures or pictographic signs represent the objects of the world, that's why pictography is not writing, though it is usually named by that word. So, when we have a message, recorded in any linguistical system of writing we can read the text composed of it over and over again exactly as it is written, which is impossible with pictographic message. Obviously linguistical systems of writing are much more effective than pictographic and there is no wonder that pictographic writing is mainly referred to as the most ancient system of conveying meaning which is not used today in written texts.

But it is it really not used today? Suffice it is to look through modern books to say that pictures are widely used nowadays in the form of various illustrations to what is conveyed in the text. The same is true about electronic writing which is often accompanied by specially designed pictographic signs the most widely used of which are smiling and angry signs. Many users enjoy to brighten up their messages with them.

But what about writing proper? Do common people ever turn to pictorial signs when writing for their various needs? Our hypothesis is as follows. Since writing systems are unable to convey all meanings expressed

in oral messages people may wish to turn to pictography so as to reveal more adequately what they mean to say with the help of their writing.

The aim of our research was to look into how contemporary students do writing nowadays, when taking notes of lectures, writing essays, or reproductions, preparing for their exams.

All in all we examined 110 hand written texts (notes of lectures, the so-called rough-papers for essays and examination preparation lists). 34 of them that is about 30% contained pictorical signs.

Remarkably about 15% of the pictorial signs were totally disconnected with what the students were supposed to write. Another 55% had some connection with it, and yet another 30% had obvious connection with it. Why did the students turn to pictures instead of writing? Our study allowed us to find out the following motives.

1. Drawing helps thinking. When you draw something you can go much deeper into what you wish to convey.

2. Drawing can reveal much deeper your plan and how you feel about it.

3. Drawing helps writing to be more economical.

It is obvious that our study is prelimary and incomplete. Further investigation will allow us to give much more adequate description of the reasons for using pictography nowadays. Anyway however incomplete our data makes it possible to claim that elements of pictographic writing keep being an important part of contemporary writing.

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NEWS DISCOURSE: LEXICAL PROBLEMS OF TRANSLATION

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News discourse poses a challenge for translators. The article deals with the main lexical problems of news translation. It also describes basic techniques and standard methods that help to solve some widespread problems on the lexical level.

Due to the process of globalization the English language has conquered the world. Nowadays English is the language of education, politics, art, business and mass media. Every day brings us something new and it immediately spreads all over the world by different web-sources on the Internet. There exists a vast variety of websites that are streams of modern life. They tell us what is happening in the world, introduce new ideas, describe new technologies, etc. It should be mentioned that online versions of mass media have their own peculiarities.

On a website we can find articles of any genre: straight news and feature stories, featurized news stories, human interest stories, in-depth interviews and reportages, essays and exposé (i.e. investigative articles), personal profiles and op-ed articles, service and how-to articles, cock-and-bull far fetched improbable implausible stories and many others. Almost all of them contain not only factual information, but the author's attitude as well. The biased opinion of the author is often expressed in a very subtle way with the help of language means: the choice of words, different stylistic devices, sentence structure, etc. What is more in the news discourse we come across a lot of no-equivalent words, such as realia and idioms or phraseological units, abbreviations, international words, neologisms, etc. All these peculiarities cause different problems for translators.

In our research of the news discourse we deal only with the lexical problems of translation. Lexical problems of translation arise from the equivalence of the meanings of the words. Scientists single out three principal types of lexical correspondences between two languages: 1) complete correspondences, 2) partial correspondences and 3) the absence of correspondences [1]. It should be mentioned that complete correspondences of lexical units of two languages can rarely be found. That is why translators often resort to partial correspondences when a word in the language of the original conforms to several equivalents in the

language it is translated into or the target language (TT). When translators face the absence of correspondence of lexical units they have to use different methods for presenting no-equivalent to the Russian reader. To solve the problem of partial correspondences Retzcker suggests an important method of translation – *adequate substitution* which is subdivided into 3 types:

1) Logical development of the idea of the word (interpreting);

2) Antonymous translation;

3) Compensation –the usage of completely different means of one language to convey the meaning of the word from the other language. It happens when the translator deals with proverbs or idioms [2].

Developing his own ideas of the lexical aspect of translation Barhudarov, in his turn, introduced some changes to Retzcher's classification. He suggested the following types of adequate substitutions (he calls them *lexical transformations*):

1) *Lexical substitutions:*

• Differentiation – specifying the meaning of the word according to its contextual environment;

• Generalization – substitution by the word with its generic meaning;

• Substitution – replacing the word by synonym, when transcription can not be used.

2) *Antonymous translation* –complex lexico-grammatical substitution of the negative construction by the positive one or vice versa.

3) *Compensation* is used when some elements in the language of the original do not have their equivalents in the TT. In order to compensate this semantic loss the translator conveys the information applying some other means of the TT.

4) *Addition* is necessary when the semantic components of the lexical unit are not formally expressed and the translator may add some elements of the TT to clarify the meaning.

5) *Omission* is a lapse of superfluous elements denoting the meaning which has already been expressed in the text [3].

Maarten Janssen offers another solution to this problem. In his thesis, he proposes a multilingual lexical database, called *simullda*, in which interlingual meanings are organised into a conceptual hierarchy by means of a logical formalism called formal concept analysis. The resulting structure is a lattice in which the nodes are organised by means of their attributes, which are abstract representations of the differentiae specificae in dictionaries. This lattice order allows amongst others a proper treatment of lexical gaps: words without a translational synonym. But although the lattice ordering solves and clarifies several lexicographic problems, lexicographic practice in some cases demands a more liberal structure in which concepts between which there is not strict relation can be related nonetheless, going against the logical ordering [4].

In the case of the absence of correspondences translators tend to use the following methods of rendering the meaning:

1) *Transcription* – representing of a sound form of a word by means of the TT.

2) *Transliteration* – representing a text from form of a word by means of the TT.

3) *Calquing*– substitution of the word elements by their lexical correspondences in the TT.

4) *Substitution* – is a method of translation when the translator does not have corresponding stylistic means for reproducing certain images from the original text. Thus, he substitutes them for others, more appropriate and more natural for the TT.

5) *Interpreting* of the no-equivalent [5].

We should not underestimate the fact that the lexical difficulties of translation from English into Russian and vice versa are explained by the languages' origin, structural differences and cultural backgrounds of Russian-speaking and English-speaking people. It is a well-known fact that every culture is unique, and according to the linguistic relativity principle, or the Sapir–Whorf hypothesis, differences in the way languages encode cultural and cognitive categories affect the way people think, so that speakers of different languages will tend to think and behave differently depending on the language they use [5]. It means that these «language holes» or lacunas (mainly they are set phrases, no-equivalent words, proper nouns etc.) present another difficulty for translators.

In conclusion, we should say that nowadays news portals such as euronews.com, bbc.co.uk, the guardian.com etc. are becoming more and more popular. They provide people with various types of useful and interesting information: domestic and foreign news, government's decisions and policies, information of practical value, such as television schedules, weather maps and listings of stock prices; they also provide a source of entertainment. But unfortunately a lot of people do not speak English and they rely on translators. And it means that translators should know how to cope with the lexical problems of translation in order not to twist the information presented in the news articles on the Internet.

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FUNCTIONS AND PRINCIPLES OF NONVERBAL COMMUNICATION

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The article consists main functions of nonverbal interaction, stating that they complement, regulate, substitute and emphasize what we say. It also mentions the principles that underlie non-verbal actions.

Nonverbal communication can be defined as the process of interaction which is mainly conducted without the aid of words [2].

It is a well known fact that communicators have little or no control over such nonverbal cues as sex, race, body size, age, region of origin, social status, and to a certain degree, emotional state. Whether control is exerted or not, all these elements are part of any face-to-face communication situation, although we are not always aware of them. We often send and receive nonverbal cues unconsciously.

Most nonverbal communication involves several related messages. For example, a particular posture is not itself proof that a person is sad or depressed. A number of other elements would affect our reading of the person's state of mind – downcast eyes, an absence of gestures, and a lack of vitality in general. As we get to know people better, we become more familiar with the way they express themselves nonverbally. Some of the cues we observe in close friends are different from those we observe in strangers. With experience, we become more aware of cues, and nonverbal communication becomes even more complex. How do you show someone else you are frustrated, angry, lonely, or indifferent? How does your best friend express these same emotions? How about your mother and father? When you make comparisons, you will discover that people express the same emotion in a variety of nonverbal ways.

Nonverbal cues *complement* a verbal message when they add to its meaning. When you meet someone for the first time you might say: "I am really glad to meet you. I've heard a lot about you." If you say this with a warm smile and shake his or her hand, you are complementing your verbal message.

Nonverbal cues also *regulate* verbal communication. If you are talking to your boss or one of your teachers, how do they tell you that it's time for the conversation to end? They might get up out of their chair, or they might look pointedly at the clock on the wall – two ways to indicate the conversation is over.

Nonverbal messages can also *substitute* for, or be used in place of, verbal messages. The secretary waves you into the boss's office without telling you to go in. We raise a hand in greeting instead of saying "Hello", or we give someone a hug – a wordless way of saying we like that person.

Often nonverbal messages *emphasize* what we are saying. The politician pounds the lectern to make sure everyone realizes his or her message is important. A mother tells a child he is a bad boy and swats him on the rear end to emphasize the point. Whenever people are communicating something they consider important, they are likely to accent it with a nonverbal message.

Four fundamental principles underline the workings of nonverbal communication. The first is that the nonverbal communication we use is largely that used by other persons in our culture. Second, verbal and nonverbal messages may be in conflict with each other. Third, much of nonverbal communication operates at a

subconscious level – we are not even aware of it. Fourth, our nonverbal communication shows our feelings and attitudes.

Much of our nonverbal behavior is learned in childhood, passed on to us by our parents and others with whom we associate. Through the process of growing up in a particular society, we adopt the traits and mannerisms of our cultural group. Americans, for example, put a high value on eye contact and firm handshakes but do not touch or expect to be touched by strangers. In Poland, however, it is not unusual for man to kiss a woman's hand – even if he is meeting her for the first time.

As well as belonging to a broad cultural group such as a nation, we also belong to cultural subgroups. Hispanic, Chinese, and black children might grow up with a broad American cultural conditioning, but they also belong to subgroups that have nonverbal behaviors of their own. American blacks, for example, have a variety of handshakes they use only with each other. Other groups, formed because their members have something in common other than ethnic or national identity, might have specific ways of dressing or of gesturing that enable members to identify and communicate with one another.

Summing up what has been stated above we can say, that the main functions of nonverbal communication are complementing, regulating, substituting and emphasizing (accenting) what we are saying.

The principles underlying our nonverbal interaction are as follows: all nonverbal acts are culturally determined, they may be in conflict with each other, and they may operate at subconscious level and reveal our feelings and attitudes.

The features outlined above are very important for the study of authentic talking and have to be kept in mind by those who are interested in nonverbal communication.

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THE LINGUISTIC GIMMICKS OF ADVERTISING

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The article deals with the linguistic means of manipulation in press advertisements. The author highlights different types of persuasion used in advertising and main advertising techniques. Manipulation of linguistic means is viewed as a type of foregrounding at different language levels.

Advertising – is the act or practice of calling public attention to one's product, service, need, etc., especially by paid announcements in newspapers and magazines, over radio or television, on billboards [1].

With the grows of the mass media - increasing number of magazines, newspapers, TV and radio stations - people are bombarded with hundreds of advertising messages daily: services (transport, medical, horoscope etc), clothes, vehicles, soap, even cigarettes. Advertising is important because it creates awareness to the consumers about products available in the market. It helps to create demand for the products. It enables the consumer to choose from a number of products available in the market place.

There are a lot of different types of advertising. The most widely used types of advertising are TV commercials (infomercials and etc.), online advertising, and press advertising. TV commercials are generally considered the most effective mass-market advertising format, as it is reflected by the high prices TV networks charge for commercial airtime during popular TV events, such as, for example, football matches, popular soap operas, etc. *Infomercials* are a variation of TV commercials. Infomercial is a long-format television commercial, typically five minutes or longer. The word "infomercial" is a portmanteau of the words "information" and "commercial". The main objective of an infomercial is to create an impulse to purchase something immediately. Infomercials describe, display, and often demonstrate products and their features [2, 4].

Online advertising is a form of promotion that uses the Internet and World Wide Web for the expressed purpose of delivering marketing messages to attract customers. Online ads are delivered by an ad server. Examples of online advertising include contextual advertisements that appear on search engine results pages, banner ads, in text ads, Rich Media Ads, Social network advertising, online classified advertising, advertising networks and e-mail marketing, including e-mail spam [2, 4].

Press advertising describes advertising in a printed medium such as a newspaper, magazine, or trade journal. This encompasses everything from media with a very broad readership base, such as a major national newspaper or magazine, to more narrowly targeted media such as local newspapers and trade journals on very specialized topics. Classified advertising is a variation of press advertising, which allows private individuals or companies to purchase a small, narrowly targeted ad for a low fee to advertise their products or services. Another variation of press advertising is the Display Ad, which is a larger ad (it can include art) that typically run in an article section of a newspaper [2, 4].

To manipulate people and to persuade them to buy a product advertisers use different techniques. Advertising can be divided into two types: manipulative and non-manipulative. To non-manipulative advertising we can relate such categories of persuasion as rational persuasion and factual information, which clearly leave the responsibility upon the consumer. To the manipulative advertising we can relate coercion, deceitful advertising, fallacious arguments, and emotive persuasion, which clearly leave the advertiser with responsibility for the consumer's choice.

We can distinguish several advertising techniques: association of ideas, key words, guilt, "science", expert opinion, "before and after", "the camera never lies", repetition, "keeping up with the Joneses", brand names. These techniques work very subtly and create a time-bomb effect. It means that consumer may not buy the product immediately, but he will probably react to it psychologically. Most people are not aware of these gimmicks, because they are prepared by clever artists, photographers, technicians and writers.

We should mention that, bright color and beautiful images attract consumer's attention, it is only one component part of successful advertisement. Good slogan is not less important. Companies rely heavily on their slogans, jingles, and advertisements to make a profit.

Advertisers use the manipulation of language to create claims that suggest something about their products without directly claiming it to be true.

Some claims are honest statements about products, others are outright lies, but most claims fall into the middle ground, they give "neither bold lies nor helpful consumer information." [3]. These claims are the ones that rely most heavily on the manipulation of language to attract consumers to their products. The claims are legal because when studied grammatically, we can determine that the claims do not actually provide any false information-people just make unconscious assumptions about the products based on how the ads are worded.

Jeffrey Schrank outlines ten basic advertising claims that are used to make consumers believe something about the product that is not true. These claims are the Weasel Claim, the Unfinished Claim, Uniqueness Claims, "Water Is Wet" Claims, "So What" Claims, Vague Claims, Appeal To Authority/Celebrity Claims, Use of Questionable or Science claims, "Smart Consumer" Claims and Rhetorical Questions. The first two claims focus the most on the linguistic aspects of their claims, as opposed to claims that try to make products sound different and unique in a more straightforward way.

The Weasel Claim involves a modifier, the "weasel word," that negates the claim that follows it. Commonly used weasel words include comparison words "like", "as much as". Commonly used qualitative weasel words include "virtual" or "virtually", "acts" or "works", "tackles", "fights", or "looks like". They may also use vague descriptive words, such as "fortified", "enriched", "healthy", "natural" or "strengthened". The weasels are used to soften the claim, often to make exaggerated or otherwise false claims without actually lying. They reduce the significance of the claims by using powerful, assertive words such as "help," "act," "can be", "up to", "has the feel of", "has the look of" and "fight" to give the impression of effectiveness.

For example, in the shampoo ad: "*Helps* control dandruff *symptoms* with *regular use*". The weasels include "helps control", and possibly even "symptoms" and "regular use", both of which are vague. The claim is not that the product 'stops dandruff'.

The Unfinished Claim states that the product has more, or is better than something, but does not say what that "something" is. "Peterson's gives you more" is an Unfinished Claim because it claims that by using the product the consumer gets more of something – but we don't know exactly what. Unfinished Claims that rely on "more" and its adjectival power include: "Coffee-mate gives coffee more body, more flavor," "30% more cleaning power." What is more in the ad we can also notice, that "Coffee-mate gives coffee more body, more flavor," is not only an Unfinished Claim, but also vague weasels "body" and "flavor" are used to further entice consumers.

Other claims can involve weasel words, words that are colorful but meaningless, as well as the use of subjective and emotional opinions that defy verification. Also they can use some sort of scientific proof or experiment, very specific numbers, or an impressive sounding mystery ingredient; or words that imply to the reader or listener that the product is better, because it is different [3].

The creators of most press advertisements, however, couple some kind of visual material with ample linguistic material and, often, this linguistic material is manipulated.

Manipulation of linguistic form and structure implies that linguistic material beginning with the smallest or most discrete of segments or forms and leading to quite large linguistic entities will be fashioned to undergo some change, transformation that is relatively unexpected on the part of the reader/viewer.

This is done clearly with the purpose of providing another means of directing the reader/viewer's attention squarely onto what is the subject and substance of the particular discourse in which the manipulation occurs. In press advertising, this comes out to manipulating some linguistic item - breaking a rule in some systematic fashion - so that maximum persuasive effect for the product or service advertised is achieved in and by the ad.

We should view the manipulation of linguistic entities as a type of foregrounding. Foregrounding is a linguistic process in which some elements, such as words, phrases, sentences, stressings, intonations, or the like are given prominence or made more meaningfully significant by the communicator/language-user, in this case the creator(s) of a press advertisement. The author utilizes the conceptual linguistic framework – a synthesis of the concepts and insights relating to foregrounding.

Linguistic manipulation is put into practice on morphological, lexical, syntactical and phonetical levels.

At the phonetical level, we can find manipulations of sound that are referred to as alliteration, rhyming, and the like. In an ad for Ford Motor Company, a smiling, ten-person, car-assembly team is grouped around a new, partially assembled Ford. "Body Builders." is placed squarely above. In addition to the familiar, comfortably-repeated sound, the reader/viewer is also impressed by the noun-noun compound that is, in fact, in this health-conscious age, a well-known bound idiom. The idiom conveys the notion that the team is strong and dependable and so, therefore, will be the product. Similarly, an elegantly dressed couple, the male with gin-and-tonic in hand, the female with martini, are seated above a bottle of Beefeater London Distilled Dry Gin. Juxtaposed in the middle are the words: "Befittingly Beefeater." Here, besides the repeated sounds, the reader/viewer is enticed by a lexical item that is closely associated to British usage and which conveys a "posh" connotation. Lastly, in a Myers's Original Rum Cream ad, a bottle and a ladle that is filling a glass of the liqueur are placed besides the rhyme: "Cream & Rum. Yum!" From both a sound and lexical perspective, a luscious combination is achieved [6].

At the morphological level, we have manipulations such as using of rhetorical questions, pairing of a morpheme with a non-grammatical counterpart or the creation of a pseudo-morpheme, morpho-phonological manipulation such as using of words with similar sounds.

For example, as in a Nissan advertisement for a 4x4 flatbed truck. Over the words, "To sport," we see a very flashy, well-equipped, black Nissan 4x4 ST. Below this, occupying the lower half of the frame, is the same flatbed now loaded with a flashy yellow motorcycle and yellow-shirted motorcyclist/driver. This is above the words, "Or transport." Note that this is to be considered more properly as a morpho-phonological manipulation in that the reader/viewer experiences the similar sound of the "sport/transport" alternation as well as the necessity to re-form (morphologically) the word "transport" to conform with the word "sport." Moreover, note that this is an allusion to the Shakespearean "To be or not to be," but that this is more of a veiled imperative than it is syntactically a rhetorical question begging of a decision. The message conveyed must be construed as something like: "Here is the ultimate in sporty automobiles for you. Not only is it sporty but it will transport whatever you need or want and it will never lose its allure. Therefore, if you want to be the best, purchase the best!" [6].

Another type of morphological manipulation is the pairing of a morpheme with a non-grammatical counterpart or the creation of a pseudo-morpheme. In the case of the former, one is immediately reminded of the Seven-Up Corporation's eminently successful "uncola" ads in which the negative morpheme "un-" was paired with a noun rather than an expected adjective. Clearly, we were not talking of "Coke" here! In the case of the latter, we have as an example the GTE Phone Mart ad which depicts products from the store with the words, "How to keep up with the phoneses." This pseudo-morpheme then calls to mind the spelling and pronunciation of the Joneses and the newly-created, phrasal pseudo-idiom sends the message: "If you want to be at the same socio-economic level as all your friends and neighbors, purchase your phones at our store." In both cases, this purposeful rule-bending and -breaking rivets the reader/viewer's attention and conveys definitive and clear-cut messages regarding the "rightness" of purchasing the particular advertised products [6].

At the lexical level, punning is at a premium. As the example, we have punning in an ad for Dexter shoes, we have a picture of a Dexter shoe worn by a foot and leg in jeans on one side and the same Dexter shoe worn by a foot and leg in dress pants on the other. The word below says it all: "AmbiDEXTERS." The fortuitous similarity of the company's name is capitalized upon to achieve a manipulation over the word "ambidextrous." Although at first blush this seems only a lexical manipulation, this is virtually impossible: the pronunciation of the word hinges, on the breaking and reforming of sound rules as well [6].

So, lexical manipulations are often puns over well-known, bound idioms. We have examples such as the Brooks ad for its running shoes ("Roads Scholar."), the Levi-Strauss advertisement for its painted denims ("Painted Denims. Strokes of Levi's Jeanius."), the Holland-America Trans-Canal ad for its less-expensive voyage across the Isthmus ("Connect the docks and save $600."), the Nissan "Feel your Pulsar quicken." ad, or the Martini & Rossi vermouth quip: "Martini & Rossi. In a glass by itself." These all constitute manipulations at the levels of sound and spelling, "roads/Rhodes," "genius/jeanius," "docks/dots," "pulse/Pulsar," "glass/class" which lead immediately to manipulations at the level of bound idiom: a Rhodes scholar, a stroke of genius, connect the dots, feel your pulse quicken, in a class by itself.

Sometimes, a lexical manipulation may be achieved by capitalizing on the meaning of a foreign word which happens to be part of the advertisement. A particularly poignant example is Goodyear's depiction of its tires on a Pontiac Fiero: "Fiero means 'proud," performance means Eagles." Here, a pseudo-definition is concocted out of the fortuitous pairing of the foreign-named car with the advertised Goodyear tires. Out of this, the reader/viewer gets the notions of "proud performance = Eagles," a rather neat, albeit somewhat bogus, formulation [6].

The grammatical structure of the English language makes this kind of advertising especially lucrative, because of people's tendency to only register those parts of the advertisement that they want to be true. The relationship between words in a sentence is intricate, and we must be aware of the way a subtle shift in the structure of a sentence can change the entire sentence's meaning before we can claim to be immune to the linguistic gimmicks of advertising.

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AMERICAN SLANG AS THE REFLECTION
OF NATIONAL AND CULTURAL PECULIARITIES

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The article deals with the notion of American slang, which is an indispensible part of the English language and one of the means of national and cultural peculiarities reflection.

Nowadays, with the rapid development of computer science and means of communication, the role of literature translator as a link in intercultural communication increases. The translator has the responsibility for adequate (appropriate) transference of a literary text. The art of "conveyance the work to the reader" is not only

in the ability to render the text without breaking the usual norms of a given language, but also in the maximum reflection of cultural features of the original language.

One of the "problematic" layers of any language vocabulary was and remains the non-standard vocabulary which is the closest to the live (real) communication, the most clearly expressing the mentality of the native speakers and often idiomatic. According to V.D. Devkin, it is impossible to learn a foreign language without knowing the stylistically colored colloquial vocabulary. Familiarity with the colloquial vocabulary is necessary to understand everyday speech, to master an important part of linguistic and cultural studies and to be able to decode an implication, facetiae and associative side of statements [1, p. 5]. Not a single translator can do without it trying to tie the reader with the author. The non-standard vocabulary is rather diverse, it is represented by jargons, slang, dialects, vulgar and taboo vocabulary and also insignificantly lowered lexical units (close to neutral) which are typical of non-expressive and weakly expressive oral communication.

We consider slang to be the most interesting and at the same time difficult from the point of view of translation. The difficulty of slang units translation is determined by frequent contradiction in its stylistic assessment. This contradiction is expressed in the fact that some authors believe that slang spoils the literary standard, and it should be fought with. Others, on the contrary, see in it some element, giving to the language vivacity and figurativeness and promoting enrichment and language improvement. M.M. Makovsky tells that slang, existing in the language, can be included in its system in case of necessity, thus forming more or less system microstructures. Oral English national standard is inconceivable without slang elements as well as the latter does not exist without the elements of oral standard. In some cases minor language layers can influence on the oral national standard to a greater or lesser extent interacting with it. In this respect John Galsworthy expresses his point of view: "It is quite probable that the majority of vital words of our language used to belong to slang, gradually getting the status of national standard contrary to the protests of the clergy and other circles". Thus, nowadays the English national standard includes such slang words as bluff, billet, minx, flummox, ripping (e.g., place, pictures, ride), blackguard, humbug, flog, soccer, yarn, shabby, sham, pluck ("courage"), whitewash, baggage ("girl"), bet, bore, chap, donkey, hoax, kidnap, mob, odd, trip, character ("man"), bother, fishy ("suspicious") and others [2, p. 25-26]. On the other hand, slang is in constant contact with jargon, professional language, etc., which in its part has an impact on the standard language. Thereupon a well-known American linguist M. Pei says: "It is not possible to neglect the words, which currently can be heard only in slums or within some profession. Tomorrow the same words can be accepted by all the speakers of a given language and enter the everyday vocabulary of Shakespeare of the XXI century" [3, p. 153].

Slang is particularly difficult to translate, because a new slangism or new meanings of an existing slangism have recently appeared in the language; they are generally unknown to the translator and are not registered in the dictionary. The cause of the latter is the fact that dictionaries usually lag behind the continuous development of the vocabulary and lexicographers are careful of including new slangisms in the dictionary, since the existence of slang words is often short and they disappear as quickly as they come into use. Thus, the main difficulty in slang translation into Russian is the new word meaning clarification or rethinking of the word usual meaning in a particular context. In the following example we can observe the contextual use of the word having opposite connotations in American slang and common vocabulary: You look wow! Like training rebels up in the mountains [4] (the term "wow" is used in slang for sarcasm or if you do not like someone or something that someone says [5]. – Ну и видок! Будто вы на марше. Мятежники на полигоне в горах [6]. Потрясно выглядишь. Никак в поход собрался? [7].

Dealing with translation, the translator should be familiar not only with the biography of the author and the definite epoch, but also with the conditions which accompanied his work. The translation of a literary work is the cultural and different ethnic and language groups rapprochement [8, p. 147]. Thus, we note that no less important significance in the process of slang translation belongs to "background knowledge" about this language stratum, i.e. information about the situation where a corresponding slangism is to be used. Thus, in the work "Introduction to translation techniques" by L.L. Nelyubin we find that "background knowledge" is a corpus of information of historical and cultural nature, which are included in the language unit meanings and evoke in the minds of speakers some certain associations typical of the given linguistic-cultural community and are alien to the culture of other nations. "Background knowledge", i.e. knowledge of general conditions, settings, surroundings, the situations of interlanguage communication is obtained by the translator in the course of daily professional activities. "Background knowledge" is also the socio-cultural basis of the text [9, p. 81].

Here are two examples of American slang illustrating the importance of "background knowledge". **Brody** [5] – самоубийство, высотный прыжок [6], свести счёты с жизнью [7] (taking a header or fall (possibly a

suicide attempt) from a bridge span or other elevated structure; coined for the name of the first guy that jumped off the Brooklyn Bridge [4]; **cracker** [5] – белый нищий [6], голодранец из южных штатов [7] (originally the white slave driver because he would "crack" the whip, hence the noun cracker; racist term for a white person; noun slang word used to refer to those of European ancestry; the word is thought to have either derived from the sound of a whip being cracked by slave owners or because crackers are generally white in colour [4], another term for "poor white" [10], a poor usually Southern white [11], «молотильщик», «трещотка» (бедный житель Юга США) [12]).

Professor L.L. Nelyubin also mentions that the translator should press towards improving and enriching his cultural level, mastering nationally specific features of population life and existence in a given country, government, history and culture, language contacts of native speakers from the point of view of the reflection in a language, especially lexical units denoting household items, concepts and situations of communication, and other phenomena of life, not existing in the practical experience of Russian native speakers, constant reading the original and translated literature, publicist and press items, using the Internet and informative media. To master the area knowledge to which the corpus of translated texts belongs, the translator should also know the metalanguage of the subject area in which he works. As a rule, when the translator masters the metalanguage the effective confrontation of translated lexical and terminological equivalents should be achieved practically without using dictionaries (bilingual and monolingual), especially in translation. It is out of the question that "background knowledge" and metalanguage knowledge are interrelated to some extent, since they enrich the long-term translator memory, bring his speech activity to that one of English speakers, and it helps the translator to feel free in any situation and sphere of communication [9, p. 80 – 82].

In conclusion, it is appropriate to quote Professor L.L. Nelyubin's words, offering the translator to adhere to the following rule in translation a literary work from English into Russian: it is necessary to convey the sense of a translated literary work, that cannot be just done as to transfer it into Russian, as if the author himself was Russian [9, p. 121].

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THE IMAGE OF THOMAS CHATTERTON AS A PROCLAMATION OF THE POSTMODERNISTIC IDEA OF ART IN THE NOVEL "CHATTERTON" BY PETER ACKROYD

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All Chatterton`s contemporaries and followers saw him as a tragic figure, pure soul, whose godlike image and stainless reputation were undisputable. Romantics constructed their legend around the late poet, a legend which is itself a subject to a change by a subsequent age. Postmodernist Peter Ackroyd calls into doubt the Romantic image of Wordsworth's "marvelous boy," Coleridge's "spirit blest," Keats's "child of sorrow". At the same time various literary historians and researchers accused Chatterton of imitation and plagiarism. Ackroyd creates his own legend, even several legends mixed together about Thomas Chatterton. He suggests an absolutely different provocative, revolutionary to some extent version of poet`s life and death. The first impression of the book is that Ackroyd`s Chatterton, who has very little to do with the customary image of the poet, is simply the author`s attempt to deconstruct the tradition and thus to question the historical truth about his life. However the author does not merely undermine the reputation of the forger and shows his readers the other side of the coin. In fact Ackroyd managed to look deep into the whole phenomenon of Thomas Chatterton and created a more profound, more-sided image of the poet. He managed to unearth the real sense and significance of his life and creative works. Besides the author not only gives his own definition of the poet but at the same time explores the issues of originality and forgery, historical truth and the power of art.

"Chatterton" by Peter Ackroyd is a complex, postmodern novel, with a fragmented structure and multiple plots that employ different time periods, echo and reflect each other. These various story lines are unified by a strong thematic design that not only circles around Chatterton himself but also issues like historical truth versus literary one, original work and forgery, life and death in art as well as immortality through art. "Chatterton" asks what genuine art actually is and if it is possible to trace its originality; and what forgery is after all: a borrowing, a theft or a mere result of intertextuality and thus just a common property of all art with no less important value.

Throughout the book Ackroyd deviates from the biographical account of the poet`s life and provides multiple versions of the same events which mock the authenticity of the historical record. The official version of Chatterton's life is given on the first page of the novel. The biographical truth is that Chatterton was apparently discouraged by the poor reception of his poetry in London and killed himself with arsenic at the age of 17 in August, 1770. Ackroyd, however, offers two alternative versions: the first is that Chatterton, being a real forger, only faked his suicide and live long and glorious life, composing verses of his contemporaries, such as Cowper, Gray, and even Blake. The other is that Chatterton did die at seventeen, but not of suicide. Instead of being desperate he was full of hope and vitality; he did not do badly at all, but was prolific during his London period. Instead of a suicide, his death was a mere accident, just a wrong mixture of arsenic and opium, intended to cure a venereal disease. As a consequence the novel gets a very complex structure, where Chatterton stories not only correlate with each other but involve other storylines into this exciting postmodern play.

We first meet with the image of the poet in contemporary period when Charles Wychwood discovers a strange portrait which changes his life completely. This portrait appears to be of no other than Thomas Chatterton, but what Chatterton do we see? "Suddenly he caught the eyes of a middle-aged man who was watching him .He was wearing a dark blue jacket and an opened-necked weight shirt, a costume which might have seemed too Byronic, too young for a man who had clearly entered the middle-age. His short white hair was parted to display a high forehead; he had a peculiar snub nose and a large mouth" [1, p. 11]. This description gives a very little idea of who the depicted man can be. Even though it is hardly possible to distinguish a youthful Thomas Catterton in this portrait, Wychwood recognizes the poet and he is not a youth anymore. Ackroyd leaves several hints that reveal his personality. They are the man` s eyes "Charles particularly noticed his eyes. They seemed to be of different colors and they gave this unknown man an expression of sardonic and even unsettling power" [1, p. 11]. It was the eyes that make Philip recognize Thomas Chatterton as he already has reproduction of the young poet in his possession (apparently Ackroyd means here the only portrait which is believed to be painted during Chatterton`s life). It is a well-known fact that eyes remains unchanged throughout a person `s life as they are the mirror of one `s soul of one`s inner world. So the eyes of this man show what a peculiar and powerful personality he is. The other hint is the Books, the four volumes on the table beside the figure. "They were *Kew Gardens, the Revenge, Aella and Vala.* There remains no doubts: the man on the picture

is Thomas Chatterton "Which would mean …He faked his own death" [1, p. 32]. The course of even sounds very truthful and the reader already has no doubt the man in the picture is Chatterton. However in this same novel another protagonist, George Meredith, says holding this very portrait of the fifty-year-old poet in his hands: "Is he the original or merely a model? ...I suppose only the painter will know" [1, p. 173]. One of the main ideas of the novel is that truth is very subjective and only the creator himself may know the truth about the authenticity of his creation.

No less problematic questions provokes another portrait of the poet, the one painted be Henry Wallice in 1856, a century after the poets death with red-haired George Meredith posing as Chatterton and his death bed. But even though we the later generation know the fact very well, we still percept Chatterton in the way he is depicted by Henry Wallice, i.e. in the body of different person. But the paradox is that this work of art that looks so realistic, so pure and tragic is a mere forgery then. Why should we trust Wallice and admire his picture as a genuine work of art? He deceives his audience! But we do think of Meredith as Chatterton and it makes no difference to us, we just enjoy the painting with this chaste angel-like face in it, his fiery hair and perfect slim body that is lying so desperately in the bed. It just could not happen in a different way! "When all our little feelings are forgotten it will be there still. Now that is immortality' He (Meredith) pointed at the body on the canvas. 'But is it Chatterton or is it Meredith?' 'There will come a time when even you will not know the difference" [1, p. 179]. The time has come and Meredith has become Chatterton. And while looking at the picture we cannot imagine a different Chatterton, not this angel-like "marvelous boy" but a saucy urchin, most likely could be disposed to all sort of terrestrial lusts and whose loose and indecent behaviour lead him to the death door. This idea of poet is provided by Ackroyd on the last pages of the novel, where we meet Chatterton in London. He is very proud and very self assured and he believes in his own talent and he is in high spirits because of this. Therefore he is not over-modest while speaking about himself: "In my aerial above, he wrote to his mother, I enjoy high spirits. I am *elevated* beyond expression, and I have *lofty* thoughts of my approaching *eminence.* Soon You will see me in the pinnacles of glory … Dearest mama, my *rise* through life proceeds apace. I am *exalted in* London and will no doubt soon reach the pitch of s*ublimity*" [1, p. 207]. Ackroyd even emphasizes the words that define Chatterton`s arrogance his youthful enthusiasm and self-confidence. He is very eloquent, while talking about his own values, and places himself on top of the world. But at the same time he has no repugnance towards some base actions and thoughts. Thus, for example, he is not very sentimental regarding his patron's death: "One patron dead, but more to fill his place" [1, p. 219]. He puts down a very sarcastic account of the profit he can make out of the death of this man:

"Lost by Alderman Lee's death in promised work…1.11.6 pounds

Will gain in elegies for Lee….2.2.0 pounds

Will gain in satires against Lee…..3.3.0 pounds

Thus…5.50 pounds

So I'm glad h is dead by 3.13.6 pounds" [1, p. 219].

This profit and loss account sounds pragmatic enough to ruin the romantic stereotype of Chatterton. Besides we learn that the poet appeared to have a very extravagant and provocative lifestyle in London. He is a regular visitor in pubs and a real ladies` man despite his youthful age. He knows no limits in enjoying the great city of London's life s a result he caught a "clap" and this became the actual cause of his death as Ackroyd sees it. His death becomes not desperate suicide but a mere overdose of a so called remedy "London kill-or-cure", a mixture of arsenic and laudanum. So the tragic death becomes a mere accident, not the result of despair but loose behaviour of a drunk greenhorn: "He leans against the door, laughing and wiping his mouth on the sleeve of his coat. Ah well. I am safe from the powdered angel…He goes over to the bed and drags from beneath it a wooden chest: he unlocks it and takes out a bottle of Spanish brandy…now I'm truly drunk …I toast Mrs. Angell for ridding me of shameful virginity" [1, p. 226]. He who has always been regarded as a symbol of purity and virginity turns out to be ashamed of it and seems quite proud to be a mature man with a venereal disease already at the age of seventeen. Besides this Chatterton still occupies a very tough stance towards his native land and his satire is inexorable when he happens to mention Bristol and its citizens: "Soon you will see me in the pinnacles of glory, dear mama, far removed from the prostrate and debased Bristolians of our acquaintance" [1, p. 208], "I take it from your accent sir, that u are not from this place?' 'No, Chatterton says hastily. From Bristol' '*Ah*, the fair City'. As fair as the sepulcher'. Cross doesn't know how to decipher this remark…" [1, p. 225]. Along with his eloquence while speaking about his own genius he is quite casual in his everyday speech and such colloquial as "clap", "slut", "shit", "shit-hole", "I piss" and so on are not rarity in his vocabulary. Therefore we may assume that Ackroyd is quite deliberate in his intention to destroy all the stereotypes about Thomas Chatterton`s personality.

But what for does he blacken the poet's reputation? Nothing is a fortuity in this book. Ackroyd pursues his own post modern interest. And therefore as a strong contrast to these unpleasant features of the lad he

introduces some very significant ones, and they are his love for poetry and his gift as a poet. In this part of the novel not a word is said about Rowley and antique manuscripts from St. Mary Redcliff. Chatterton is presented simply as a poet who writes all kinds of verses. And he also does it with great enthusiasm, and we see that his talent is acknowledged: "Despite his youth certain booksellers are already prepared to pay him small sums in advance" [1, p. 207]. He composes elegies and satires easily as there`s no obstacle for the great talent, the talent of a poet. Because whatever he writes, whether it is a satirical work or an elegy, he does it with pleasure and inspiration, because nothing but the process of creation matters for him. In his conversation with Wallice Meredith claims: "'There is nothing more real than words…They are reality'" [1, p. 153]. And Chatterton knows his craft so well that he is able to create anything with words, and that is always genuine and of a high value, and along with Ackroyd he explains this : "I hold that writer to be incompetent who cannot write on both sides of the question, Dan. He is not worthy of his Muse…When I write in praise of the late lamented Lee it is true relation; and when I write damning him to the pit of Hell , it's true also. Do you know why, Dan? Because this is an age of poetry and poetry cannot lie" [1, p. 224]. Then there comes a very significant supporting fact and this is the story of other poets, Tookson, Gray , Cowper, told by Dan. Chatterton was prepared for some elevated exalted narration about these great people. But what he hears: "Tookson, a crabbed old body with a pen of vitriol. He used to frequent the Hercules tavern, he was there so often, that he became known as the pillar of Hercules…Gray used to drink until he fell down helpless upon the ground, and then wake up as cheerful as an infant upon his mother's breast" [1, p. 224]. We see that our perverse Chatterton is not an exception in this unbecoming side of life. But at the same time all this makes no real difference for our perception them as poets, since what they created was brilliant and superb and therefore they will always be remembered and glorified by later generations. Besides, we are not destined to know anything about the inner world of a person. Their souls were lofty and we see it in their creative works. Therefore Dan continues speaking about Gray: "No one laughed at him as there was something about him. He walked among us, but his thoughts were elsewhere. But this is no news to you at all… No one laughs at you even though you are but a boy" [1, p. 224]. And that is why poetry is above everything, all stereotypes, all the dirt and misery of something we call the reality. The comic episode with drunk Chatterton returning home has deep sense in it: "He stumbles into an alley and can smell the excrement around him. My feet are in shit, but my home is elsewhere. He could walk forever" [1, p. 226]. Obviously this sentence acquires a figurative meaning. Only the world of imagination is colorful, bright and infinite. And here it is seems very appropriate to recall Harriet Scrope`s words turned to Charles: "You told me that reality is the invention of unimaginative people" [1, p. 80]. As long as one has a rich and vivid imagination he can live and create forever. Dan was a mere compiler of miscellanies and "had made nothing" of his life, may be because he did not possess this special gift for creating another world. "Oh, now that you talk of Muses you caught me at disadvantage. I know nothing of them…My own day is done, but you may do great things" [1, p. 223], because he was not a poet and as Meredith put it: "'The poet does not merely recreate or describe the world. He actually creates it" [1, p. 153]. So we may say that another important point of this novel is to assert "the supremacy of the verbal imagination over the irretrievable world of facts" [2, p. 45]. Ackroyd iterates this position throughout the novel, sometimes in somewhat improbable contexts. For instance, the church leaflet on Chatterton that Philip picks up concludes uncharacteristically: "Chatterton knew that original genius consists in forming new and happy combinations, rather than in searching after thoughts and ideas which had never occurred before" [1, p. 58].

And that is why Ackroyd defends art and says that any art is true, whether it is poetry or painting, as any art is first of all a product of an artist's imagination. Therefore the portrait by Wallice will always be remembered as a true death of Chatterton, even though it all could have happened in a different, less exalted way. And the author shows us that an arsenic death is not a pleasant scene at all. And that Wallice very much idealized the death of the poet. The difference is striking when we read how Ackroyd describes the painter's imagination: " ", and later we see the realistic scene: "The saliva fills Chatterton`s mouth... he vomits over the bed , and at the same spasm the shit runs across his thin buttocks – how hot it is – and trickles down his thighs , the smell of it mixing with the rank odor of the sweat pouring out of his body… a birth pain, my bowls ripped open to find the child. Chatterton is being tossed up and down upon the sodden bed …his face is swelling , his eyelids bursting in the heat" [1, p. 231]. Acroyd chooses most abominable words for describing this true death that arouses most negative and disgusting thoughts in the reader's mind and it is far more agreeable to read about the imaginative death, that was created by Henry Wallice: "He could already see Chatterton as the a final union of light and shadow: the dawn sky at the top of the painting , softening down the light to a half-tint with the leaves of the rose plant upturned to reflect the gray and pink tones; the body of Chatterton, loaded with thicker color to receive the impact of the light…Wallice already knew that he would be using the caput mortuum or mars red for the coat, and that he would need tyrian purple for the strong color of his breeches …the gray blouse,

the pale yellow stockings, the pinkish white of the sky. These cooler colors would then be revived by the warm brown of the floor and the darker brown of the shadows …So everything moved towards the center , towards Thomas Chatterton" [1, p. 168]. It looks very exciting the way the author forges Wallis's procedure of creating the image. Ackroyd seems to understand the painter`s technique, here he embodies into the painter, he thinks and feels like Wallice. He seems to be very knowledgeable in the craft and therefore sounds very convincing. As a result we get the most famous portrait of the young poet, which deserves admiration and which will always be known as a real death of the "marvelous boy". And isn't it better to think that Chatterton ended his terrestrial existence in this very lofty way and did not come through dirt and disgust on his way to the death door? All we as readers need is just to believe this and it will be true then. And as Philip through his experience of Charles's belief in the reality of the Chatterton manuscript, comes to learn that nothing new truly exists, that truth is subjective, and Charles's "belief had been the only important thing" [1, p. 231]. Each individual creates his own version of history and believes his own version to be the truth. As Ackroyd's Meredith puts it: "Chatterton did not create an individual simply (the monk Rowley). He invented an entire period and made its imagination his own: no one had properly understood the medieval world until Chatterton summoned it into existence" [1, p. 153]. After Charles' death his friend Philip assumes that it does not matter whether the story is true is not. What really matters is one's belief in the possibility of a myth becoming true. While thinking what to do with Chatterton diaries, he wonders: "Why should historical research not also remain incomplete, existing as a possibility and not fading into knowledge?" [1, p. 231].

Thus, Ackroyd undermines the Romantic myth in order to show that the importance of the poet was *not* that he died a tragic death, or lived a heroic life; the real importance of Chatterton was in his poetry itself: as early as two hundred years ago, he understood the power history woken up to life, which becomes true one merely through imitation and imagination and by means of a unique conflation of fact and fiction.

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THE PHENOMENON OF DIFFUSIVENESS WITHIN THE SPHERE OF LINGUISTICS

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The article touches upon the problem of semantic diffusiveness in the context of meaning representation and interpretation. The author considers the phenomenon to be a complex one implying its immanent nature and deep roots within its cognitive ground. A self-reflection and an interactive character of the discourse are regarded to be essential criteria in the analysis of the issue.

Though diffusiveness is a non-linguistic term, it may be applied within the sphere of linguistics while analyzing some aspects of semantics, the study of meaning, and its cognitive ground, representation and interpretation issues. It should be mentioned that the subject under consideration is a multi-sided phenomenon having deep roots and complicated character. The simple outlook on the problem gives a limited understanding and an unfinished definition of the phenomenon revealing such synonymic notions as vagueness, ambiguity, inaccuracy, proximity. The notions being synonymic are by no means equivalent. In some cases it may be referred to semantic generalization which seems to be a hasty and incomplete judgement. A more substantial analysis needs a deeper penetration into the problem eliciting more aspects of the issue.

The phenomenon being itself a certain variant and an interactive process simultaneously is observed in various ways. It also reveals discourse features regarding fairly stable character of the chosen linguistic sign (word) as well as the interaction between the speaker (the author) and the listener (the reader). Discourse features imply the intention of the message sender and presuppositions regarding the receiver of the message. The way of representation can also identify the individual style or in some cases even the usage by mistake caused by the lack of knowledge or communication conflict.

It should certainly be mentioned that the application of association experiment is actual while analyzing the phenomenon of semantic diffusiveness. We have used this practice setting the following conditions for the participants of the experiment: to give definitions of a set of historic terms and proper names in contextual representation. They were given an abstract containing a set of historic terms regarding ancient Rome namely:

1) "thermae", "amphitheatre", and "basilica" regarding architecture;

2) "Herculaneum", "Pompeii" regarding geographical names;

3) "Pliny the younger", "Gaius Cornelius Tacitus" regarding historical personalities.

It was quite obvious the interpretation of the terms under discussion was going to be performed in the context of highly remote historic settings for the participants. Thus the specified terms tended to get a diffusive character within their interpretation. The students of foreign languages department took part in the experiment which meant that the historic field was not within the scope of their core competence. It is interesting to note that though a particular context serves to be a complementary aid for a proper interpretation of a given word it sometimes becomes a confounding factor as well. We mean the possibility of calling forth notions and images considered to be true due to the particular context (historic in this respect) but turned out to be wrong or not exact on account of insufficient knowledge or misperception. Specified items chosen to be defined tend to be reconstructed in the wrong way owing to their remoteness regarding a phase of history, an unknown architecture style, and unfamiliar historic figures. The experiment revealed a great extent of diffusiveness within interpretation among the students as giving definitions to the terms implied a high degree of accuracy and exactness. A diffusive character of perception and interpretation of particular items do not interfere greatly with the overall comprehension of a piece of literature. Thus the degree of exactness varies due to the goal set by the interpreter himself. It is reasonable to draw a conclusion that self-reflection is one of the important criteria while analyzing the peculiarities of diffusiveness as a linguistic phenomenon.

It is a common fact that the degree of accuracy in terms' interpretation depends on the type of comprehension differentiating in the context of everyday perception and scientific understanding or specific terminology. For example, for a layman the interpretation of "tern wake", "aft engine freighter", "spar deck-ship", "quarter line pillaring", "cage mast", "hatch mast", etc. is obviously diffusive in case of no further investigating. All those are sea terms giving rise to a diffusive comprehension of the piece containing them without any serious distraction from the general comprehension of the whole literary work, extract or an information block. However, identification of the levels of diffusiveness within interpretation and representation apparently becomes essential in the sphere of theory and interpretation studies.

A deeper penetration into the problem and the implementation of association experiment within the context of a diffusive interpretation and restoration of the contents from memory is also important with reference to the analysis of the phenomenon of semantic diffusiveness. The process of association and various aspects of psycholinguistics and cognitive linguistics are relevant in this respect, for example the phenomenon of a universal associative relation of words and "the rule of six mental steps". According to the latter one needs no more than six mental steps in order to interconnect any two lexical items [1]. The number of the so called mental steps may be reduced due to the polysemy of the word, but it is notable that this mental process is also complex. Other experiments within the sphere of psycholinguistics have revealed the existence of multiplicity of reasons of words" interconnection [2]. The polysemantic character of the linguistic unit and the diffusiveness of semantics should not be regarded to be equivalent, though. We suppose the diffusiveness of semantics to be a far more complicated and multilevel phenomenon. It needs a more detailed investigation including its outer representation as well as inner processes.

The format of the paper does not allow giving a detailed description of the phenomenon. Thus, it is time to summarize the following. We consider the essential aspect in understanding the phenomenon of diffusiveness to be self reflection of the speaker as the source of diffusive representation and reflection of the reader or listener as the participants of a particular discourse. Another important aspect of the phenomenon is an interactive character revealed not just by combination of representation and interpretation processes as actions of the speaker (the writer) or the listener (the reader) but within the process of self-reflection of the author as well as the receiver of the message. Another important conclusion that should be mentioned is that the phenomenon of

diffusiveness can be traced to not only with the help of outer verbal communication variants but having deeper roots reveals an immanent nature within inner representation and interpretation processes.

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FEMALE SPEECH MASCULINIZATION PECULIARITIES
(ON THE BASIS OF INTERVIEW MATERIALS)

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The article reviews some of the reasons of female speech masculinization phenomenon occurrence and considers periodical publications for women's audience and their affect on female speech masculinization

Gender studies play an important role in different aspects of the humanities. The function of gender research within the culture positively affects on its development, and with the help of their semiotic and verbal representation in the language and philosophy the new aspect of society progress can be considered. Gender studies strengthened their position owing to the gradual change in women's social status. Beginning with 1970, the traditional order ceased to correspond to the social setting hereby this led to the so-called "masculinity crisis" [1, p. 91]. The present social situation and gender studies provide us with the choice of our topic. The article focuses its attention on English-speaking interview with women belonging to the various styles of living such as politics, management, and creativity and defines general features between men and women's up-to-date speech. It also provides a particular interest for us in connection with gender stereotypes changes which may occur in our society periodically. Hence, arises the question: "What may affect on people's view and change their ideas of men and women's role in society?"

In the course of writing the article we studied a number of various periodical publications such as Cosmopolitan, Women's health, and Esquire also, intended for women, and came to the conclusion, that at present to the gender stereotype "woman – wife, mother" was added the new one - "woman –breadwinner" .

Magazines such as Cosmopolitan and Women's health, intended for women's audience, promote an active popularization of strong woman – career successful, a good mother, and a perfect wife. This strategy contributes to the formation of the new female's ideology. It is necessary to draw attention to the fact that the initial studies of masculinization phenomenon took into account only men: their social status, mental and physical characteristics, speech. It is known that in the last few decades the woman's status in society changed radically. The demand for higher education among women from less provided sections of the population becomes more evident. Traditional to our society gender roles and stereotypes have disappeared and have been replaced by the new ones. Women tend to make career as better as possible adopting as many as possible of male's roles.

These changes are connected with the expansion of woman's scope of activity and under these circumstances woman has to exceed the limits of Hers and accept the Other's view. Masculinity patterns of behavior such as will to power, domination and competition are represented as the Other. Such women are usually extremely rational, have an emotionally reduced background, actively stand in life and tend to compete with men [2, p. 200].

Linguistics, Literature, Philology

The phenomenon of gender masculinization is reflected in the speaker's language. Among the researchers of gender linguistics there exists the opinion that male and female gender personalities possess special behavioral characteristics and owing to it they interiorize texts with gender conditioned specificity of conceptual systems in different ways. The scope of presented concepts as mental representations is considered to be the basis of exteriorization of gender-oriented media texts [3, p. 223-224].

It is necessary to point out, the better woman makes career, occupying male's niche in certain scope of activities the more essentially male's speech features become apparent in her speech. Having analyzed a certain number of women's utterances on leading positions, and women politicians also, we drew attention to their comparatively marked speech masculinization.

Several reasons may affect on women politicians' speech masculinization. Strict formal speech requirements such as frequent application of terminological language and formal vocabulary are considered to be one of the main reasons.

But let's put the onus here where it belongs; And I want to be very clear; we mean Syrian military forces and their security services.

I think that the contacts were done through Charles and I asked immediately... And so by the following morning Charles told me that some of our ships were being diverted to go towards the Gulf and not to come straight home, and I knew how many Tornados and Jaguars we could in fact get to go to the Gulf and I knew also the friendly rulers in the Gulf who were accustomed to being host to our aircraft.

A certain extent of masculinity can also be marked under consideration of interviews with executive women. At present, a woman, fulfilling herself in male's scope, is perceived as an odd type. In view of social progress and constant changes of social stereotypes, woman's participation in merely male's scopes is still regarded as less acceptable. In connection with this aspect, for a woman it is easier to masculinize her speech and hereby to become more understandable for men she works with.

Under the etiquette, formal speech requires the substitution of the first person singular for the first person plural. This tendency is traced in the women politicians' speech and in the language of women occupying executive positions in male's scope.

Shall we go around and see what everyone thinks.

It should be noted that active women tend to the frequent application of the imperative mood. Hereby, the imperative mood reflects the woman's dominant position.

Look at Apple or look at websites like Zaarlg Path or One King's Lane.

The application of neologisms, slang and substandard vocabulary in the up-to-date language is considered to be the remarkable feature of men's speech. There exists the opinion that the speaker's language culture is directly depended on his social status. Hence, the main personage of Bernard Shaw's "Pygmalion", Eliza Doolittle, whose coarse speech could compete with men's, unintentionally comes in mind.

But it's my belief they done the old woman in.

...but my father he kept ladling gin down her throat till she came to so sudden that she bit the bowl off the spoon. ...a drop of booze, ... not a bit.

A certain extent of conversational expressions can be marked in the woman's up-to-date speech.

There is quite a bit of Pride in being part of something that means so much to the Valley and to this country. And I think we're going to turn this.

I try to figure out what I'm uniquely good at - and surround myself...They put themselves out there a little bit more than...

... because I'm kinda scared... I don't wanna say...

It is also necessary to draw attention to oral interviews, as they do not always contain the remarkable features of masculinity. Having listened to a certain amount of oral interviews we concluded that women politicians' speech is highly exposed to masculinization. This aspect is connected not only with strict requirements but also with the responsibilities laid on her. Their speeches are characterized by an extreme accuracy, formality and rhythm.

The basic objective can also be traced in an executive woman's speech – to work in team. Answering the reporter's questions, she often applies the first person plural pronoun; hence, she draws attention to the work and success of a whole team. But as opposed to the woman politician's speech, her own speech is not notable for rhythm, an extreme accuracy and formality. From time to time interlocutors interrupt each other. This fact indicates that there are two leaders in the dialog.

The interviews with creative women are less exposed to masculinization. A certain amount of women possess a melodious speech. But at the same time all the words in the sentence join into one word. A certain

extent of conversational and neutral vocabulary can be observed. These aspects concerns male's speech remarkable features.

In this article we focused our attention on defining the main reasons of women's speech masculinization. We came to the conclusion that the woman's desire for prosperity affects on her behavior and speech in particular. Women, who achieved success in career and filled positions traditionally provided for men, try to compensate their femininity for the masculinization of their language behavior.

In our view mass media strongly affects on the formation of the new woman's ideology provoking the desire to become independent and self-sufficient. This promotion leads to the substitution of the one gender stereotypes for another one.

In our article we considered only a small fragment of the whole research, which is a topical problem of our time. There exists the opinion that each person initially combines masculinity-femininity features and our main purpose consists in seeking of complementarity. Social views on the way and lifestyle are changing. Yesterday we could observe the shift towards femininity, when women were perceived only as mothers, educators, and wives. Today femininity is shifted by masculinity. In gender linguistics this phenomenon is called gender asymmetry. Now, we would like to know your opinion on the subject of complemantarity? There is no doubt that this topic requires further and more detailed consideration but at the present point in time we hold the opinion of constant asymmetry inside us. Social stereotypes and preferences change along with us and the time we live in. Obedience was important for us yesterday, independence – today, as far as tomorrow - who knows. We only can say that a certain period together with consideration and study will give us the answer.

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THE CONCEPT "FAMILY" IN ENGLISH PHRASEOLOGY

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This article deals with understanding of the concept "Family" in the English culture and phraseology. The given examples demonstrate different types of family relationships as parents – children, spouses, and the relations within the family as parents love, unfaithfulness and so on.

As long ago as 1990 Y. Stepanov wrote: "the Concept is a phenomenon of the same order as the meaning of the word, but studying at a new system of relationships; the meaning – in the language system, the concept – in the system of logical relations and forms both in linguistics and logic [1, p. 30].

All cognitive activity of a person (cognition) can be seen as developing the ability to orientate in the world, and this activity is joined with the need to identify and to distinguish objects: the concepts appear to ensure operations of this kind.

By the end of the XXth century linguists realized that the native speaker is a bearer of certain conceptual systems. Thus, under the concept we understand a meaningful operations unit of memory, of mental lexicon, of a

conceptual system, of the brain language and of the whole world, reflected in the human state of mind. It is this definition of the concept which reflects exactly its meaning.

All concepts can be divided into 1) the world – space, time, number, motherland, foggy morning, winter night; 2) elements and nature – water, fire, wood, flowers; 3) understanding of man – intelligent, genius, a fool, a wanderer; 4) the moral concepts – conscience, shame, sin, truth, sincerity; 5) social notions and relations – freedom, will, friendship, war, etc.; 6) emotional concepts – happiness, joy; 7) the world of artifacts: a temple, a house, a heraldry, sacral objects (bell, candle and others); 8) conceptosphere of scientific knowledge: philosophy, philology, mathematics; 9) conceptosphere of art: architecture, painting, music, dance, etc.

For a man a concept can be neither the definition nor the set of some signs, it is lively knowledge, i.e. a dynamic functional formation– product of processing of verbal and non-verbal experience, and as every knowledge it is changeable, unstable and sometimes elusive [1, p. 69-70].

The separation of the concepts into groups allows to understand more exactly and clearly the value and integrity of a certain concept and to realize what it reflects.

In every culture the model of the world consists of a whole range of universal concepts and constants of culture – of space, time, quantity (measurement), reasons, fate, number, the relationship of parts to a whole (A. Gurevich), as well as of the essence of fire, water, truth, law, love and others (Y. Stepanov). American psychologist J. Miller said: "Every culture has its own myths. One of the firm myths in our culture is that the illiterate people in less developed countries have a special "primitive thinking", which differs from our one and is inferior to it". Hence, we can speak about concepts which are universal for most people (including "primitive" ones) and cultures [1, p. 69].

Having the same set of universal concepts, each nation has its own unique correlations between these concepts and these correlations create the basis for national worldview and assessment of the world. The concept "family", which is under study, can be considered as universal in its existence in different cultures, but as specific one in each language [2]. The family is regarded as one of the five fundamental institutions of society, giving it stability and ability to make up for the population in each of the next generations. At the same time the family is a small group – the most cohesive and stable unit of society. During his life, a person is part of many different groups – a group of peers, friends or schoolmates, of a working team or a sport club, but only the family remains the group that he never leaves. The concept "family" is represented in the language in artistic, scientific, journalistic texts, fixed in paremiology and it proves its undoubted value for any culture and language consciousness. Y. Stepanov wrote: "Only those phenomena of reality become the concept which are important and valuable for this culture, have a large number of language units for their fixation, are the subject of proverbs, poetry and prose texts" [1, p. 28].

In English phraseology, where the family is interpreted as a spiritual value, the concept "family" takes a special place. There is a wide variety of idioms in English phraseology, where the concept "family" is understood from different points of view. In the course of our study a great variety of idioms was analyzed both in the Russian and English languages. It allowed us to identify several semantic groups associated with the concept "family". Both the Russian and English language are rich and varied in phraseological units which reflect family relations, status positions in the family, relationships, the real kinship, the material welfare of the family and so on. According to this, it is possible to divide all phraseological units to the next groups: 1) a degree of kinship; 2) relations within the family; 3) a material component; 4) family problems; 5)family statuses and the distribution of responsibilities. All the illustrating examples are taken from "The Russian-English phraseological dictionary" [3].

The first group consists of idioms which reflect the relationships not only within the family but also beyond it. For example: "One's kit hand kin"– all relatives; "One's own flesh and blood"–Own children; relatives by blood; "Cousin seven (several times removed / Second cousin twice removed / Forty-second cousin"– distant relatives; "For seven generation / Until the seventh generation/ To the seventh generation". It should be noted that some of the English idioms have several Russian equivalents and vice versa, and it allows to determine more accurately the meaning and significance of phraseological units in two languages.

The next group of idioms is connected with the relations in the family that shows positive and negative sides of family life. Such phraseological units are often widely used in daily life of couples, focusing on family strife, traditions, habits and so on, for example: "As the tree, so the fruit"–as the parents, so the children; "One's (the) better half"– a wife; "A black sheep"– the shame of the family; "Get on like a house on fire"– to get on with each other; to live soul in soul; "The quarrel of lovers is the renewal of love / The falling out of lovers (faithful friends) is the renewal (the renewing) of love / Lovers' quarrels are soon mended / A woman's blow never gave a black eye / Lovers' tiffs are harmless / Love's not complete without a quarrel"– Lovers' quarrel as

an amusement; "Be under one's wife's thumb / Be a henpecked husband / Be pinned (tied) to one's wife's apron strings / Be under petticoat government/ Keep one's husband under one's thumb / Wear the breeches» –a husband is submitted to his wife; "To live like a cat and a dog" – to quarrel with each other; "To live as on a volcano"– to live in a great stress; "In love and complete harmony"–to live in harmony; "A cottage is Paradise with the man you love / Lovers live by love, as larks live by leek / In love is no lack" – lovers demand nothing; "Marriage is a stone wall"– to be defended by a husband; "Fathers and sons" (children) – Fathers and children (generation gap); "Spell things out" – to clear up the relationships; "Shoulder to shoulder" – to live together; "Make a cuckold of smb. (e.g. one's husband, fiancé)" –to be unfaithful to the husband, the bridegroom); "Spoil, pamper, hug smb. / Dandle smb. like a baby / Worship the ground smb. walks (treads) on" – to make much of smb., to idolize someone) and so on.

During this analysis, we also focused on the material component, which plays an important role in the life and existence of such an institution as a family. For example, there are such phrases as: "Be born with a silver spoon in one's mouth"– to be born in a rich family; "The glory of a house is its hospitality" – first of all, the house should be hospitable; "It's all ill bird that fouls its own nest" – It is a bad man, who does not love his home.

Everyday family problems, which concern only its members, are considered also very important. The following idioms reflect such problems: "A family skeleton / A skeleton in the closet, (in the cupboard)" – family secret; "After all, it's common practice / There's nothing out of the ordinary in it" – it happens; "Please yourself / Do as you please, it's for you to decide It for master to decide / That's up to you" – you are your own master; "A scandal in a respectable family / Accidents will happen in the best regulated families" – scandal in the noble family; "Common vanities / secular cares"– everyday fuss.

The next group of phraseological units is also necessary for identification of the concept "family" – it is family statuses and the distribution of responsibilities. In each family, they appear in their own way and play a specific role for each family member. For example: "One's (the) better half" – better half; a wife; "Head of the family" – the main person in the family; "Mammy's darling (daughter) / A pampered little creature" – mother's daughter; "The prodigal son"– a son, who left the parents' house, but then, after many years of wandering returned home; "Mother's darling / Mummy's boy / Sissy" – mother's lovely son.

It is very interesting to note a special group of idioms, which indicates the chronological frameworks of marriage. Here we can highlight the following idioms: "Wooden wedding"– (the 5th anniversary); "Tin wedding" – the 10th anniversary; the "Crystal wedding" – the 15th anniversary; "China wedding" – the 20th anniversary; "Silver wedding" – the 25th anniversary; "Golden wedding" – the 50th anniversary; "Diamond wedding"–the 75th anniversary.

At the present stage of social development the family experiences a very serious problem – unfaithfulness. Even this notion is also reflected in phraseology and now it is regarded as a part of family relations. Conjugal infidelity is a very sad event in the family life, which destroys not only the relations between the spouses, but also causes such feelings as distrust, scorn and, ultimately, leads to a divorce. In phraseology the unfaithfulness remained in quite comical expression, such as: "Make a cuckold of smb. (e.g. one's husband, fiancé)" or another variant: "The eternal triangle"– a triangle of three loving persons. These idioms are also widely used in everyday life.

The concept "family" consists of a number of basic aspects such as happiness, love, mutual understanding and support, family problems, family life, relations between spouses and children, family values, clarifying the relationship between spouses, children upbringing, relations between relatives and so on. All these meanings can be both positive and negative in the society. Thus, the concept of the word "family" is one of the most important concepts in the language consciousness and it occupies a significant place in English phraseology.

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EDUCATION, SOCIAL STUDIES, LAW

UDC 344.7

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 person 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 leads the governmental policy in the most important life spheres of a person and a state [4]. Every norm is filled with definite elements due its structure and regulates particular social relations. There fore all the legislature of the Republic is formed on the basis of the Constitutional provisions. In accord to this point of view it becomes obvious that moral contents of main law of the country is 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 to 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 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 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 to which morality can't be involved because of their disability to be appreciated morally due 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 morals 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 heath and moral welfare of the working people money compensation for the breaking such welfare.

So that, the question about 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 inaccord withabove 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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PECULIARITIES OF BODY IMAGE OF STUDENTS

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Abstract.The importance of an adequate self-perception is discussed in the article. The concept of body image is used in numerous disciplines, including psychology, medicine, psychiatry, psychoanalysis, philosophy and cultural and feminist studies. The term is also often used in the media.

Humans have a unique ability to form abstract conceptions about themselves and to perceive themselves as both an observer and an observed object. A concept of the self is necessary for self-conscious and self-evaluative emotions, because a notion of self seemingly precedes both self-conscious emotions and self-evaluative emotions. Conflict occurs when a person makes unrealistic demands on him or her and the body. Body image considers physical appearance and may include body functions or other features. Humans start to recognize themselves in mirrors in meaningful ways at about 18 months and begin perceived themselves as physical beings in toddlerhood. By school-age, children often face prejudices based on their appearances [1].

The presence of the body is the criterion of the truth of the statement "I exist" [2]. Since every human being is an organic whole, there is an undeniable link between his body and his sense of individuality.

The central feature of body image is to reflect a mental idea of his or her body. It is the starting point for Ego development. A perception and a researching of one's own body, its functions and boundaries allow implementing the first restriction between self from others both inside and outside of oneself. The development of a sense of self as separate and distinct from others is a central issue of children's early years (4-6 years).

Body image has two main aspects: functional, as relevant to the functions of the body and its coordinates, and the aspect of identity, because it applies to feelings and perceptions of a body as a single and unique organism.

E. T. Sokolova and R. Shonts and other researchers claim that «Body image» is a stage of development of child's self-consciousness [2, 3]. A body is a starting point in an exploration of the world around for any child. This fundamental cognitive change facilitates numerous changes in social development. Youngsters perceive themselves as active agents who produce outcomes. They learn how to distinguish between «inside» and «outside», «here and there».

O.V. Lavrova thinks that body image is an inalienable and existential element of Ego. She also thinks that it is a subjective reflection of the objective bodily states including gender. Body image has a sexual identity, some level of sexuality, survival instincts and instincts of procreation, homeostatic needs and motives [4].

Some researchers define body image as a physical self [4].

The idea of physical self can be considered from the point of view of body's shapes external perception represented by three approaches:

1) Body as content of personal and social values. This approach studies emotional relationship of personality to his or her appearance;

2) Body as an object with a certain shape. This approach puts an emphasis on a cognitive component of its perception.

3) Body and its functions are of certain symbolic meaning.

Perception and evaluation of body forms have an emotional coloring and carry on both inter subjective, and the intra subjective levels. The first level of evaluation is associated with the comparison of one's external data to external data of other people, and the second - with the experience of satisfaction from the perception of shape and qualities of one's body, which reflects the degree of compliance of external data to requirements being submitted by a personality. Two types of person's perception to his/her body image can be distinguished:

1) Body image towards others compared with the norms and requirements of the social environment;

2) Body image towards one's perception and understanding of the meaning of one's existence independently of others' judgments;

It is necessary to mention that a personal assessment of one's physical image cannot but be emotional.

For more detailed research, we studied the peculiarities of physical self-perception of students of Polotsk State University, 59 students participated in the survey.

The perception of «the ideal body» is different from gender point of view. 32% of female students think that the bodies of their beloved people are ideal, 24% stick to old and famous parameters such as 90-60-90 or wide hips and a slim waist are the main parts of «the ideal body». Another 24% of the young women are sure that «the ideal body» is the body that they and their friends are satisfied with.

For male students «the ideal body» is a body without any alterations and disadvantages and free from fat. Only one man thinks that a slim body can be called a perfect body. About 17% of male students are sure that their bodies are perfect and they are absolutely satisfied with them.

Everyone has the most valuable part of his or her body. For 46% of female students the most valuable part of their body is a head. The second place is given to eyes (17%), then a face (12%), hair and legs (7%). 83% of male students value their heads most of all.

Most of the female students are dissatisfied with their bodies and 56% of them would like to change their bodies. 34% of them want to lose weight. Some would like to strengthen their abdominal muscles, 7% of female students are dissatisfied with legs, 5% – would like to change shoulders, a nose, eyes, lips, teeth, breasts, height, buttocks, abdomen and the body in general. And only 44% of female students are satisfied with their bodies.

Almost half of male students (44%) would like to change their bodies, some want to strengthen the abdominal muscles, 11% of male students want to lose weight. The other half (44%) do not want to change anything in their bodies and they have not even any thoughts about it.

A body is changing when a person gets older. Most of the female students, 49% of the respondents, would like to save their faces without changes. Only 16% of male students want to keep their faces young. Most of the male students would like to save their head without any change.

A person's body image is thought to be, in part, a product of their personal experience, personality, and various social and cultural forces. A person's perception of their appearance can be different from how others actually perceive them. A 2007 report by the American psychological Association (2007) found that a culture-wide sexualization of young women was contributing to increased female anxiety associated with body image [5]. Similar findings associated with body image were found by an Australian government Senate Standing Committee report on the sexualization of children in the media [5]. However, other scholars have expressed concern that these claims are not based on solid data [5].

Thus, no doubt that nowadays there is a steady tendency among young women towards the development of disorders of perception of physical self-image, and the ideal for the majority of young women is a thin, slender woman. A body makes a very big contribution to self-perception. Consequently, there is a close link between the degree of satisfaction of oneself and one's body. And since our self-image mostly depends on public opinion, we may conclude that there is a direct dependence of assessments of one's body on cultural stereotypes.

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MASCULINITY OR AN IDEAL MAN FROM THE STUDENTS' POINT OF VIEW

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Although men have traditionally held positions of economic and political power, women have made great strides toward gender equality in recent years. However, these strides toward equality do not negate basic concept of masculinity.

In social sciences there are controversial points of view on what *manliness* or *masculinity* is. Depending on their attitudes investigators offer various explanations. For instance, some investigators, who are conventionally called "the conservatives" (the traditionalists, the fundamentalists) believe that it is natural for men to be women's defenders and breadwinners, as well as to dominate politically and socially. Masculine behavior is considered appropriate in men's nature. But there are different ideas of how it was formed [1].

The moral conservatives argue that masculinity was formed in the process of social development as a special code of behavior, to regulate the nature of manhood's antisocial tendencies. In other words, civilization makes men play roles of fathers, defenders and breadwinners.

The gender ideal of masculinity is self-contradictory, and fully comply with it- is principally impossible, so men fall into the no-win situation: on the one hand, they must be protectors and breadwinners, on the other hand - they are constantly criticized for brutality and emotional callousness.

In the society over a long historical period, a normative sample of masculinity was gradually formed, to which "real" men should correspond to. For masculinity it is important to have benefits not only for women, but also for other groups of men (e.g., homosexuals, low-skilled workers, members of national minorities, and so on). Schematically, the "real" man is the bearer of this masculinity, it can be represented as an autonomous, rational subject, the owner, the professional, heterosexual, and focused on the achievement of status positions in the society.

The most important components that make up this genuine masculinity are now the sphere of property professional employment.

The main features of all these our time heroes are high level of professionalism, autonomy, competitiveness, financial independence.

But these qualities, whether they are professional or personal, are not true to all men, because if there are "winners", logically, there should be "losers", not to mention the fact that not all men want to fight for their careers and push away all the competitors [2].

But this is only one side of the coin. When we talk about masculinity, we should consider not only the social roles, but also the psychological aspects of a person. It is important to know not only to what social group he belongs to, but what he feels, how he responds to different events, how he behaves with a group of close friends and women. It is also important how other people evaluate him, and how he evaluates himself. Gathering all this information, we can present a picture of "the ideal man". But it is not as easy as it may seem. It is quite clear that men and women have their own opinion on this issue. It was the aim of our research.

We asked students, young men and women, to share their thoughts about an ideal woman and man. About one hundred students took part in the study.

We analyzed the data, first of all we calculated the total number of different given characteristics, and then we formed all the characteristics into 4 groups: «personal characteristics», «family characteristics», «physical characteristics» and «professional characteristics».

The rank of the group was depended on the frequency of the use of the characteristics, and the more often it was used, the higher rank it received.

Let's discuss the ideal man from the men's point of view. Young men gave 83 different characteristics of an "ideal man."

The first rank formed the personal characteristics of an ideal man (intelligence, kindness, honesty, self-confidence, courage, sense of humor and so on).

The second rank was given to professional characteristics (purposeful, secure, responsible, charismatic, decisive and so on).

The physical characteristic of an ideal man (strength, beauty, no bad habits, sexy, elegant and so on) was on the third place.

The fourth rank formed family characteristics (attentive, caring, loves children, devoted and so on.)

As you can see young men put rather high personal characteristics and professional characteristics. The family characteristics were at the end of the list.

Now let's present the ideal man from the women's point of view.

The women gave 130 different characteristics.

The first rank formed personal characteristics (intelligence, a good sense of humor, kindness, and understanding other people's points of view, honesty, and courage and so on).

The second rank was given family characteristics (caring, safety, defender, loves children and support himself and his family, thoughtfulness, a good cook and so on).

Professional characteristics (commitment, responsibility, perspective, security and so on) were on the third place.

The fourth rank formed the physical characteristics (good at sports, strong, no bad habits, tall, well-groomed, sexy, a real man and so on).

Young women as young men had the same attitude towards personal characteristics and they named almost the same characteristics (intelligence, kindness, honesty and some other). But it should be mentioned that young women and young men had different attitude to professional characteristics and family characteristics. Young men put professional characteristics of an ideal man higher than family characteristics. The women – just the opposite- they put family characteristics of an ideal man higher than professional characteristics.

If we compare the specific characteristics of the ideal man from the men's and women's point of view it is clearly seen that there is practically no difference, for example, both men and women "the ideal man", in the personal sphere, is seen as intelligent, kind, honest, brave, etc.. In physical sphere there are similar views: strong, sexy, without bad habits, etc. But it is interesting that men see "the ideal man" as handsome, and women indicate such characteristics as a sporty, tall man. There are some differences in the perceptions of "the ideal man" in the family sphere. Men see him as a faithful person and women as a defender, providing his woman and his family, as well as the one who solves problems.

Men want to see themselves as successful breadwinners, wanting to provide their families, while women want their "ideal man" to spend more time with the family and them. Many students noted that they want their "ideal man" to cook well and to love what he does, to devote much time to children. But as family and professional characteristics are on the second and the third positions, from the points of view of men and women, it is likely that the line between professional and family man will be a little vague, because all other characteristics are on the same positions.

According to our data we should not overstate the difference between men and women. Men and women are more similar than different, and most of their apparent differences are culturally and socially produced [3, 4].

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ACHIEVEMENT-MOTIVATED STUDENTS

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The issue of motivation is discussed in the article. The problem of the underachieving students is one of the more tragic dilemmas in education. When the student has the ability to learn and profit from the educational experience, it is indeed frustrating to witness the wasted talent.

The fact that motivation is a crucial component in learning is so taken for granted that such a thought now seems like a statement of the obvious.

It wasn't until early 20th century that anyone experimentally validated the link between learning and motivation (E.L. Thorndike accomplished this task in his famous law of effect). Need theory is a motivational model that attempts to explain how the needs for achievement, power, and affiliation affect the actions of people from a managerial context. This model was developed in 1960s soon after Maslow's hierarchy of needs in 1940s. McClelland stated that we all have these three types of motivation regardless of age, sex, race, or culture [1]. The type of motivation, each individual is driven by, is changed by life experiences and the opinions of their culture [2].

Striving to meet a socially valued goal, satisfying a personal ambition, steering effort in a productive direction (studying long hours or working unpaid overtime) are aspects of the motive to achieve [3]. The first problem was how to measure motivation. No obvious or direct index was available for use from the animal research tradition or from a physiological laboratory. Achievement motivation could not be reduced to any particular set of responses (such as drinking behaviors), nor was it tied in any useful fashion to biological structures (no hypothalamic control center). It was a relatively amorphous concept, centering on strivings for accomplishment, which could be expressed in any number of ways [4].

Need for achievement is a personality trait characterized by an enduring and consistent concern with setting and meeting high standards of achievement. This need is influenced by internal drive for action (intrinsic motivation), and the pressure exerted by the expectations of others (extrinsic motivation) [5].

The key to a satisfactory measure of achievement motivation lay in the work of an influential personality theorist, Henry Murray. Murray's view of human personality focused on needs, and the attendant motivation for satisfying each of these needs. Included among his listing of human needs was the need for achievement. The need for achievement includes: "intense, prolonged and repeated efforts to accomplish something difficult, to work with singleness of purpose towards a high and distant goal, to have the determination to win" [4].

One of the best examples of a productive and sustained research program focusing on human social motivation is the work carried on by David McClelland and his associates in achievement motivation. One reason the achievement motive has been so well investigated is that David McClelland became interested in finding some quantitative way of measuring social motives. Once he did this, he believed he could search for a technique of changing motivation, because he could then have a method of measuring whether a change had occurred. McClelland concentrated his research on the need for achievement because he felt that techniques for increasing this motive might be very useful in improving the lives of millions of people [1].

McClelland's main tool for measuring achievement motivation was the Thematic Apperception Test which consists of a series of pictures [1]. Subjects are told to make up a story that explains each picture. McClelland noted first that hungry subjects tended to include more stories about getting food than subjects who were not hungry. Next he performed an analogous test for the need for achievement: he created a group of

subjects who were 'deprived' of achievement. He did this by giving them a series of tests designed so that they did poorly and knew it. Then he administered the TAT, saying that it was being used to look creative, intelligent group leaders. As a control, he gave the TAT to another group with a 'relaxed' set of instructions, encouraging them to write stories that pleased them. Then he analyzed the stories to see how they differed.

Based on these tests, McClelland developed a scoring system for the TAT. For example, a story would be scored high in achievement imaginary if the main character was concerned with standards of excellence and a high level of performance, with the pursuit of a long-term career or goal. In one of his early studies McClelland tried to see if he could manipulate the strength of the achievement motivation by varying a simple situation. First, subjects all completed various cognitive tasks, such as the solving of anagrams, before they took the TAT. The tasks were administered under six different conditions:

a) relaxed, where the tasks were minimized in importance;

b) neutral;

c) achievement-oriented, where doing one's best was emphasized;

d) success, where achievement was also stressed and subjects were led to believe they were doing very well on the tasks;

f) success-failure, where subjects initially thought they were doing well on the tasks but later this expectation was reversed. Subjects who were tested under the achievement-oriented condition showed more achievement imagery in their stories than did those in the relaxed condition. Both the failure and success-failure groups shared more intense levels of need for achievement than those in the related condition, as though the frustration caused by failure heightened the achievement motive. Overall, the outcomes showed that achievement motive strength could be manipulated [1].

McClelland contrasted achievement-motivated people with gamblers, and dispelled a common pre-conception that such 'achievement-motivated' people are big risk takers. On the contrary – typically, achievement-motivated individuals set goals which they can influence with their effort and ability, and as such the goal is considered to be achievable [1]. People with a high need for achievement seek to excel and thus tend to avoid both low-risk and high-risk situations. Achievers avoid low-risk situations because the easily attained success is not a genuine achievement. In high-risk projects, achievers see the outcome as one of chance rather than one's own effort. Achievers need regular feedback in order to monitor the progress of their achievements. They prefer either to work alone or with other high achievers. This determined results-driven approach is almost invariably present in the character make-up of all successful business people and entrepreneurs. McClelland suggested other characteristics and attitudes of achievement-motivated people:

- achievement is more important than material or financial reward;
- achieving the aim or task gives greater personal satisfaction than receiving praise or recognition;
- financial reward is regarded as a measurement of success, not an end in itself;
- security is neither prime motivator, nor is status;
- feedback is essential, because it enables measurement of success, not for reasons of praise or recognition (the implication here is that feedback must be reliable, quantifiable and factual);
- achievement-motivated people constantly seek improvements and ways of doing things better;
- achievement-motivated people will logically favor jobs and responsibilities that naturally satisfy their needs, it offer flexibility and opportunity to set and achieve goals, eg., sales and business management, and entrepreneurial roles [1].

McClelland firmly believed that achievement-motivated people are generally the ones who make things happen and get results, and that this extends to getting results through the organization of other people and resources, although as stated earlier, they often demand too much of their staff because they prioritize achieving the goal above the many varied interests and needs of their people.

For more detailed research, we studied achievement motivation of students of Polotsk State University, 50 students participated in the survey. All the students were divided into two groups: those who had part-time jobs and those who did not have any jobs.

According to the data received during the research the level of socio-psychological adaptability among the students is low and lower-middle. Students with part-time jobs put social, family and intellectual values on the first place; the second place is given to financial values and the third - to professional. Non-employed students give the first place for family values, the second for intellectual values and the third one for financial values.

It was found that 80% of working students had achievement motivation and only 20% had motivation of the fear of failure, while 7% of non-employed students have motivation of the fear of failure, 25% have an unexpressed motivation pole, but they tend to the fear of failure. 41% of non-working students have an

unexpressed motivation pole, but they are prone to achievement motivation, 27% of these students have achievement motivation. For this study 50 students were interviewed.

Perhaps no other acquired motive has been the object of much discussion and research among psychologists as achievement motivation. The high achievers do not ascribe their fate to luck or to the vagaries of chance but rather to their own personal decisions and efforts.

McClelland does not believe we should all train ourselves as high achievers. In fact, he has said that such persons are not always the most interesting, and they are usually not artistically sensitive [1]. They would also be less likely to value intimacy in a relationship. Studies have shown that high achievers prefer to be associated with experts, who will help them achieve, instead of with more friendly people [6].

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ORPHANES' PROBLEMS OF ADJUSTMENT DURING THE SECOND WORLD WAR

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The article is devoted to the children-orphans' problems of adaptation in orphanages during the Great Patriotic war. The individual's behavior strategies in the circumstances and the impact of the environment on the psychological well-being of a child are touched upon.

Nowadays the problem of adaptation is one of the key psychological problems. Originally in biology some attempts were carried out to research the interaction of behaviour and environment. The problem has become wider and thanks to new ideas of social sciences and humanities it has got its new content. Rapid changes in the society have caused a growing interest to the problem of social and psychological adaptation and an intensive research of the problem. Instability and very often unpredictability of social processes demand much of a person for who it is necessary to meet social demands of the society and to keep stability and their balance. At present people have to update information, views and concept about the world in very short periods of time. And at the same time a tendency to accept the value of an individual is clearly seen and accordingly the possibility of self-actualization of a person is possible under conditions of interaction with social environment.

Initially the problem of social and psychological adaptation attracted scientists' attention in connection with some disbalance of interaction between a man and their social environment. The problem was worked out in medical and law psychology and it became essential in pedagogic psychology and psychology of personality. It was investigated by all main branches of modern psychology; each branch has its peculiar approach to the problem. It was reflected in both psychoanalytical practice and theory of behaviorism. And finally it took its place in the conception of humanistic paradigm.

In foreign psychology neobehaviorism gives its own definition of adaptation which is widely spread and used in the scientific works of H.J. Eysenck and his followers. Adaptation or adjustment (their term) is defined as a dual process: 1) as a state when an individual's requirements from one side and environmental demands from the other side are fully met. It is a kind of harmony between an individual and nature or social environment; 2) as a process of achieving the harmonious state.

Adaptation as a process is thought as changes in environment and changes in an organism by using actions (reactions, answers) corresponding to the situation. The changes are biological. Nothing is said in the definition about psyche changes and usage of psychological adaptation mechanism. Social adaptation is

understood by behaviour theorists as a process (or a state achieved as a result of the process) of physical, socio-economic and organizational changes in specific group behaviour, social relations and in culture. As for its function the essence and the goal of the process depends on a group or an individual survival ability improvement or on means of achieving purposes. In behaviouristic definition of social adaptation we mostly think of a group adaptation not of an individual one.

Socio-psychological adaptness is characterized as an interrelation of a group and a person when a person without internal and external conflicts is involved in their major activity, satisfies their socio-genetic demands, lives up to role expectations put forth by a reference group, experiences the state of self-affirmation and freely manifests their creative abilities. Adaptation is a kind of a process that results in a state of individual's adaptness.

The psychological definition of "social adaptation": "It is a permanent process of active individual's adaptation to the social environment and to the result of this process. Thus, the process of adaptation is always initiated by a collision with the environment and finding some means of comfortable existence in it" [1].

Adaptive behavior strategies can be described by using the classification based on the three grounds: rapport, activity, direction of changes. Using these grounds and successively producing three times dichotomous division it is possible to form 8 individual behaviour strategies, namely: active, contact, directed outwards (active modification of the environment); active, contact, directed inwards (active change of oneself); active, avoiding, directed outwards (active leave of the environment and search for a new one); active, avoiding, directed inwards (active avoidance of contact with the environment and immersion into the inner world); passive, contact, directed outwards (passive representation of oneself); passive, contact, directed inwards (passive submission to environmental conditions); passive, avoiding, directed outwards (passive waiting for external changes); passive, avoiding, directed inwards (passive waiting for internal change). As it was mentioned higher each of the strategies is characterized by three qualities: 1) rapport (contact or avoiding); 2) activity (active or passive); 3) direction (aiming at changes of the environment or changes of oneself).

Guided by well-known age periodization theories such as epigenetic theory by E.H. Erikson, the theory of intellectual development by J. Piaget, cultural-historical theory by L.S. Vygotsky and others, it is possible to assert that children who have not passed successfully the basic stages of the development, have no sense of basic trust in the world, they are unsociable or, on the contrary, they are impulsive, hysterical in joy and pain manifestations, depressive.

An orphan gets into new conditions with negative memories and experience. Previous child's negative experience in communication with significant adults does not allow him or her to quickly and successfully adapt to the new environment.

Adjusting to a new environment can be long, painful and at times unpredictable. Such a child needs psychological support, the aim of which is to help to adjust to life in the orphanage, to make this process less painful and more successful for the child and for people around him or her.

Orphaned children have to change their place of residence. For example, children from orphanages for very small children can move to an orphanage. The child can be taken by guardians, foster parents, and then can be "returned" back. The life of a child without parents is very different from the same age children's life whose parents care for them. A child who lives in a public institution has no sense of a permanent home. Family connections of orphans are destroyed several times: 1) proper family connections and separation from relatives; 2) family connections, when a child begins to think of a boarding school as their home, and their teachers and children the members of the family.

Such removals can be traumatized and be remembered all life, as reflected in the following Ilgiz's recollections. He was brought up in an orphanage. Ilgiz (Kazan) says: "There was a teacher with us was from Čhistopolya that I remember very well. She had been with us for three days, had lived for awhile, that gave us the time to get accustomed to new people and then left. When she was leaving, I grabbed her leg. .. didn't let her go. I remember it clearly too. Teachers were holding me to let her go. Well, I feel like she was my mom. After that, I didn't see her" [2].

Getting into state institutions children completely lose all family relations. In these circumstances certain requirements to a child's ability to adapt are highly demanded. "Experts mention the main types of a man's adaptation through adjustments to existing circumstances by growing in the environment or changing oneself (in this case human activity is directed for the better and more complete adaptation to the environment thanks to their own reserves and personal resources) and dissociation, walkout from the environment, if it is not possible to accept the values of the environment and haven't managed to change and conquer the world (in this case, a person can lose a self-worth sense or value of surroundings) [3].

Social disadaptation, in one form or another, as a rule, accompanies such children. The orphan is a problem group and not only psychologically; deprived of empathic communication in the family with loved

ones. Under normal conditions, as a rule, the family gives the initial adaptive potential: social status, upbringing, health, education and many others, that it is not always possible to measure, describe, and sometimes even catch, such as psychological characteristics [4].

"The studies found out that getting into state institutions children completely lose family ties. Brothers and sisters are separated, sent in different educational institutions according to the age requirements; when one of them requires special training, treatment" [5].

The war children were also frightened of the post-war actions which affected the formation of their psyches, that caused the development of various phobias. The fear of separation occurs quite often among the children. In some cases, this fear may be intensified when they are put in the boarding institution that provides care for them where they feel uncomfortable. Such children may be afraid of going to summer camps or even going to school. Their phobia can cause physical symptoms such as headaches or stomach aches, and ultimately can lead to the isolation of the child in its own world, and later to depression. When children begin to understand what death is another fear may appear. Realizing that death ultimately touches everyone, that this is something permanent and irreversible, quite a normal concern about possible death of those who are around the child, who is the child emotionally connected to or even about their own death-can only increase. In some cases, the concern about death can bring to a state of mental incapacity.

Orphans are one of the most unfortunate categories of the population. Lack of parental care cannot fully be compensated. But it is possible, however, not to make the mistakes that reduce the adaptive capacity of orphans, and "run" their socialization and adaptation in the wrong direction. To this basic conclusion we have come having examined the problems of adaptation of orphans and children left without parental care.

Orphaned children are special kids. The psychology of their personal peculiarity and characteristics of interaction with people around them has its roots in their past experience. Orphans have survived separation, loss in babyhood or later in life.

The orphans' psychology is characterized by a lack of stability that is inherent in family relations, a need to adapt constantly and deserve good treatment of people around you. This significantly reduces the orphans' active attitude to life, their own values and principles haven't been formed, but at the same time conformance(dependence on other people's opinion, heightened suggestibility and being influenced by a group, often negative) is developed in their psychology. The orphans have low self-esteem, self rejection; distrust of themselves, there is no sense of their own uniqueness. The psychology of orphans' personality development is a specific one, characterized by increased aggressiveness, vulnerability and insecurity of a child.

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DISSATISFACTION OF THEIR BODIES AMONG YOUNG WOMEN

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The issue of body image is discussed in the article. Body image is linked to internal sensations, emotional experiences, fantasies, feedbacks, and plays a key role in a person's self-concept. Self –perceptions of physical inferiority can strongly affect all areas of one's life and may lead to avoidance of social or sexual activities or result in eating disorders.

The way how one's physical characteristics correspond to cultural standards plays a crucial role in the formation of body image. In the South Pacific island of Tonga, for example, corpulence is considered a sign of wealth and elevated social status, but would be termed obesity in Western societies, particularly in the United

States where a slim and firm athletic form is idealized [6]. Deferences of cultural standards and concepts can be very damaging, as few people attain an "ideal body," no matter how it is defined, and those who differ drastically from the ideal can suffer a sharply reduced sense of self-worth [6].

Psychologists are interested in body image primarily to determine whether the image held reasonably agrees with reality. A seriously distorted or inappropriate body image characterizes a number of mental disorders. For anorexia nervosa, a seriously distorted body image is a classic symptom and major diagnostic criterion. The anorexic, most likely an adolescent female, perceives herself as "fat" even when she is emaciated. A distorted sense of body image may comprise a disorder in itself, known as body dimorphic disorder. People affected by this condition generally become preoccupied with a specific body part or physical feature and exhibit signs of anxiety or depression [4]. Commonly, the victim mentally magnifies a slight flaw into a major defect, sometimes erroneously believing it the sign of a serious disease, such as cancer, and may resort to plastic surgery to relieve distress due to the person's perceived appearance. We can distinguish such signs of anorexia nervosa as:

- worry more and more about one's weight;
- eat less and less;
- exercise more and more, to burn off calories;
- can't stop losing weight, even when one is well below a safe weight for one's age and height;
- smoke more or chew gum to keep one's weight down;
- obsessively check one's weight, shape or reflection in mirrors;
- withdraw from social situations which may involve eating;
- lose interest in sex [1].

Some people notice that they have developed other obsessive difficulties, such as having stuck to rigid routines and times, or perhaps fears of "contamination", a need to study or work all the time, or difficulty in spending money appropriately.

A healthy body image is one that does not diverge too widely from prevailing cultural standards but leaves room for a person's individuality and uniqueness.

Children spend much of their early lives in schools, environment that is highly social and competitive with notoriously rigid hierarchies often based on physical appearances. Studies have found that teachers are also drawn to the most attractive children, which can further compound a child's poor body image. In a school-age child, a poor body image may result in social withdrawal and poor self-esteem [3].

Teenagers become increasingly focused on the appearance of their bodies. An adolescent may mature too quickly, too slowly, in a way that is unattractive, or in a way that makes the adolescent stand out in the crowd [3]. Any deviation from the ideal can result in a negative body image, and adolescents may diet or use steroids to counter a negative self-concept. As people age, most revise their views of the ideal body so that they can continue to feel reasonably attractive at each stage of their lives.

There is one more disease, and it is as dangerous as anorexia as well. It is called bulimia. Bulimia is a disease where the person who has it will try to throw up food in throwing up to lose weight. Bulimia nervosa is an eating disorder characterized by binge eating and purging, or consuming a large amount of food in a short amount of time followed by an attempt to rid oneself of the food consumed (purging), typically by vomiting, taking a laxative, diuretic, or stimulant, and/or excessive exercise, because of an extensive concern for body weight [2].

Bulimia Nervosa often starts in the mid-teens. However, people don't usually seek help for it until their early to mid-twenties because they are able to hide it, even though it affects their work and social life. People most often seek help when their life changes - the start of a new relationship or having to live with other people for the first time.

About 4 out of every 100 women suffers from bulimia at some time in their lives, rather fewer men [5].

Bulimia can be quite harmful to the body over the long run. Here are mentioned some of bulimia's effects: heart problems, such as irregular heartbeat, low pulse, low blood pressure, weakened heart muscle, or heart failure; fluids and electrolytes problems, such as dehydration and low levels of potassium, magnesium, and sodium; intestinal problems, such as constipation, irregular bowel movements, bloating, diarrhea, and abdominal cramping; mouth problems, including cavities, tooth enamel erosion, gum disease, and sensitivity to hot and cold foods ; mental health problems, including depression, fear of gaining weight, anxiety, dizziness, shame, and low self-esteem; throat and esophagus soreness, irritation, or tears; stomach problems, including ulcers, pain, and delayed emptying; anemia; dry skin; cheek swelling or soreness; blood in vomit; irregular or absent period; muscle fatigue [2].

The link between body image dissatisfaction and eating disorders is not clearly apparent in men. However, there is tentative evidence to suggest that the incidence of eating disorders in men may be increasing

and that current prevalence rates for men may be underestimated. The considerable amount of research and popular writing focusing on women and eating disorders may discourage men from admitting to what they classify as a female disorder. There have also been gender differences noted in the labeling of behavior; for example, men do not label the ingestion of a large quantity of food as bingeing. Men appear to be more interested in shape than weight, although the two are clearly related. This difference between the desires for a shape change in men, as opposed to weight loss through dieting in women, may be a function of the different male and female ideals.

The male ideal is a V-shaped figure with an emphasis placed on large biceps, chest, and shoulders; whereas the female ideal is to be extremely thin, with the emphasis placed on slim hips, bottom, and thighs. Men's desire for weight gain would fit with the desire to achieve the male ideal V-shaped figure and to gain additional muscle. Women are more likely than men to describe themselves as fat, to weigh themselves often, and to diet frequently. They are also generally more dissatisfied with their physical appearance than men. The most marked difference in body-image perceptions between the sexes is dissatisfaction with weight and, to a lesser extent, with shape, particularly the hips [4].

The nature of body weight dissatisfaction is, however, slightly different in men and women. Women are more likely to see themselves overweight when by objective standards they are not, whereas men are more likely to perceive themselves as underweight with respect to objective standards. These perceptions suggest that both genders misperceive their weight in comparison with others of their gender, or they make judgments about their weight using an unhealthy standard. "Underweight" appears to have a different meaning for men and women. Men find being underweight bad; women – good. Researchers, comparing men's and women's dissatisfaction with their weight, need to take into account the direction of the dissatisfaction. Dissatisfaction with body image in women is normally shown by their desire to lose weight, whereas as many men want to gain weight as lose it.

In our study of body image we interviewed 59 students of Polotsk State University, 41 females and 18 males. Most girls are dissatisfied with their bodies, namely 56 % of the girls would like to change it. Almost all the girls want to change something in their appearance (legs, shoulders, nose, eyes, lips, teeth, etc.). Only 44% of the girls were happy with their bodies. Half of the young men, namely 44%, would like to change their body (to strengthen the abdominal muscles and they would like to have another complexion). The others (44%) do not want any changes in their bodies and they do not even think about it. 11% of the men want to lose weight and 43% of the girls want to lose their weight.

A body makes a very big contribution to a self-perception. The data received in our study proves that there is a steady tendency among young women towards the development of disorders of perception of body image. It is sure that young women are at the risk group, and under certain conditions causing these diseases, the girls will definitely join the ranks of victims of these devastating diseases. Consequently, there is a close link between a degree of satisfaction of oneself and one's body. Fashion industry has brought into our lives certain ideals of beauty: the desires to have a slender figure, to look like famous top models and pop stars. No wonder that young girls blame for all their failures their appearance. A sharp change in image by means of reducing weight may seem to be the answer to all the questions. Implacable statistics say that the number of people who suffer from anorexia and bulimia is increasing enormously. And this fact gives us the reason to assert that thinness becomes an obsessive national idea in most countries.

Today there is huge pressure the media places on us to look "picture perfect". Some young women use a lot of make up as a means of self-protection to fell better about them. Young women try to find their self-esteem and worth in their body images.

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SOME ISSUES OF THE COMPOSITION OF THE SEJM OF RZECZPOSPOLITA

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The structure and the order of the Sejm of Rzeczpospolita construction in the XVIII century are considered in the article. The procedure of electing representatives to the administrative-territorial units and also the terms and the order of the appointment of certain officials in the composition of Sejm are mentioned. The composition of the Sejm structural units has been analyzed.

In Rzeczpospolita's history the XVIII century was marked with significant events. This is, primarily, the political crisis which caused the disappearance of the country mentioned above. The practice activities of Rzeczpospolita's authorities presents a wide explore area. The issue of the functioning of the Rzeczpospolita's Sejm government presents a particular interest in this stressed historical period.

The aim of this research is a common analysis of the Rzeczpospolita's Sejm composition of the XVIII century. Moreover for a fuller understanding of this issue the background of the formation of this authority should be considered.

Rampart national Sejm used to be the highest authority in Rzeczpospolita. Common Sejms were called together by The King once in two years. The representatives of the gentry elected the King, declared war on, concluded peace agreements with other countries, gave consent to the collection Commonwealth Rushen (gentry militia), the introduction of military tax, misappropriated or terminated gentry title there. As an independent body the Rampart Sejm of Rzeczpospolita appeared as a result of The Union of Lublin between the Kingdom of Poland and the Grand Duchy of Lithuania. These countries had similar class-representative bodies before the Union.

The place of the Sejm gathering was Warsaw as a rule, however some Sejms were held in other towns. Every third Sejm had to be held in Grodno according to the rule set in 1673 [4]. It should be mentioned that such order wasn't always kept especially in the second half of the XVIII century.

In its structure the Sejm was bicameral and consisted of the Senate of Rzeczpospolita and the Hut of Ambassadors. The Senate comprised the court officials, the Catholic bishops, higher Zemstvo officials – governors and Castellan. The members of the Senate were life appointed and actually were liable to Rzeczpospolita. Originally the Senate comprised [2]:

– all the senators of the Polish Kingdom Sejm: 2 Archbishop, 7 bishops, 15 captains, 17 "senior" and 49 "junior" Castellans, five senior officials;

– from the Grand Duchy of Lithuania: 2 Bishop (Vilna and zhemaytsky) 9 governor (Vilna, Trakai, Smolensk, Polotsk, Novogrudskij, Vitebsk, Berestye, Mstislav and Minsk), elder zhemaysky 10 Castellan (9 provinces and 10th zhemaytsky) and 5 senior officials (marshal of the clerk, Chancellor podkantsler, podskarby clerk and marshal Dvorny);

– from the Royal Prussia, earlier having their own Parliament institutions, the Sejm comprised 2 bishops, 3 governers and 3 castellans;

– from the territories, incorporated from the Great Duchy of Lithuania by the Kingdom of Poland, the Sejm comprised 2 Bishops (Lutsk and Kiev), 4 governors (Kiev Volyn, Podlask and Bratslav) and 4 castellans.

Subsequently the number of Senators changed within the limits of 140 to 147 [3]. As a result of significant reforms accepted at the Four-year Sejm 1788 – 1792 the composition of the Senate counted 132 members [1].

On the assumption of the data above we can make a conclusion that the Senate was created on the basis of the similar structural unit in the Kingdom of Poland. Although The Great Duchy of Lithuania was comprised toRzeczpospolita on equal political terms as Poland andit had a smaller representation in the higher body of power. There is no telling that this circumstance had a good influence on the intrastate situation because it was hard to defend the interests for the Great Duchy of Lithuania.

The Lower House of the Sejm of Rzeczpospolita was the Ambassador Hut. It was formed of ambassadors (deputies) who were elected by the gentry at povetsejmiks. Two ambassadors from each povet were elected in the Great Duchy of Lithuania. If a voivodship wasn't divided into povets it was considered as a one povet and also sent two deputies to the Sejm. Not being a voivodship but having the status equal to the voivodship one, the Jemoit eldership had also two ambassadors originally but since the 1764th the amount was increased to three, since 1766 – to six deputies [3].

The amount of the Kingdom of Poland deputies was regulated according to a common law. Originally Hut of Ambassadors comprised 170 representatives of the gentry 48 of whom represented the Great Duchy of Lithuania. Subsequently the amount of the ambassadors increased thanks to the administrative-territorial reforms held in the Great Duchy of Lithuania as well as in the Kingdom of Poland. As we see the representation of the Great Duchy of Lithuania was also not big enough there.

The citizens didn't take part in the Ambassador's Hut activities with the exception of ablegats – the representatives of such huge towns as Krakow, Gdansk, Warsaw, Lviv, Kamenetz-Podolsk, Vilna, Mogilev. They had the right to attend the sessions but didn't have the right to vote. This fact testifies that the feudal system was still strong if the Sejm activities.

According to The Constitution of Rzeczpospolita of the 1791 and also the accepted law so-called "Sejm" the composition of the Ambassador Hut counted 204 deputies elected at Sejmiks and also 24 "authorized towns" which had the right of the advisory vote for the town deals, industry and commerce [3]. Fairness, it should be mentioned that this provision was accepted too late and wasn't fully realized.

The Sejm of Rzeczpospolita with its traditions and the legal foundation was the epitome of such a form of government as "gentry democracy". At that the majority of members represented the Kingdom of Poland. This is the development of parliamentarism in Rzeczpospolita, because in Western European countries the "third estate" actively took part it this process. The Sejm didn't become a real body of a wide folk representation. The reforms which were taken with the acceptance of 1791 year's Constitution were not fully implemented because the country Rzeczpospolita soon disappeared from the European political map.

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THE PROBLEM OF PSYCHOLOGICAL ABUSE

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Psychological abuse is often referred to as emotional or mental abuses. Psychological abuse is a form of abuse characterized by a person, subjecting or exposing another to, behavior that may result in psychological trauma. Children whose families are characterized by interpersonal violence, including psychological aggression and verbal aggression, may exhibit a range of serious disorders, that's why the issue of psychological abuse is of great importance.

All people are born free and equal in rights. No one should have to suffer from indignity and emotional abuse. It is very important to respect identity of another person.

The conceptualization of violence against women and girls as a violation of human rights was one of the achievements of the women's movement during the Second World Conference on Human Rights in Vienna in 1993. In March of the following year, the United Nations Commission on Human Rights set forth a resolution that integrated women's rights within the mechanisms assuring protection of human rights. In answer to the request of women's organizations at the Vienna conference, this Commission also named a Special Rapporteur on Violence against Women. The Special Rapporteur's mission is to receive and investigate information on situation of gender-based violence throughout the world. Also in 1993, the UN General Assembly adopted the Declaration on the Elimination of Violence Against Women (DEVAW), which is currently the main

international document addressing the problem of gender-based violence. In DEVAW, the UN offered the first official definition of gender-based violence [1].

In p*sychological* studies violence is often referred as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, which either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation [1].

There are several kinds of violence: physical, economic, sexual and psychological. Psychological violence is a form of violence, which is characterized by the use of various influences on the personality. It can be inculcation, blackmail, tampering, threatening, intimidation and control. Psychological violence can lead to psychological injury [1].

Signs and symptoms of psychological abuse include: name-calling (emotional bullying), yelling, insulting a person, threatening a person or threatening to take away something that is important to him, imitating a person, ignoring, isolating a person [1].

Psychological pressure is carried out at four levels:
– Control of behavior (an abuser controls the circle of friends of a victim and her/his actions),
– Control of thinking (imposing opinions and attitudes),
– Control of emotions (provoking emotions - from positive to negative),
– Control of information (an abuser controls which books a victim reads, what kind of music a victim listens to) [1].

An emotional abuse can include controlling what a victim can and cannot do, humiliating a victim privately or publicly, isolating a victim from family and friends.

A name-calling, constant criticism that damages the victim's self-esteem is also a common verbal form of emotional abuse. An emotional abuse includes conflicting actions or statements which are designed to confuse and create insecurity in the victim. An emotional abuse includes forceful efforts to isolate victims, keeping them from contacting anybody. This is intended to eliminate those who might try to help the victim leave the relationship and to create a lack of resources for them to rely on if they want to leave [1]. Isolation results in damaging the victim's sense of internal strength, leaving them feeling helpless and unable to escape from the situation.

When a victim is female, the abuser controls whom the victim sees, where she goes, whom she speaks to and what she does. This can take the form of simply not allowing her to use the phone, have her friends round or visit her family. The abuser often explains to the victim that such activities are not worth doing, that he is in a bad mood because she has left some housework undone, he makes her feel guilty that she is out enjoying herself while he works, or even encourages her - theoretically - to make friends, and then discounts them or complains that she cares more for her friends/family/hobby than she does about him or she is neglecting him [2].

Many abusers justify their control over their victims by stating that it is proof of their love, or that they worry about their safety when out, etc. In reality however, abusers need to isolate their victims to feel secure themselves, they feel as though any relationship, be it family, friends or colleagues, will undermine their authority over and take their partners away from them, i.e. such situation poses a threat. The effect of this isolation is that the victim feels very alone in his/her struggle, the victim doesn't have anyone with whom to do a 'reality check', and is ultimately more dependent on the abuser.

A verbal abuse is a form of emotionally abusive behavior involving the use bad language. Blaming, shaming, and name-calling are a few identifiers of verbal abuse which can affect a victim emotionally. A verbal abuse can also be referred to as the act of threatening.

An emotional abuse can take many forms. The victim may experience severe psychological effects, this would involve the tactics of brainwashing, which can fall under psychological abuse as well but emotional abuse consists of the manipulation of the victim's emotions [1].

A psychological abuser destroys the victim's identity, breaks her attitudes, and lowers self-esteem. A victim feels increasingly worthless, stupid, non-independent, and selfish. One person feels dependent on the other person. It is often difficult for abused victims to acknowledge their situation and to seek help. Huge amount of suppressed pain, fear, anger and self-hatred, has a great influence what people feel at the moment. Unconscious feelings and emotions are trying to get out and provoke depression, hysteria, panic attacks, aggression, and diseases of the body.

All of these abusive behaviors prohibit normal, healthy interaction between two adults as well as a lack of respect for individual thoughts, feelings, and opinions. A healthy, mutual interaction and conversation between two persons respects and promotes the right of each partner to their own individual thoughts, perceptions and values.

Psychological violence can be found today in many families. Emotional and psychological abuse has much the same intention as physical abuse and threats: to control and dominate. Such pattern of behavior is really often adopted from childhood. A child, who had been abused in childhood, can use the same patterns of behavior in adulthood [3].

People who are being emotionally abused often feel as if they do not own themselves; rather, they may feel that their significant other has nearly total control over them. Women or men undergoing emotional abuse often suffer from depression, which puts them at increased risk for suicide, eating disorders, and drug and alcohol abuse.

Domestic abuse—defined as chronic mistreatment in marriage, families, dating and other intimate relationships—can include emotionally abusive behavior. Psychological abuse does not always lead to physical abuse, but physical abuse in domestic relationships is nearly always preceded and accompanied by psychological abuse. Victim refuses to have his own attitudes.

In 1996, the National Clearinghouse on Family Violence, for Health Canada, reported that 39% of married women or common-law wives suffered emotional abuse by husbands/partners; and a 1995 survey of women 15 and over 36 – 43% reported emotional abuse during childhood or adolescence, and 39% experienced emotional abuse in marriage/dating; this report does not address boys or men suffering emotional abuse from families or intimate partners. A BBC radio documentary on domestic abuse, including emotional maltreatment, reports that 20% of men and 30% of women have been abused by a spouse or other intimate partner [4].

Women who are victims of domestic violence are 12 times more likely to attempt suicide than those who do not experience such violence [4].

In Canada, the cost of domestic violence amounts to $1.6 billion per year, including medical care and lost productivity. Estimates in the United States place this figure between $10 and $67 billion [4].

Only 1 in 100 battered women in the U.S. reports the abuse she suffers. Every nine seconds, a woman is battered by her domestic partner [4].

Around the world, at least one in every three women has been beaten, coerced into sex, or otherwise abused by a man in her lifetime. More than 20% of women are reported to have been abused by men with whom they live.

Some studies tend to focus on psychological abuse within the workplace. A 1998 study of male college students by Simonelli and Ingram found that men who were emotionally abused by their female partners exhibited higher rates of chronic depression than the general population [5].

An emotional abuse of a child is commonly defined as a pattern of behavior by parents or caregivers that can seriously interfere with a child's cognitive, emotional, psychological or social development. Some parents may emotionally and psychologically harm their children because of stress, poor parenting skills, social isolation, and lack of available resources or inappropriate expectations of their children. They may emotionally abuse their children because the parents or caregivers were emotionally abused during their own childhood [6].

Sexual harassment is a form of psychological abuse of a sexual nature. For the victims of sexual harassment, negative psychological and emotional effects often occur. The most common psychological, professional, financial, and social effects of sexual harassment and retaliation are as follows: psychological stress and health impairment, loss of motivation; depression, anxiety and panic attacks; sleeplessness or nightmares, difficulty concentrating, headaches.

Part of the problem of mental abuse is that it is so often not recognized: neither by outsiders, not by the victim.

Violence can not be tolerated by any person. That's why we need to prevent violence of everyday life. How can we prevent ourselves from psychological violence?

Recognition of abuse is the first step to prevention. If you feel as though you, your feelings, your needs, your opinions are being devalued, are given no importance or credence, then there are a lot of chances that you are experiencing an emotional abuse.

To cope with the problem a person needs to realize what is happening and start to trust him. The longer victim stays in such relationships, the more damage is exposed to the psyche.

The next step is to find support. A significant moment in such situations is to break off all the contacts with an offender. It is necessary to gain strength, to relax and to find the way to the true dreams, goals and aspirations.

A victim should consult a qualified psychologist and believe that one is a unique person who deserves happiness, respect and acceptance.

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CONCEPT OF ENVIRONMENTAL CRIME

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In the article, on the basis of comparative analysis, the authors investigated legally defined category of «natural environment», «environmental component», «natural object» «Natural and man-made object» «environmental security», resulting in the necessity of improving the criminal law of the specification and complement the notion of crimes against environmental safety and the environment.

Ecological state of the planet in the XXI century is in a critical condition: rapidly depleting natural resources pollute the environment significantly, damage influence environmental safety which is a consequence of industrial and economic activities of mankind. One of the objectives of the Criminal Code of the Republic of Belarus (hereinafter – CC) enshrined in Art. 2 is the protection of the natural environment. In order to implement this problem in Chapter 26 of the Criminal Code provides for liability for crimes encroaching on environmental safety and the environment.

In a footnote to that chapter defines crimes against environmental safety and the environment as committed will fully or negligently socially dangerous acts that have caused or may cause harm to the land, waters, mineral resources, forests, flora and fauna, air and other natural objects classified such legislation on the protection of the environment, regardless of ownership [1].

Despite the legislative embodiment, the above mentioned concept requires a thorough scientific understanding and improving due to a number of drawbacks. The definition contained in the Criminal Code, identified as one of the subjects of crime natural objects, only lists some components of the environment («land, water, minerals, forests, flora and fauna, air and other natural objects»), identifying them with natural objects. In general, this rule has a blanket character and refers to the law on environmental protection for legal clarification of the term «natural object».

Article 1 of the Law «On Environmental Protection of the Republic of Belarus» [2] (hereinafter - the Law «On Environmental Protection») under natural object understands natural ecological system, natural landscape, habitat and their constituent components of the environment that have retained their natural properties. The above Act also contains an explanation of the term component of the environment under which understands the land (including soil), mineral resources, water, air, flora and fauna as well as the ozone layer and near-Earth space , providing a set of favorable conditions for the existence of life on the Earth.

From the analysis of the terminology laid down in the Law «On Environmental Protection» it follows that a natural object is common concept, which consists of a combination of private concepts of environmental components.

Having defined the legislative definition of «natural object» and «component of natural environment» turn to the definition of crimes against ecological and environmental security enshrined in the Criminal Code. Use of the adjective «other» before the term natural object indicates mixing of the terms «natural object» and «component of natural environment», which generates significant contradictions.

Drawback is the fact that the above definition of a crime against environmental safety and the environment understands only socially dangerous act causing or likely to cause harm to specific natural objects .

However, legally fixed formulation of the group of crimes includes a wider range of subjects: environmental safety and the environment. Under the Act [2] natural environment means a combination of components of the environment, natural environment, natural and man-made objects.

In turn, under the natural man-made objects Law «On Environmental Protection» [2] understands natural objects changed as a result of economic and other activities , and (or) object created by a person having the properties of a natural object and having recreational and protective value.

Thus, the analysis of the concept of crimes against environmental safety and the environment shows that natural man-made objects which are one of the elements of the environment, are left without the protection of the criminal law, which is a major gap in the criminal law.

The situation is similar to the criminal law protection of public relations in the field of environmental safety, which is clearly not limited to the protection of individual natural objects (as can be deduced from the definition of this group of criminal offenses). According to the Law «On Environmental Protection» [2] environmental security – is the state of protection of the environment, human life and health from possible harmful effects of economic and other activities, emergency situations of natural and manmade. As can be seen from this definition, it covers not only the environment, but also provides protection of the environment in general.

At the same time, an analysis of the statutory concept of environmental security has shown that it requires detailed investigation and verification, as formulated in the Act's definition is too generalized and its structural analysis covers a wide range of social relations that goes beyond the environmental sphere. We note that this term provides the state of protection of the environment, not the environment. Environmental legislation means the combination of components of the environment, natural and anthropogenic objects, as well as man-made objects. In other words, environmental safety – is the state of protection of the environment and man-made objects. An anthropogenic object is an object created by man for his social needs and not having the properties of natural objects, is an object of the material world: movable and immovable property. Thus, with this understanding of environmental safety, criminal defense goes beyond the scope of environmental public relations.

In addition, the definition of «environmental security» as a self- protection object separately allocated state of protection of life and health of citizens, as well as harmful effects provided economic and other activities, as well as emergency situations of natural and manmade. Therefore, any activity, according to this definition, which has a detrimental effect on life or health of citizens, may be regarded as an activity encroaching on environmental safety. Hence a large number of offenses under the Criminal Code is not attributable to crimes against environmental safety and the environment', can in principle be regarded as crimes encroaching on environmental safety.

Analysis of the legislative definition of crimes against environmental safety and the environment shows that it does not allow to fully extend this concept for all types of crimes included in Chapter 26 of the Criminal Code. If the analysis of the qualitative characteristics of the totality of social relations under Chapter 26 of the Criminal Code, which are subject to socially dangerous attacks, it becomes apparent that a number of crimes under this chapter is not subjected to a legally enforceable definition of crimes against environmental safety and the environment in its literal sense. These include the following offenses which are the direct objects:

✓ social relationships underpinning the foundations of ecological security breach of environmental safety requirements (Article 265), taking into operation of environmentally hazardous facilities (Article 266), the failure to eliminate the consequences of violations of environmental legislation (Article 267), violation of safety rules when handling with genetically engineered organisms, environmentally hazardous substances and wastes (Article 278), violation of safety rules when handling microbiological and other biological agents or toxins (Art. 279);

✓ public relations, providing awareness of the state of environmental security: concealment or intentional misrepresentation on environmental pollution (Art. 268).

Summing up the following disadvantages the statutory concept of crimes against environmental safety and the environment:

1) mixing the terms «component of the natural environment» and «natural object»;

2) exclusion from the concept of the natural environment of one of its constituent elements, namely natural and man-made objects;

3) lack of criminal law definition of the subject of a criminal assault as environmental safety.

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CRIMINOLOGICAL CHARACTERISTICS OF ECOLOGICAL CRIME

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The article describes main criminological features of ecological crime - high degree of public danger, negative effects of a continuing character, variety of ecological crime, high latency, a significant influence of the region on the structure and dynamics of ecological crimes, its cross-border nature.

In modern conditions even lawful human activity makes an increasing impact on integrity of ecosystems which provide vital functions in interests of welfare of a person and economic activity. Preservation of favorable environment and rational use of natural resources for satisfaction of requirements of recent and future generations is the highest priority of strategy of a sustainable development. Its realization has to be carried out by development and carrying out the active state ecological policy based on integration of economic, ecological, legal and social aspects of development. Formation of social development of the mechanism of counteraction of the ecological crime adequate to requirements which uninterrupted functioning will be directed on ensuring general observance of the ecological legislation has to become the most important component of this policy.

Today the research of questions of the criminological characteristic of ecological crime gains special relevance. Ecological crime is characterized by a high degree of public danger, negative effects of a continuing character, the variety of ecological crime, high latency, a significant influence of the region on the structure and dynamics of ecological crimes, its cross-border nature.

A high degree of public danger of ecological crime is in doing harm to a wide and various range of objects that undermine the basis of one's activity.

In legal literature there are various opinions concerning understanding of harm of ecological crime. The harm done to the environment by its consequences can be divided into economic and ecological. Economic harm is done to the economic interests of the user of nature: the products losses, the missed benefit, the compelled expenses on restoration of property and the broken condition of environment can be its expression. Harm to environment (ecological) is understood as negative changes and consequences of decrease in quality of natural resources and habitat of an individual, a biological diversity and a bioproductivity of natural components, and as a result – decrease in ecological-resource potential .

Except property and physical harm also marks out moral harm. So, there are situations when property rights aren't influenced at all by adverse surrounding environment, however, the level of quality of human life decreases. For example, if a citizen is deprived of the opportunity to bathe in the river because of a high degree of its impurity industrial, household and other wastes, there is a violation of its concrete subjective personal non-property right to favorable environment. In that case it is possible to speak about compensation of moral harm [1, p. 39].

Public danger of ecological crime can be considered proceeding from division of ecological harm into three components: ecological harm, economic harm and moral harm. Such approach, nevertheless, assumes consideration of only real harm to nature and the society, caused by ecological crimes. However, high public danger of ecological crime is caused by causing not only real, but also "potential", "accumulated" harm which can't be eliminated with methods in use.

Irreversible changes in the nature, disappearance of certain representatives of flora and fauna, mutation of a human body – to that confirmation. Such consideration of public danger of ecological crime legally focuses attention on special complexity of a problem of its prevention.

Public danger of ecological crime is considered not only through the fact of infliction of harm, but also consists in low level of its compensation within attraction to legal responsibility.

It is necessary to pay attention to obvious underestimation of a considered sign of ecological crime not only at the level of ordinary consciousness, but also at nation-wide level. Confirmation told is absence in the list of sources of threats of national security fixed by the Concept of national security of the Republic of Belarus in the ecological sphere of such source as ecological crime [2].

Today ecological crime gained lines of the independent cross-border phenomenon. In the presence of favorable conditions it fast rates from household becomes professional, then organized. Borders between the states are washed away and thus ecological crime gains transnational character as various types of environmental pollution often extend on enormous transcontinental spaces.

Addition of a sign of a high degree of public danger is such property of ecological crime, as lasting character of its negative consequences. The harm done by ecological crimes differs and often has a lasting or delayed character. Many negative consequences of ecological crimes are shown later a certain period of time. So, environmental problems existing now are objective results of previous historical activity, result of offenses which were allowed earlier. Thus, originally the result can be and is imperceptible, however further the done harm becomes more and more notable and often irreversible, being shown in climate change, disappearance of representatives of flora and fauna, exhaustion of natural resources, genetic and chronic diseases. It is necessary to focus also attention that the damage is caused not to one person, and uncertain number of persons.

The following sign – a variety of ecological crimes. In the Criminal Code of the Republic of Belarus of 1999 there is special chapter 26 "Crimes against ecological safety and environment", providing responsibility for 22 crimes against ecological safety and environment.

For the last decade in the Republic of Belarus the quantity of ecological crimes (Art. 263 – 284 of the Criminal code of the Republic of Belarus) significantly increased: from 124 crimes in 2001 to 503 crimes in 2012. Their specific weight to total amount of crimes grew from 0,1% to 0,5%. As we understand, the provided data do not reflect fully a real situation. However we see that the tendency to growth of ecological crime, so deterioration of the ecological situation is observed.

The researches conducted in the Russian Federation, showed that the latency of ecological crimes reaches 90 – 98% [3, p. 101]. Such conclusions of experts are based on the actual inconsistency of more and more worsening ecological situation and level of registered crimes. And though in statistical reports ecological crimes occupy about 1% of total number of the crimes committed in the country, but taking into account latency their share makes 15 – 23% [4].

Today the ecological crime gained lines of the independent cross-border phenomenon. In the presence of favorable conditions it rates fast from household and becomes professional, then organized. Borders between the states are washed away, and thus ecological crime gains transnational character as "various types of environmental pollution often extend on enormous transcontinental spaces" [5, p. 258].

Such specifics of ecological crime demand association of efforts of all international community for creation of effective system of counteraction to the corresponding criminal encroachments and resistance to that to ecological crisis.

Deep knowledge of essential signs of ecological crime and, first of all, adequate assessment of its public danger, is one of necessary conditions of efficiency of its prevention.

The consolidation of forces and means for protection of ecological rights of the personality, the state, society could be promoted by formation of system of ecological justice, including ecological militia, nature protection prosecutor's offices, ecological courts and other specialized law-enforcement bodies. However, as for the creation of specialized courts in the Republic of Belarus, in our opinion, such measure is premature. The establishment of specialization of certain judges in courts of law will be sufficient.

In the long term in the Republic of Belarus creation of specialized nature protection prosecutor's office which would be engaged in the implementation of the most effective supervision of performance of the legislation is also possible.

It is necessary to create in the system of law enforcement agencies of the Republic of Belarus such a new structure, as ecological militia. Let us note that in certain regions of the Russian Federation this structure is formed and it functions.

It is believed that in our country it is required to give more attention to the younger generation education, it is necessary to learn to love and protect the nature from an early age. In this regard ecological education becomes a new priority direction of the pedagogical theory and practice.

High degree of public danger of ecological crime is caused by all system of its criminological features interfaced to environmental risk and lasting character of negative consequences, continuous expansion of a circle of criminal encroachments, high latency, cross-border character, negative influence on all institutes of society.

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ACTUAL PROBLEMS OF DIGITAL INHERITANCE

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When people die, they are increasingly leaving digital 'footprints' behind. We outline a novel area of research: how these digital 'footprints' can be bequeathed, inherited and appropriately repurposed. This is an area which has high potential for scientific research and innovation.

People have been transitioning remnants of their identity from conventional physical effects, such as photos and trinkets, to online profiles and social networks. Identity is being digitalized, this raises certain difficulties such as the population ages [1]. A significant portion of modern decedent's assets may consist of 'digital assets' such as e-books, domain names, and online accounts. Unlike their tangible predecessors, digital assets may be difficult for executors and administrators to obtain. Death today presents more complex issues than before the digital age. As far as death questions are concerned, components of online identity do not fit the mold of the traditional framework of the society.

Ubiquitous computing technologies are becoming increasingly enmeshed in our daily lives. Websites and other online platforms keep tracks of our history of communication, and they may additionally hold valuable intangible properties and digital assets we have created or purchased. A quick scan of recent news stories reveals that:

1. Over one billion people maintain Facebook pages.
2. Over one billion people have accounts on Gmail, Hot-mail, or Yahoo!.
3. Over 300 million e-books were sold by Amazon in 2012.
4. Over 25 billion songs have been sold on iTunes.
5. Over 50 million domain names have been registered by GoDaddy.
6. Over 70 hours of video are uploaded to YouTube's servers every minute.
7. Over 70 million people tended virtual farms in Zynga's Farmville at the height of its popularity, some paying real money to obtain virtual assets [2].

While these numbers are impressive, they only scratch the surface of a vast landscape of platforms, websites, and account-based social media technologies. As a result, it is increasingly likely that decedents will possess a range of personal accounts holding a range of files, documents, licenses, personal communications, and other forms of intangible property located behind password-protected login screens.

An account filled with e-books and digital music may replace the library on a set of tangible bookshelves. A blog may replace a daily journal, and a digital folder full of emails may replace a bundle of handwritten letters [3]. Services such as PayPal and Wallet may replace traditional checking accounts.

During their lives, users in the UK can (in principle) access their personal data. After death, "digital systems raise issues of ownership, access and persistence, which together create new issues and complications for the bereaved" [4].There is a lack of acceptable mechanisms for the bequest and inheritance of digital artifacts [5, p. 2459].Nor is there a model for the appropriate repurposing of these digital artefacts.

Despite the ubiquitous use of social networking, ICT systems are seldom designed to cater for user death. They do not enable users to nominate inheritors of their data, even though this data may have emotional, financial or intellectual significance to the bereaved [6].

Approaches to this issue between different ISPs and social networks are not consistent. Besides, the problem is complicated due to the fact that the will of digital assets is not acceptable in most countries, except some individual states in the USA.

Given the inevitability of death and the ever-increasing size of digital 'footprints', the situation outlined above is unsatisfactory for users and the bereaved.

Executors and administrators of estates cannot disregard decedent's digital assets. For example, in New Jersey, personal representatives of estates are duty-bound to settle and distribute an estate as quickly and effectively, as far as it will be coordinated about the best interests of property and bear responsibility for estimates of assets of real estate and also count state or federal a tax which can be connected with these assets. While photo online from archive isn't of considerable value for these purposes, PayPal or virtual current accounts of the dead have to be in detail studied by the performer. The duty of an assessment and the taxation extends only on those digital assets which can be estimated in money equivalent.

If property includes digital assets, the executor has a number of problems. Unlike material objects included in the estate, which is usually concentrated in one place, the deceased may have dozens of online accounts, each of which is protected by a unique username and password. Executors may not know about the existence or location of the accounts of the deceased. Even if they have the necessary information, they can notar accessed if the passwords are not recorded and are not at their disposal. This is due to the privacy policy of Internet providers.

Providing access to online accounts of the deceased can be a difficult decision for ISPs who are required to provide, in accordance with the privacy policy.

A deceased user may have held data online which was intended to remain private in perpetuity – e.g. emails expressing negative opinions about those close to them, evidence of extra-marital affairs, illegal activities. By giving executors and the bereaved access to the deceased's personal data, online service providers may unwittingly unleash Pandora's Box [7]. However, refusing to give executors and the bereaved access to the deceased's personal data can cause problems too. An example is the case of U.S. Marine Corps Lance Corporal Justin M. Ellsworth, killed in action in Iraq in 2004. After Ellsworth's death, his father requested access to LCpl. Ellsworth's personal data (emails, attachments, diary entries) which were stored by Yahoo!. Yahoo!'s refusal to surrender the data led to a high-profile court case between Ellsworth's family and the ISP [8, p. 33], and damage to Yahoo!'s public image.

In this article, we have outlined the central challenges relating to what happens to digital artefacts after users die. It should be noted that currently there is no single model of inheritance and wills digital assets. This failure to engage with user death impacts adversely on both users and industry. To solve this problem it is necessary to find a balance between the interests of the privacy policy and the internet- providers need access to digital assets of the deceased heirs and executors of the will.

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UDK 371.31=3111

THE PROBLEM OF HUMOR IN TEACHING ACTIVITIES

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The problem of using humor in pedagogical activity is discussed in the article. This issue is not investigated in the science of teaching properly. Humor is considered by researchers as a quality of an individual, expressed in the ability to an original and unconventional approach to solving different tasks, expressed in reaction to certain phenomena of life with some irony. It is a quality that puts brighter shade on activities and human life and it correlates with talent. As a pedagogical tool humor is able to implement various functions in teaching activities, and it can be a tool for solving a variety of pedagogical problems.

There are few studies of humor in the science of teaching. No one doubts great importance of laughter in the lives of people and nevertheless there is a insignificant number of studies in this field. In Russian pedagogy, this issue still remains largely underreported. One of the first teachers, who analyzed various aspects of humor in education, was V.A. Sukhomlinsky. He believed humor to be a powerful means of influence in the process of education.

Modern scholars, V. Bezrukova, B.Z. Vulfov, V.D. Ivanov, N.V. Kukharev, V.S. Reshetko, O.A. Sergeyev and others, considered humor to have a certain role in teaching activities. But, unfortunately, many scholars still consider school and humor as incompatible concepts. But a child can not live without laughter. School days are spent much more interesting and useful, if schoolchildren are friends and they are amicable to each other, if there is a positive and cheerful atmosphere at school. Sometimes, in complex interpersonal situations, they often occur in pedagogical practice, only a good joke, acting as a means of unity, can promote a favorable resolution of a conflict.

Humor is considered by researchers as a quality of an individual, expressed in the ability to an original and unconventional approach to solving different tasks, expressed in reaction to certain phenomena of life with some irony. It is a quality that puts brighter shade on activities and human life and it correlates with talent. We assume that a person with a sense of humor will be successful both in profession and in life in general. Humor can be a trait of one's character, and a pedagogical means. As a pedagogical means humor is based on the awareness of participants of communication of different kinds of discrepancies between the expected and the happened, between the visible and the real and so on. It is related to a comic effect, relieving psychological stress, contributing to the establishment of friendly relations.

Let's consider functions of humor in teaching activities:

Informative function.

A sense of humor in the process of communication, expressed in sophisticated words and phrases (a pun, a joke, a humoresque, a caricature) characterizes person's culture and tact, and his/her mind creating a comic situation. A teacher, using humor, not only transmits some information about the subject of the speech, but also

expresses him/herself as a personality. He or she expresses a personal attitude to what is happening, and also takes into account individual peculiarities of pupils. Using a feedback a teacher gets some information about him/herself in particular, about his/her ability to understand and make sense of humor.

Emotional function.

Humor provides satisfactory feelings in any situation. It allows less painful adaptation to changed situations.

Practice shows that the higher the ability to understand and create humor and the higher the ability to use it to overcome complex situations of participants of pedagogical process, the less expressed the symptoms of depression are- low mood, low self-esteem, hopeless perception of their future.

Humor can be a means to relieve psychological stress, it can be a psychological relaxation, it can create a creative state of mind and, ultimately, it can contribute to the effectiveness of pedagogical activity. In addition, using humor, you can manage group activities; you can create conditions for collective actions, and organize a group of pupils. A. Mody (USA) in the book "About Laughter or the Healing Power of Humor» wrote that a person's ability to laugh is just as an important indicator of his health as all others. A person feels much better when he/she is ready to make a joke or to laugh. Humor can act as a means of one's own emotional support and emotional support to others.

Motivational function

Humor is a stimulus to self-education and it stimulates a search of new means of assessment. A joke can sometimes be pedagogically more appropriate than punishment or reprimand. In addition, humor is a means of expression of the individuality of a teacher and pupils. For a witty teacher it is always easier to find a creative solution of pedagogical problems. Such teachers attract children. Thus, the desire to use humor in their professional activities may be due to various reasons, but in any case, this pedagogical means should promote a positive solution of pedagogical problems.

Regulating function

Humor regulates the relations between teachers, between teachers and pupils, between pupils. Sometimes, to start a communication, a teacher begins with witty remarks or a funny story. To make a person laugh means to enter into an emotional contact with him, to inspire confidence and to some extent trust. Acting as a means of unity, humor contributes to favorable settlements of conflicts. Humor can be a foundation of friendly relations between the participants of the educational system; humor implies the existence of positive intentions and positive ideals of each of them.

Thus, humor is a pedagogical quality of a teacher, contributing to the establishment of favorable relations in groups, reinforcing cohesion and discipline of pupils. Performing informative, regulating, motivational and emotional functions, humor helps solving various pedagogical problems.

There are generally accepted ethical requirements for effective use of humor as a specific means of educational interaction:

– One should not ridicule child's personality; one can laugh only at a separate trait of his/her character or a specific act;

– One should ridicule only that a pupil can change or modify;

– One should not be the first to start laughing at one's own joke, even at a very successful one;

– Rude and vulgar jokes are the testimony of low internal culture of a person;

– A joke should not humiliate human's dignity;

– One should not make fun of an accident, make fun of involuntary miss of a pupil

– One can not be angry with the manifestation of humor of pupils; we should always be ready to answer their jokes, to be able to laugh at ourselves.

Humor is a quality that is hard to develop, but there are several kinds of humorous educational tricks to use humor purposefully for solving pedagogical problems:

• Hint - an indication of a teacher on the fact similar within the meaning of pupils' behavior or situations.

• Irony is a way in which a teacher goes away from direct observations, charges, reprimands; for this, a teacher puts the real meaning of the situation in a bit different, often exquisitely gallant form of its expression.

• Pun (or the method of double interpretation of what happens, of situations or problems) is achieved through a play of words, the use of the original train of thought.

• Grotesque is a humorous means of conscious educational impact, based on an exaggeration or underestimation of typical characteristics of a person, phenomena, and situations.

• Paradox – a conscious change of typical meaning, change of expected to unexpected point of view.

• Pseudo contrast - false opposition; the way in which a teacher externally opposes the final part of the spoken to judge its beginning, actually strengthens his/her original idea.

Humor and laughter can occur there where a person can, at least minimally, observe his/her inner world. This observation is based on the notion of the proper, the correct, and the appropriate.

When a teacher develops a sense of humor in pupils he/she contributes to the growth of the creative potential of identity of teenagers.

Therefore, in our opinion, the issue of humor in teaching activities shall be investigated on a deeper level of knowledge. Studies on humor should be expanded. Skills of using humor should be developed and improved. And it should be applied in practice in the future.

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DEMONSTRATION OF SOCIO-PSYCHOLOGICAL DISADAPTATION OF STUDENTS OF TECHNICAL SPECIALIZATIONS OF HIGHER EDUCATION

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The paper considers experimental research of socio-psychological disadaptation among male and female students of technical specializations of Polotsk State University and Vitebsk State University named after P.M. Masherov.

Human gender image is, first and foremost, its identity and an assessment category of people around. Question about contemporary gender image, human self perception, is an interdisciplinary one which includes such disciplines as physiology, pedagogy, cultural studies, sociology and psychology. One of the questions regarding this problem that gender psychology deals with is how gender image affects the personality of an individual, how people perceive themselves and others through the lens of gender and sex? This question is the most relevant in adolescence. Transformation of gender representations and at the same time non-acceptance, rejection of changes for various reasons (including educational) gives rise to psychological discomfort.

Foundations for disadaptative behavior is an intrapersonal conflict and under its influence an inadequate response to the conditions and requirements of the environment in form of any abnormalities in behavior is formed as a reaction to systematically, constantly precipitating factors, which person can't cope with. The traces of the beginning of human disorientation are: a person is lost and doesn't know what to do in this situation, how to carry out this unbearable demand? He either doesn't respond or responds in manner that comes first [1]. Thus, at the initial stage, a person is in the state of destabilization. Over time this confusion will pass and he will calm down. If such acts of destabilization repeat quite often it leads a person to the emergence of resistant internal conflict (dissatisfaction with himself, with his position) and external conflict (relation to the environment) which leads to persistent psychological discomfort and, as a result of such state, to disadaptive behavior.

Socio-psychological personal disadaptation is primarily expressed in the inability to adapt to its own needs and aspirations. A person with adaptation disorder or full disadaptation is unable to meet the demands and

expectations applied by social environment and his own social role, his leading professional or another inside or outside motivated activity [2]. One of the features of socio-psychological personal disadaptation is his experience of long internal and external conflicts without finding any mental mechanisms and behaviors needed for their resolving [3].

Main constitutive moment of social situation of growth in adolescence is that a young man is on the verge of joining an independent life. The transition from teen to adolescence is associated with an abrupt change of internal position when facing the future becomes the main directionality of a person and the problem of choice of profession, of future life self-determination path, of finding his identity (E. Erickson) becomes "affective center" (L.I. Bozhovich) of a life situation, around which all the teen's activity and interests begin to rotate [4].

To detect the relationships between personal gender representations of himself and people around and demonstrations of socio-psychological disadaptation we used "Personalized semantic differential" method (PSD) by O.L. Kustova and "Diagnostic method of socio-psychological adaptation", developed by K. Rogers and R. Daimon and adapted by T.V. Snigereva.

As research survey respondents were students of Polotsk State University (IT Faculty) and Vitebsk State University named after P.M. Masherov (Faculty of social pedagogy and psychology). The research involved 65 students (31 female and 34 male) aged from 19 to 23 years. Average age was 19,7 years. The aim of the research was to determine the interrelation of personal gender characteristics with socio-psychological disadaptation of male students of technical specializations of higher education. The results were obtained using the statistical software package SPSS-14 for OS Windows (descriptive statistics, Spearman correlation analysis) and qualitative processing of answer sheets. During the research the assessment of demonstrations if socio-psychological disadaptation factors as well as differences in the description of gender images "I", "Ideal man/woman", "Destination of a man/woman" was carried out. Results of the research are presented on Fig. 1 and Fig. 2.
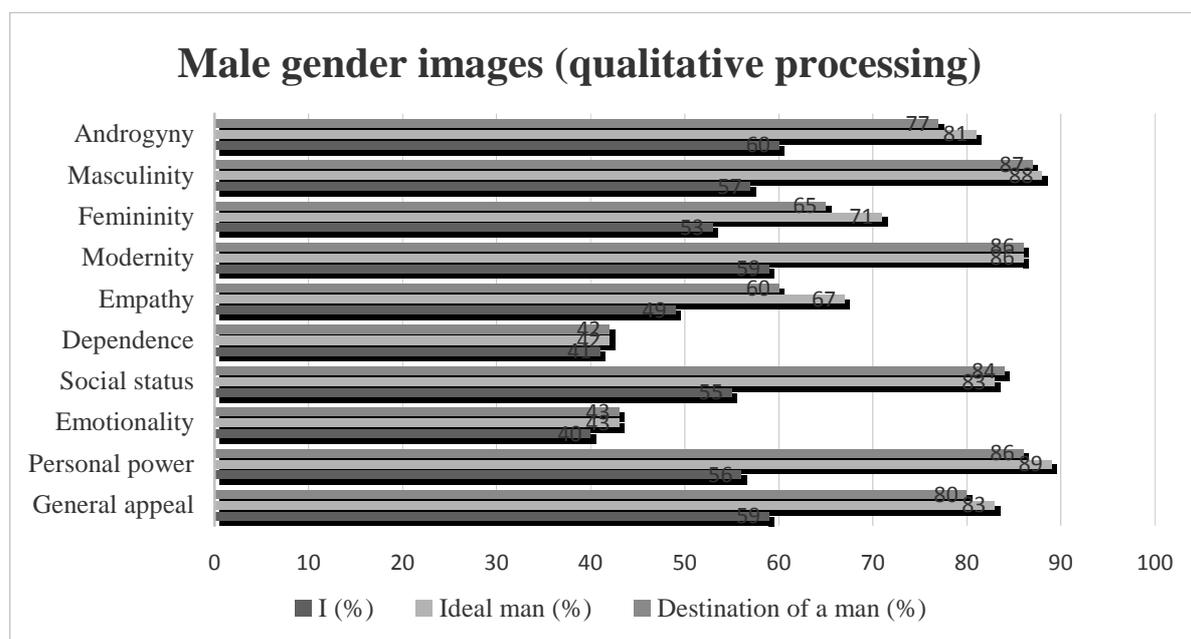
Fig. 1. Male gender images

The most negative gender image of female respondents is "Most men", image "Most women" contains both positive and negative characteristics. Young men's most negative image is "Most women". The image "Most men" also contains a lot of negative characteristics which indicates a mismatch of actual behavior with initially formed gender stereotypes. Their own image "I" among male respondents was described as an average relatively to positivity of characteristics (53% on average at the presence of positive personal characteristics). Their own image was described as the prevalence of androgynous characteristics. As well as "Ideal" image was presented as prevalence of masculine and androgynous characteristics.

Female gender images (qualitative processing)
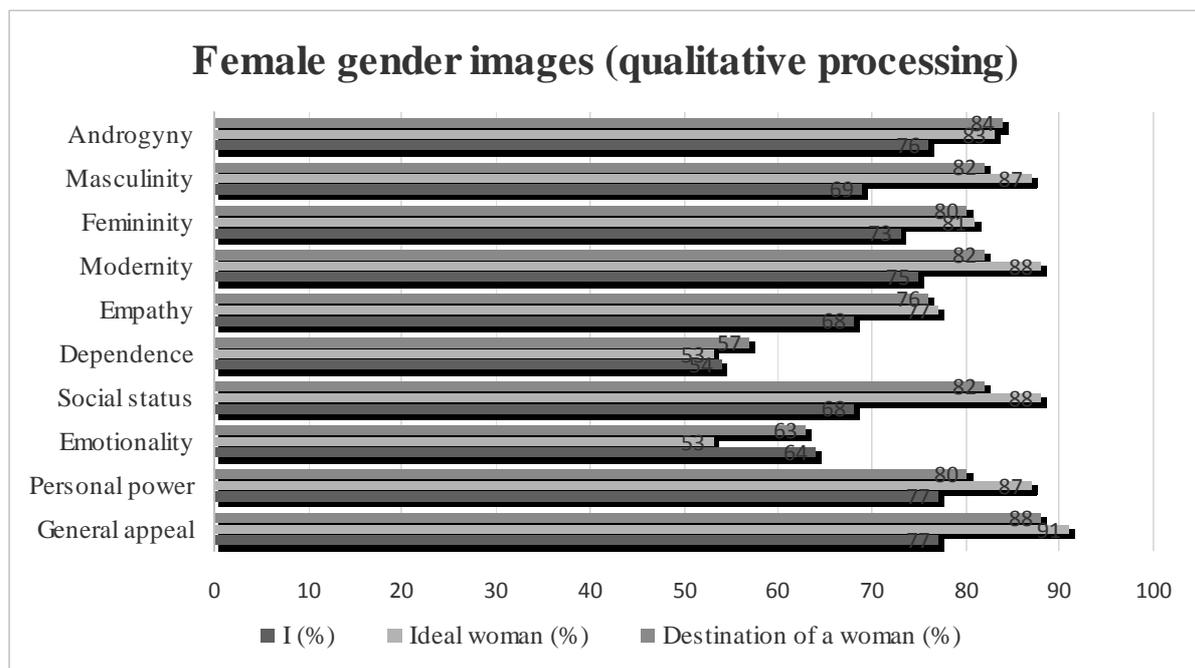
Fig. 2. Female gender images

At the same time female respondents positively described image "I" (on average 70%). Their own image was described as androgynous but at the same time masculinity as attributed more than femininity of their person. In "Ideal" image masculine characteristics prevail, feminine characteristics are measured relatively low.

Based on the research results we can say that the stereotypical image if a male gender image is more stable and rigid. But there are positive trends to the androgynous image as more flexible. Female gender image doesn't reject the acceptance of changes, it is more variable but at the same time relatively low rating of femininity and orientation to masculinity largely reflects modern female image of success through denial of historically accepted social roles and characteristics in our society. Characteristics: "dependence" and "emotionality" are rated by male and female respondents very low in comparison with other characteristics that may indicate a rejection of these features of personality. Emotionality has become a more negative personal characteristic, which negatively impact on psychological processes, on understanding in the interaction with others and on expression of personality. Personal power and modernity, which relate to traditionally male characteristics, are the most preferred factors in both genders.

The results of the research showed that the degree of differences between gender images "I", "Ideal woman" ("Ideal Man"), "Destination of a woman" ("Destination of a man") have statistically authentic positive correlation with such factors of personal disadaptation as self-rejection, emotional discomfort, escapism, dependence on others, disadaptation. Demonstration of personal factors of disadaptation depends on respondents' sex and differences in descriptions of gender characteristics. Young men with such factors as self-rejection, emotional discomfort and escapism are inclined to disadaptation in a greater level. Research of interrelation showed that young men's significant difference between images "I" and "Ideal man" causes Self-rejection (p = 0,05), Emotional Discomfort (p = 0,01), Escapism (p = 0,01), Disadaptation (p = 0,05). Significant difference between images "Ideal man" and "Destination of a man" causes Self-rejection (p = 0,05). Girls have significant difference between images "I" and "Ideal Woman" leads to Self-rejection (p = 0,01). Significant difference between images "I" and "Destination of a woman" leads to Self-rejection (p = 0,05) and Dependence on others (p = 0,05). Based on this data we can make a conclusion: the larger the difference between these images, the higher the demonstration of the disadaptation level.

Based on quantitative data processing of "Socio-psychological adaptation method" (Fig. 3) we can make a conclusion that young men's disadaptation is expressed more than girl's (32% and 29% of high level, respectively). Young men's disadaptation is clearly expressed by the following factors: self-rejection, rejection of other people and escapism. Emotional discomfort, expectation of external control and escapism are typical of girls.
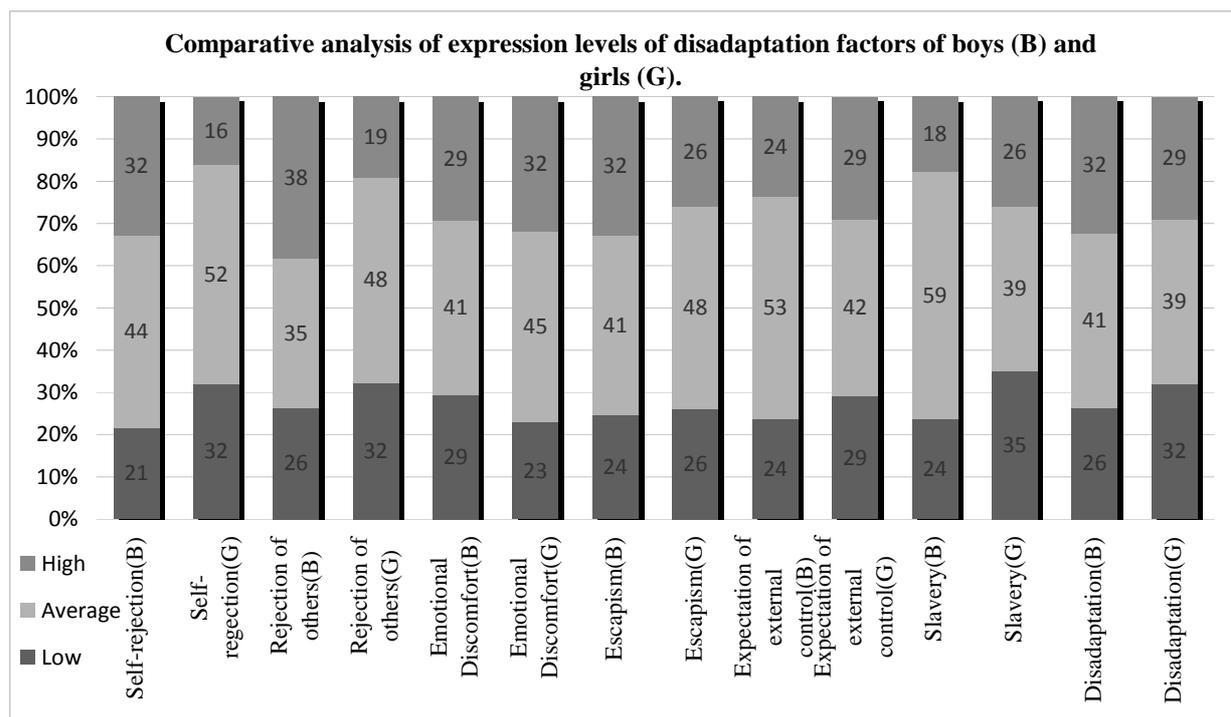
Fig. 3. Expression levels of disadaptation factors

The above results of our survey show the interrelation of personal gender characteristics with socio-psychological disadaptation of students of both genders. Differences in gender images indicate a high level of socio-psychological disadaptation with such factors as self-rejection, emotional discomfort, escapism with lowering the stereotyping level, dissatisfaction by mismatch of existing gender characteristics of own personality and historically, men's and women's roles. Predominant disadaptation factor is self-rejection which is also correlated with clear difference between gender images "I" and "Ideal man". Also the following differences in expression of disadaptation factors were identified:

1. Young men's disadaptation is expressed more clearly and in more factors compared with girls.

2. Feminine qualities are considered as undesirable by boys and girls and are perceived negatively.

3. Masculine qualities are considered as desirable and acceptable by both sexes and are perceived positively.

Thereby, the perception of gender characteristics in adolescence is of paramount importance. Change in gender images and their discrepancy with historical traditions implies socio-psychological disadaptation. Especially it concerns the acceptance criteria of images "I" and "Another". Psychological tracking of adolescence should consider gender features of modern youth, formation of images of men and women in modern world where masculinity and femininity exist as outdated stereotypic phenomena, but at the same time still alive in many cultural and educational aspects. Discrepancies and mismatches create preconditions for socio-psychological disadaptation, which is background for not only intrapersonal but also interpersonal conflicts. Attention should be paid to work with images creation on different stages of ontogenesis, to emergence of negative effects of mismatches in gender images and, in the future, to work to prevent the expression of factors of socio-psychological disadaptation of a person. Also the work with young men in the direction of personal growth training to identify and to research factors of disadaptation is needed.

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UDC 327

REGIONAL FRAMEWORK OF AZERBAIJAN'S FOREIGN POLICY

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Azerbaijan is at the crossroads between East and West. Its geopolitical location is both its challenge and its major asset. This paper analyses the general state of relations of Azerbaijan with its largest and geopolitically important neighbors.

Foreign policy of Azerbaijan, the state that has regained its independence only twenty-one years ago, can be well considered unique in a large scale of international relations. Indeed, for the landlocked, predominantly Muslim country, that is on the political map of Europe and has a post-soviet history, in conjunction with neighborhood that includes Russia, Iran and Turkey, effective foreign policy is not just an international relations instrument – it is a survival tool.

At the same time, such a geopolitical location provides a lot of opportunities. From the time of reestablishment of its independence, Azerbaijan was set exactly towards taking its chances with such opportunities. Located on the cross-roads of the major trade and energy routes between East and West and maintaining secularity of the state with Muslim heritage, Azerbaijan is a natural bridge between Europe and Asia, Muslim and Christian worlds and gateways to energy and transportation corridors for the whole region in which it's located. Such situation determines Azerbaijan as one of the most strategic states of former Soviet Union in terms of both regional and international security. Moreover, when it comes to the economic integration, the role of Azerbaijan in transit of hydrocarbons from the Caspian basin has also to be taken into account.

Being a part of South Caucasus, Azerbaijan ultimately is a part of the geopolitical area where regional powers such as Russia, Turkey and Iran have their economic and political interests. After reestablishing its independence Azerbaijan found itself in very complicated geopolitical regional framework. Engaged in the international armed conflict, Azerbaijan's fate depended a lot on its larger neighbors named above as well as on the handling of the armed conflict with Armenia. The foreign policy towards each of these states took its rightful part in shaping Azerbaijani state to its present form.

Presently the number one strategic partner for Azerbaijan is undoubtedly Turkey. Turkish-Azerbaijani relations have thrived since Turkey have recognized newly independent Azerbaijan in 1991 and was a first state to do so. Turkey and Azerbaijan are currently linked with projects that span political, military, economic, cultural and social spheres, while ties between peoples of these two states can be described only by the notion that is in the core of foreign policy of Azerbaijan towards Turkey: "One nation, two states". Energy cooperation in Azerbaijan-Turkey relations is essential. Two pipelines that deliver oil and gas are linking Azerbaijan with Turkey via Georgia. Thus, Turkey plays an essential role in transit of hydrocarbons from the Caspian towards European markets. Ties in energy cooperation are so close, that experts point out that they are moving from classical "low politics" relations to "high politics".[1, p. 83] Supremacy of the energy cooperation in relations with Turkey can be challenged only by relations in military field. Taking into account that Turkey after the inception of the Nagorno-Karabakh conflict has closed its border with Armenia, supporting Azerbaijan in establishing semi-blockade of the aggressor-state, it was inevitable that Turkey would be interested in assisting Azerbaijan in bolstering its military capacity. Thousands of Azerbaijani military officers and non-commissioned officers have acquired their military education in Turkey. Being a NATO member, Turkey assists Azerbaijan in the development of its armed forces to the highest standards promoted by the Alliance, thus creating favorable atmosphere for Azerbaijan's relations with NATO.

At the same time, linked so close with Georgia, both states of Azerbaijan and Turkey are interested in the development of regional projects and maintenance of energy security in the region. It is worth mentioning that the interests of Turkey to become the regional energy hub are largely supported in Azerbaijan. Energy projects and close cooperation in developing economy-friendly energy policies are the trademarks of Azerbaijan-Turkey

relations. Azerbaijan is also providing Turkey with the link to Central Asia, to which the ethnic Turks are linked both culturally and historically. As Azerbaijan remains a part of post-Soviet space it can better facilitate such cooperation. In addition to security issues Azerbaijan is dedicated to support Turkey in its fight with PKK terrorists, which is one of the highest policy points in Turkish national security agenda.

Largest Azerbaijan's neighbor Russia on the other hand can be considered a success story if one would look at the transformation of bilateral relations between states from negative (some might even refer to them as hostile) in 1990-s to the firm strategic partnership that started forming in the beginning of 2000-s. After the dissolution of the Soviet Union most of the post-Soviet space experienced some period of mutual mistrust and concern in relations with Russia. For Azerbaijan, the experience of the active phase of Nagorno-Karabakh conflict with Armenia have resulted in number of stereotypes that made it difficult for the prompt and effective developments in bilateral relations. On the other hand, Russia's foreign policy orientation in 1990-s was not helpful as well, and ultimately led to a very long warm-up in reaching of mutual understanding between two states. However, positive changes in Russia's foreign policy orientation in the beginning of 2000-s, combined with the increased numbers of high-level mutual visits have marked a new level of bilateral relations and cooperation that brought several agreements between states establishing and then reaffirming friendship and strategic partnership [2, c. 9].

Bilateral relations of Azerbaijan with Russia presently include variety of spheres including close cooperation in economic and military areas. Azerbaijan is number one trade partner for Russia in South Caucasus and the direct investment of Russia to Azerbaijan has grown almost seventeen times compared to 1990-s. In its own turn Russia is number one trade partner for Azerbaijan in non-oil sector. Military cooperation between countries includes not only educational and training areas, but also arms trade and military maintenance. Regional security is another point on bilateral agenda of these states, where close cooperation of both countries' security and police forces contribute to the maintenance of safe regional environment. There is also close cooperation in the Caspian Sea basin issues. After Azerbaijan and Russia were able to come to agreements on their respective sectors of the basin in 2002-2003 [3, c. 133], the barriers for the effective partnership in this area were essentially lifted.

Generally, Azerbaijan's foreign policy toward Russia reflects its dedication towards development of the strategic partnership both in matters of political and economic relations as well as in matters of humanitarian and cultural cooperation. Azerbaijan remains in the Commonwealth of Independent States (CIS), however without furthering the integration in its extending format, not the least due to the membership of Armenia in the same organization. At the same time Azerbaijan's stance on the integration projects promoted by Russia (the Customs Union, the Eurasian Union, etc.) remains neutral. This is due to the balanced approach that Azerbaijan maintains in its foreign policy and at the same time the position of Russia in the resolution of the Nagorno-Karabakh conflict (military-political union with Armenia).

Foreign relations of Azerbaijan with Iran are as complicated as the current situation around Iran's nuclear program. Since the independence was reestablished in Azerbaijan, its relations with Islamic neighbor have always maintained a certain level of tension, which unnerved both states that have a lot of common history and culture. However, both Azerbaijan and Iran have made considerable efforts to overcome such tensions and come up with common points of understanding and cooperation and in certain cases, such as cultural and trade relations, have even made certain success.

Nonetheless, it has to be taken into account that there is a large minority (at least 16% of the total population) [4] of Azerbaijani ethnic origin living in Iran that is of constant concern to the Iranian regime that sees Azerbaijan as possible kin-state and fears separatists' movements that might arise in its northern provinces closest to Azerbaijan. The fact that Azerbaijan tried to distance itself from such notions, seems not to have reassuring effect on Iran. From the other hand secular Azerbaijan is very concerned with the Iran trying to exercise its influence among the religious parts of Azerbaijani population through application of religious expansion and teachings among Shia Muslim groups. That kind of behavior is naturally treated with suspicion and considered "shadowed" threat in Azerbaijan. Very close and strategically "warm" relations between Iran and Armenia are not helping for confidence building and cooperation with Azerbaijan either, as Azerbaijan finds them a direct assistance to the aggressor-state. There is a certain level of the reciprocity in the attitude coming from Iran, as its regime is very concerned with the close cooperation of Azerbaijan with West, namely US, EU, NATO and Israel. The differences between two states are also not yet settled in the Caspian basin, due to the lack of agreement on where their respective naval borders lie.

At the same time it has to be taken into account that despite all the tensions in the bilateral relations with Iran, Azerbaijan was trying its best to maintain the positive level of cooperation and good neighboring. It has taken constructive approach in the Caspian Sea talks, remained the only one of Iran's neighbors neutral to the

rising tension around that country's behavior on international level and tried to provide numerous assurances that Azerbaijan's territory would never be used against Iran, such as non-aggression pact of 2005 [5]. However, for Azerbaijan principles of building the bilateral relations with Iran were always equality, constructivism and reciprocity. These notions were probably misunderstood in Iran as the response to the Azerbaijani rapprochement was clearly illustrated in the first part of 2012, when aforementioned concerns of Iran have probably capitalized and "…prompted Tehran to start an information war against Azerbaijan in its media, following attempts to assassinate Israelis on the Azerbaijani soil by specially trained armed groups" [6, p. 116]. As a result, bilateral relations remain "chilly".

Meanwhile, the Nagorno-Karabakh conflict remains the number one topic on the foreign policy and security agenda of Azerbaijan (and South Caucasus region as a whole) and the gaping wound on Azerbaijani nation. As a result of Armenian aggression during the active stage of hostilities in 1991-1994 former territory of Nagorno-Karabakh Autonomous Oblast' as well as other seven regions of Azerbaijan remain under occupation. Presently, aggressor-state maintains "puppet" regime on the occupied territories that financially and administratively depend on Armenia, while promoting the international recognition of so-called "the Nagorno-Karbakh Republic" that Armenia itself fails to recognize for obvious reasons. Not a single state in the world have recognized that illegal entity, while Azerbaijan's territorial integrity is universally recognized fact.

In 1993 UN Security Council have adopted four resolutions (822, 853, 874, 884) [7] that demanded unconditional withdrawal of occupying forces from Azerbaijan, however none of these resolutions were implemented or enforced. Moreover, both Parliamentary Assembly of Council of Europe and European Parliament have adopted respective resolutions that condemn the occupation of Azerbaijani territories [8], however their adoption did not lead to any sanctions as well. The peace process and negotiations in the conflict are led by the Minsk Group established under the auspices of CSCE (presently OSCE) in 1994, after the cease fire-agreement was reached between Azerbaijan and Armenia. In 1997 the "triple" co-chairmanship was introduced in the format of Minsk Group including Russia, France and US [9, p. 22-23]. Until today, the mediation of Minsk Group has led to no crucial results and no resolution of the conflict was reached.

Through all the stages of the conflict Azerbaijan has adopted a constructive and pragmatic stance on the peace talks and negotiations. Azerbaijan even chose not to use its right to self-defense provided by the UN Charter Article 51 in favor of peaceful resolution of the conflict. That said, Azerbaijan made all the compromises possible in the boundaries set by the Minsk Group in form of two of the principles of international law – territorial integrity of states and right of peoples to self-determination. Azerbaijan proposes the largest possible autonomous status for Nagorno-Karabakh in Azerbaijan. Basically, demanding more concessions from Azerbaijan means the breach of the principles established by the international community and adopted for the peace process. However, Armenian side is not ready for compromise and demonstrates that it has no interest in relinquishing its control over occupied territories, especially when emboldened by the military-political union with Russia.

Azerbaijan on the other hand is in difficult position as the Minsk Group format generally puts Azerbaijan – victim-state – to the same status in negotiations as Armenia – aggressor-state. For Azerbaijan it is also very hard to convince Co-chairs of Minsk Group to apply any pressure to Armenia and force it to compromise as these states are the ones with the largest Armenian Diasporas in the world. Such Diasporas are able to influence the decision-making in their countries very effectively, thus hampering the will of the respective states to facilitate prompt resolution of the Nagorno-Karabakh conflict.

Nonetheless, Azerbaijan is dedicated to building strong economy and becoming the South Caucasian transportation hub attractive to foreign investment, while maintaining its active efforts to solve the conflict peacefully.

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UDC 37 / 502

**ENVIRONMENTAL EDUCATION AS A DETERMINANT
OF THE SUSTAINABLE WASTE MANAGEMENT**

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The aim of the article is to show the link between eco-education and sustainable municipal waste management. Ecological education in Poland, especially informal, is a relatively new issue. Its intensive development is caused by Polish accession to the European Union, rising ecological awareness of citizens and the development of new, active non-governmental organizations.

The concept of anthropogenic homeostasis describes relations between man and nature. It points out that in the second half of the XX century human civilization began the stage of "total exploitation of the environment". Global interference within the biosphere and the disappearance of the last enclaves of the natural environment are characteristic for this stage [1]. Population growth and the rapid technological and industrial progress caused disappearance of areas free from the influence of human activity on Earth. Socio-economic aspects as well as political systems largely determine human intervention in the natural environment. Economists like Adam Smith, David Ricardo and Tomas Malthus based their considerations on the strong interactions of social, ethical and environmental issues. Adam Smith wrote in 1776 in his book "An Inquiry into the Nature and Causes of the Wealth of Nations" that what brings benefits to the majority cannot be a problem for others. He emphasized the importance of natural resources as a common good that should be protected [2].

Economics, sociology, natural and technical sciences form the theoretical basis for environmental protection and sustainable development. Various economic disciplines approach the sustainable development, natural capital, sustainability and valuation of the environmental and ecological services in a different ways. Despite this, the mutual support of various disciplines of economics and benchmarking produces synergistic effects [3]. Unfortunately, even with the full cooperation of specialists from many fields and high availability of data about the deteriorating state of the environment, the degradation process is hard to be stopped. To intermit this process, it is necessary to raise the environmental awareness of residents of industrialized areas. Raising environmental awareness is an important mechanism in environmental management. It allows to implement effectively the concept of sustainable development by sensitizing the society on environmental issues. This effect is obtainable only with an extraordinary focus on environmental education. The task of eco-education is not only to provide knowledge, but also to shape the attitudes of environment-friendly society. Therefore, raising environmental awareness is extremely important both among the younger generation, as well as adults. Eco-education is especially important among political and social decision makers. The National Environmental Education Strategy proposes to treat environmental education as an integral part of the whole educational

process. This education is an inherent component of information policy as well as economic strategy and health care of the population. In the XXI century environmental education becomes an important component of civic education. It shapes rational society that accepts the principles of sustainable development, becomes ecological security conscious and involved in decision-making processes [4, 5].

Unfortunately, the development of human faith in the anthropocentric concept of the world effects in man activities becoming more and more calamitous for the environment. Not only local, but increasingly emerging threats of transboundary or even global range environmental crises are the consequence. One of the more important problems is the large amount of produced municipal waste. In the second half of the XX century the problems related to waste disposal became a serious civilization challenge. The rapid technological and industrial progress and also the population growth caused a significant increase in demand for consumer goods. Technological advances substantially contributed to the shortening of the life cycle of some product groups, especially fast moving consumer goods. Economic development led to increased production of waste. In addition, the migration of people to urban areas and the development of multifamily housing industry resulted in fast growth of urban agglomerations and in high density of population. In accordance to the European Union and national regulations it is obligatory for local authorities to coordinate and carry out sustainable waste management. Therefore, waste management is one of the key challenges for local authorities. Lack of proper approach to municipal waste management in large cities may cause serious and long-lasting negative consequences. An example could be observed in Naples in the summer of 2008. The European media reported tons of municipal waste lying in the streets of the Naples. It could lead to an ecological catastrophe. This situation was a result of political negligence and inadequate framework for waste management [6, 7].

In accordance to the principle of sustainable development the society should take care of the minimal impact of waste on the environment. Reduction of the space needed for the disposal, treatment and storage of wastes forces their proper management. Rational management of exhaustible resources requires waste treatment as a valuable commodity. Sustainable waste management requires a comprehensive waste treatment taking into account the economic, environmental and social conditions. It is important to consider that waste possesses measurable values – material and energetic. Waste may be reused, recycled, or energy may be recovered from it [8].

The European Union regulations and national regulations for sustainable waste management indicate that the stabilization of waste production is by itself not sufficient for environmental protection. Therefore, in the Decision No. 1600/2002/EC of The European Parliament and of The Council of 22 July 2002 laying down the Sixth Community Environment Action Programme, it was assumed that reduction of the amount of generated solid waste was desirable. The aim was to break the link between economic growth and resource use as well as to achieve significant reduction in the amount of waste generated. Waste production prevention, better resource efficiency and more sustainable production and consumption should help to reduce volume of waste [9]. Also the break of the link between economic growth and the generation of waste is one of the main objectives of the Directive 2008/98/EC of The European Parliament and of The Council of 19 November 2008 on waste and repealing certain Directives [10].

"The National Waste Management Plan 2014" describes the waste prevention as directly contributing to:
– reduction of the impact of waste on the environment,
– efficient use of natural resources, mainly through the re-use of products, saving energy, reducing consumption of materials,
– reduction of the amount of waste deposited in landfills [11].

The document "National Environmental Policy for 2009 – 2012 with a view to 2016" has defined the major national targets for waste management, which are compatible with European Union policy. The main direction of changes in waste management is the reduction of the amount of waste deposited in the landfill and increase of amount of recycled waste.

These documents, as well as a number of other provisions, require local authorities to carry out the management of waste in accordance with the principles of sustainable development and to respect for the natural environment. However, changes in waste management will not be achieved without the participation of the society. Therefore, it is necessary to undertake broad activities of environmental education in the field of waste management including teaching about segregation of waste at source (in the households). The task of eco-education is to increase ecological awareness, transfer knowledge to the society and inform people how important for clean environmental is to take activities in the field of sustainable waste management.

As to official international documents, the need for education about relation between man and the environment was for the first time announced in the Declaration of the UN Conference "Man and Environment"

in Stockholm in 1972 [12]. The task was entrusted to UNESCO. After many international efforts during the 70'a and 80's, global concern for educational sustainability was expressed at The United Nations Conference on Environment and Development – The Earth Summit in Rio de Janeiro in 1992. The UNCED documents gave high priority to the role of education in pursuing the kind of development that would respect the natural environment. In particular, Chapter 36 of Agenda 21 emphasized that education is a prerequisite to the implementation of sustainable development and improvement in people's ability to address the issues of environmental protection [13].

Ecological education, also called environmental education or education for sustainable development is the concept of education promoting respect for the natural environment and life in accordance with the principles of sustainable development. The idea of eco-education promotes a balance between social and economic development, culture, tradition and the protection of natural resources of the Earth. Education emphasizes the need of esteem for human dignity, respect for diversity, protection of the natural environment and its limited resources. Interdisciplinary implementation of education for sustainable development will develop eco-consciousness and wake up the interest of society in interrelated economic, social, political and environmental issues. This should enable everyone to acquire knowledge and skills necessary for the improvement of the environment. The important tasks of eco-education are: to create new patterns of behavior, shaping the attitudes, values and beliefs of individuals, groups and whole societies, taking into account the concern for environmental quality [4].

Environmental education also aims to strengthen the skills of "learning" of consumer needs dematerialization. It should lead to an increase in respect for natural resources, rationalization of production and use of the new system of values. An important task of education is to teach the society about sustainable socio-economic development. These changes are needed by the current inhabitants of the globe, so that they can live with dignity meeting their needs, as well as for the future generations, to have opportunity to benefit from the resources of the Earth [14].

National Strategy for Environmental Education "Through Education for Sustainable Development" emphasizes that for the aims and objectives of ecological education to be fulfilled, it is necessary to:

– recognize the environmental education as one of the basic conditions for the implementation of the National Environmental Policy,

– provide common access to information about the state of the natural environment and to environmental education,

– introduce elements of environmental education into all aspects of social life, while respecting and using cultural, ethical and religious values,

– recognize the environmental education as a basic condition for changing consumer model of society [4].

Before The Earth Summit in Rio de Janeiro, Poland has established the "National Environmental Policy" (1991), detailing the environmental education as a tool of state environmental policy. The important role of informal education in shaping society was described in the chapter "Environmental Education". According to the document, in the following years, environmental education program directed to the general society was developed. In the field of informal eco-education, the main emphasis was put on:

– support for initiatives to develop the environmental awareness by organizing conferences, seminars, trainings, courses, contests, competitions, games and artistic events undertaking environmental topics,

– cooperation with organizations involved in eco-education and cooperating in this field with their foreign counterparts,

– supporting initiatives of non-governmental ecological organizations and cooperate with them in terms of determining the methods and courses of action to raise eco-awareness, as well as readiness of the society for the protection of the environment,

– initiation, in cooperation with various ministries , public administrations and training centers, vocational training of specialist in the field of environmental protection in the country and abroad,

– participation in the realization and dissemination of documentaries films, programs, shows and other educational materials about ecology in cooperation with the television centers, movie studios, artistic agencies, editorials and publishing,

– establishment of the National Environmental Education Center to improve and disseminate environmental education; the task of the Center is to inform, initiate, coordinate and lead other activities to raise environmental awareness and promote pro-environmental attitudes of society [15].

Starting from primary schools up to the selected fields of higher education - teaching programs include elements of eco-education. However, the level of environmental awareness of the Polish society is still low compared with residents of such countries as Germany, France or the Scandinavian countries. Society should be more sensitized to environmental issues. People should know what individual actions they can take to make a positive impact on the environment evolution. Daily habits must include such behaviors as segregation of waste in households, separating recyclables or not throwing waste on illegal dumps. It is necessary to transfer knowledge on the above topics also in non-school education system. This problem has been recognized and addressed in many documents of the EU and at the national level. Many funds co-financing the eco-educational projects were created by the institutions whose task is to supervise and care for the proper use of the environment. Also, many funds supporting social activities take into account issues of environmental education in funded projects.

Environmental education centers, nature and national parks, regional and local authorities, local departments of environmental protection, the media and workplaces carry out informal education on sustainable development. However, environmental non-governmental organizations perform especially important role in shaping ecological attitudes of society through informal education. NGOs are the most active organizations in the field of environmental education. Similar as it is in other EU countries, NGOs perform a large number of eco-educational local and cross-regional projects.

Ecological maturation of Polish society causes people show interest in environmental issues to more widely and frequently. The development of ecological attitude is shaped by both: the formal educational system and, also the informal one, provided by nongovernmental organizations. After Poland joined the European Union, eco-education developed considerably. However, additional legal support and expenditures in eco-education are still required for adequate stimulation of social change. Without the transfer of knowledge and changes in social habits it is not possible to conduct sustainable waste management, which requires the involvement of the whole society. Proper education should help people to understand that acceptance of environmental protection guidance and lifestyle conforming to sustainable development rules are the only ways to save our habitat.

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VALUE ATTITUDE FORMATION TO TEACHING: METHODOLOGICAL ASPECT

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Teaching seems to be among the least popular professions with young people entering universities and colleges. The article is devoted to the problem of value attitude to teaching. The stages of its formation are outlined and described; the results of the research are represented.

The prestige of teaching has been decreasing over the last few decades. There are different reasons for this process such as economical and sociocultural ones. Teachers are underpaid; they often work under stress; they struggle with increasingly demanding curriculum requirements and lack of parental involvement; a teacher's job is not often finished at the end of the school day. But it's not the whole list of problems. Besides, the number of entrants is reducing in general, thus doing teaching no good: school leavers are more interested in technical professions or the ones where they can get a better salary. On the other hand, the need for teachers in this country has always been high, especially for ESL teachers. This contradiction has made us focus on the problem of value attitude to teaching.

Values guide our behavior at home, at work, or any other area of our life; they are part of our identity as individuals. Value attitude, formed either deliberately or spontaneously, is like a compass that helps us behave consistently, regardless of the situation. Numerous researches have proved that human life is impossible without value approach to either nature or society (O.G. Drobnitskiy, A.G. Zdravomyslov, V.A. Yadov, etc.).

Professional values and value attitude to any professional activity is a great means of personality development. It helps students to unveil their potential in the profession, allows them to get mobility in a professional sphere, and increases chances of promotion. That's why pedagogic education should focus not only on the professional training of students, but should also be aimed at the development of personal characteristics of specialists to be. Nowadays the problem of value attitude formation among students of pedagogic professions gains currency and needs a thorough investigation.

According to V.N. Myasishchev, personality is first of all characterized through a system of relations to the environment. Relations are seen through actions, reactions, and feelings; they are formed in activity [1]. Value attitude to teaching is defined as a stable, selective, and preferable bond of a student as a personality with their profession to be. Teaching therefore takes on special significance for the subject, and is estimated as something valuable for their life and the life of society. Value attitude is a complicated personality creation consisting of several interdependent components: value-motivational, cognitive-operational, organizing-planning, introspection-evaluative, and emotional-volitional components.

Hence the process of value attitude formation to teaching is the focus of our research that has been developing through six years (2009 – 2014). The main task of the research is working out and theoretical substantiation of conceptual grounds of value attitude formation to teaching and determining of general pedagogic characteristics and conditions for a successful achievement of the goal.

The students involved in the experiment were to go through the five stages of value attitude formation. During the first one they studied their value attitude via a special test and built their profile of value attitude to the future profession. We also resorted to another method of research – content analysis. The students were asked to write an essay on their value of teaching as a profession. They were also involved into a number of activities helping their adaptation to new circumstances (e.g. meetings with older students, extra classes for students falling behind with the studies, discussions on the rational style of studying and different learning strategies, etc.). Lecturers were encouraged to start classes with a special introductory part including links with other subjects or other questions of the very same subject. At the end of the lecture, the students were to reflect back the content. The students were given recommendations about taking notes in a special way. We called this stage adaptation-diagnostics stage.

On the second stage the students had to work out a personal plan of their development according to the problems they encountered and the profile they had built before. The variety of problems was great, e.g. low grades, stress, trouble in following the lectures, inability to manage time, reading problems, etc. This stage was called planning-correction stage.

The following stage was essential in understanding of the importance of different subjects for the teacher. We organized an effective feedback via ICT in methods of teaching and pedagogical practice thus enhancing their involvement into teaching. Professing methods of teaching we aimed not only at the students' knowledge of

the subject, but concentrated on the importance of personal growth. We meant that this profession needs individuals who are not just doers, but also are thinkers. Teachers have to be lifelong students of their craft, seeking to expand their repertoire, deepen their knowledge and skill, and become wiser in rendering judgments. Thus we included a special planning of lectures and practical classes for the subject. As a rule methods of teaching had been taught in Russian before the research, but we tried to introduce English articles and abstracts of English textbooks into the course. We aimed this step atstimulation of interest towards contemporary research in pedagogy and methods of teaching.We called this stage information-activity stage.

Taking into account what has been said above, it takes a lot to be an effective teaching professional. Moreover, accomplished teachers are inventive in their teaching, recognising the need to admit new findings; they stand ready to incorporate ideas and methods developed by others that fit their aims and their students. They are supposed to be involved into constant search and creative activity. Thus the students took part in several university competitions and, while at school, prepared pupils for a local phonetic contest. We also tried to embrace a wide range of divisive issues to hold debate and encourage the students to defend their points of view. Another means of involving them into creative activity was research and project work, carried out individually and in groups. This stage was called variation-creative stage.

Eventually, the students had to evaluate their progress in studies, review their performance in different activities either successful or not, describe their achievements and analyse their fails. The last stage was called evaluation-resulting stage.

The results of the constating experiment showed that value attitude to teaching among the students under consideration was at an average level. The average rate of value attitude made up 3,4 with the following rates of its components: value-motivational – 3,5, cognitive-operational – 3,7, organizing-planning – 3,0, introspection-evaluative – 3,4, and emotional-volitional – 3,3 (according to a five-point scale).

The content-analysis of the essays showed, firstly, a wide range of student opinions concerning value attitude to teaching. Such aspects of teaching value ascontent, procedural, organizing, and others were mentioned.Secondly, theresearchprovedthesuppositionthatvalueattitudetoprofessionalactivitycanberegardedasasystemcreation with a number of components in it. Thirdly, personal and social value of teaching in today's society was showed.

According to the survey, the measures introduced at the adaptation-diagnostics stage were helpful to the majority of the students: 86% of the students estimated them as valuable; 10% of the students said they could have done without them; 5% of the students said they were useless. The students were also asked about their attitude to lecture delivering. 79% of the students agreed that introductory and concluding sections helped them to organise their knowledge better and get ready for classes more efficiently; 18% of the students didn't make use of them; 3% of the students under consideration found this measure useless.

Having worked out their personal self-development map, most of the students started to manage their time more efficiently. 81% of the students highly evaluated the role of the map for their successful studying at university and their future profession. According to their answers, it contributed a lot to their personal growth (60%); to the realization of their educational aims, the choice and structing of information (37%); to the acquirement of introspection skills and evaluative skills (46%); to the development of will-power in goal achievement (31,2%).

Aggregate indicators of value attitude to teaching are shown in the table below.

Table 1 – Average rate of value attitude to teaching before and after the experiment

	P_{v-m}	P_{c-o}	P_{o-p}	P_{i-e}	P_{e-v}	P_{av}
Before the experiment	3,5	3,7	3,0	3,4	3,3	3,4
After the experiment	4,3	4,4	3,5	3,8	3,4	3,9

In the course of the research the characteristics of value attitude to teaching were disclosed, its constituent parts were revealed and described. The process of value attitude formation was shown and structured. The results of the formative experiment proved the positive effect of the author's model of value attitude formation on the development of its constituent parts, thus confirming its efficiency.

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UDC 378

PROFESSIONAL ENGLISH FOR IT STUDENTS

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The article deals with the basic methods of activation of English language teaching process for professional communication in IT sphere. The components of ESP are introduced. The problems of a course-book compilation are considered. The importance of interdisciplinary connections and the principles of context approach have been underlined.

Professional English is getting prior in different fields as communication with business partners is an essential part of professional activities. Nowadays Belarusian IT specialists cooperate with many organizations worldwide. Thus the necessity in good professional English is increasing. According to Close there are three basic components of teaching English, IT students in particular. These are:
- basic knowledge which is necessary to know regardless of the professional sphere;
- supplementation in a form of English for general scientific purposes;
- supplementation in a form of professional English for students of particular specialty [1].

Nevertheless, there arise a number of difficulties in choosing the corpus of vocabulary. In accordance with the Basic Curriculum there must be 300 professional terms included in the course. But the problem is that IT students study English only when they are first-year. They manage to study only two professional disciplines during the first term before they start studying professional English. One more problem while compiling the course-book is incompetence of English teachers in Computer Sciences. One of the ways to solve the second problem is self-cultivation.

There are certain principles to select the vocabulary for the course – book:
- lexical items must enable the students develop their professional competencies [2];
- content must be based on the learner's reason for learning [3];
- content must be authentic and presented in all aspects of the language [4].

There must be realized certain principles of a context approach in teaching English for special purposes. Thus any student should:
- have a strong motivation for studying English together with other professional disciplines;
- be brought up as a professional due to the development of system way of thinking;
- develop his ability to work in a team to solve problems and apply his language skills in communication;
- develop responsibility to the values of his professional community [5].

One of the conditions of efficient teaching professional English is the repetitiveness of lexical items. This means that IT students should be able to hear, pronounce, read and write the words they study. Moreover, they should encounter these words throughout the course several times. Thus after being selected the lexical items should be included into exercises developing all types of speech activities. According to Belyaev a psychological structure of any word comprises visual, auditive and two kinetic (articulatory and motor-graphic) representations of words. So he emphasizes the fact that a teacher should display new words differently. The words should be pronounced and written on the board by both the teacher and the student [6].

At present much attention is paid to the introduction of new words in context as it corresponds to the practical purposes of teaching English. We should keep in mind that there are two types of semantic context in terms of the purpose of teaching. One context is only for perception and the other is for both perception and reproduction [7].

Thereby prerequisites for the development of the course-book for IT students based on the principles of a context approach and interdisciplinary connections are created.

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UDC 811.11

THE CHARACTERISTICS OF FOREIGN EDUCATIONAL SYSTEMS

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Personnel training is the main aspect in providing stability and increasing competitiveness of organization according to the current requirements of external and internal environment. The article shows the importance of learning foreign experience in personnel training, which is considered in this article in terms of Great Britain and Japan.

Education is not preparation for life;
education is life itself.
John Dewey

At the moment the problem of personnel training is an acute one. The situation is aggravated by the formation of a fundamentally new professional personnel in educational system. In the current context, the main direction in the formation of labor potential is a serious reorganization of the entire system of personnel training, including specialists with top-qualification and semiskilled and skilled workers of mass professions. Highly qualified employee must be competitive in the labor market and have at least complete basic education .The employee must be trained professionally and master several related professions. Foreign experience shows that the characteristic features of the vocational training system include training students for complex integral professions, skills of constant change activities; continuity and gradualness of education, the possibility of entry and exit in the educational system at all levels. The latest technology in education is the key factor in the personal training of complex education. These training requirements for qualified personnel can be taken as a guideline in assessing training system. The experience of developed countries indicates that where training is paid appropriate attention to, production is growing rapidly, and produced goods are competitive in the world market.

Currency of these problems in the sphere of national vocational education predetermined the work objective in studying the process and content of education abroad. This choice of the theme is connected with finding optimal teaching methods in studying foreign educational systems, which could be applied to our country. The development of the national economy depends on the effectiveness of development of education. The basis of education is presented by successfully found form of educational organization and a source of development. Such a policy can actually take into account two central points in education: educational process at all levels and education and raising the level of professional skills in all its forms, education and raising the level of professional skills as a fixed format for the appropriate results (medals, diplomas, certificates, academic titles and degrees). As the predominant teaching method, information puts the students in such a situation, where they must organize and acquire knowledge themselves to maintain a high level of motivation. The testing process indicates that only people with keen and well-formed theoretical intelligence can cope with this independent work. We believe that in such circumstances almost every well-made test identifies not only students' professional training, but their overall development – intelligence. The purpose of education reform is a reorientation of all its spheres and levels with the process of informing students (formation of their general idea

about the particular sphere of knowledge and professional activities) about the final results in professional gaining specific knowledge and skills for using them in real life and in practical professional work.

The quality of education is the quality of syllabus, training, testing or monitoring. According to these criteria and feedback from the public interested, the activity of all educational institutions (the main subjects of education) must be assessed. The purpose of education is the development of the individual, society and on a global scale, the preservation and development of cultural and civilized life can be achieved by individual through the mastering various forms of activity. Therefore, education is synthesis of teaching and learning (individual cognitive activity), education, self-education and self-development [1]. Every educational system provides some necessary stages. However, they all include preschool, school, vocational and higher education. There is some difference in terms of learning stages. In connection with, we consider the educational system in such countries as Great Britain and Japan.

Education in the UK is compulsory for all citizens aged from 5 to 16 and is divided into public (free education) and private (fee-paid education). There are three educational systems in accordance with the administrative division and established traditions: England and Wales, Northern Ireland, Scotland. Preschool education is available in public and private educational institutions of the UK. The system of preschool education consists of day nurseries and kindergartens as well as in our country. Traditional British school education lasts for 13 years, from 5 to 18 years of age. There are schools for girls, boys and mixed schools. British schools are divided into:

- Full-cycle schools: children are taught from 2 to 18 years.
- Junior schools: for children from 7 to 13. The course is followed by an exam – Common entrance examination. Passing the exam is a compulsory admission to high school.
- Senior schools: from 13 to 18 years of age. First 2 years of studying for exams GCSE, followed by another two-year program: A-level or International Baccalaureate.
- Sixth form: for 16-18 year old persons [2].

Preschool starts at the age of 5, when children learn the compulsory subjects: English, mathematics and subjects chosen by parents: history, geography, music, art and technology. Elementary school: from 8 to 11, where science, information technology, design are added. There are only 12 compulsory subjects. High school (11-16 years old), from 11 to 14 a large set of school subjects is studied, comparable to our syllabus, and at 14 a student chooses 5 – 10 subjects and up to 16 he focuses on preparing for exams – General Certificate of Secondary Education (GCSE). Compulsory education finishes after getting GCSE. By the age of 16 students decide to continue their education at university, get vocational training or go to work. Who wants to go to university, must complete a 2-year training program. UK educational system is focused on the early specialization: a student chooses four items which indicate his future career up to 16. In the UK the academic year is divided into three terms 12 weeks each: 1st term: beginning of September – mid-December, 2nd: beginning of January – end of March, the 3rd: mid-April – end of June or mid-July. You can get a professional education in the UK both at the secondary level and at the level of higher education. This is called Further education (FE). Professional education is at mixed schools, technical colleges, vocational training centers and job centers. Colleges are intermediate stage between school and university. They provide training in a wide range of professions from skilled worker to a specialist of intermediate level and it is closely related to learning in the workplace. College can be private, public and multidisciplinary or narrow specialized. There is no single syllabus or training programs in Britain. Training is conducted under programs approved by the local education authorities and professional societies, which leads to significant differences in the level of training of graduates of these schools. Training terms from one to five years depending on the specialization and qualification. After graduating from college one can go to the second year of university. British higher education is one of the best in the world. There are famous prestigious universities such as Oxford (founded in 1167) and Cambridge (1209). To be enrolled in a university in Britain, one must pass British exams A-levels. Duration of both programs is two years: A-level – classic British program includes in-depth studying of 4 subjects required for admission to the University (pre-selected). In Scotland the system is a bit different: the study program (Scottish higher) is only 1 year old, but it is recognized by all universities in the UK.

The UK higher education is designed according to the classical European model: the first degree is Bachelor. Undergraduate degree (UG) lasts for three year and the fourth year of studying allows students to receive a bachelor degree with honors. The second degree is Master – 1-2 years. The third degree is Doctor of Philosophy (PhD), individual training, depending on the sphere of research, it takes from three and a half to four years. The degree is awarded after successful writing and defending a thesis, which is the result of scientific research.

Education, Social Studies, Law

In Japan a lot of attention is paid to preschool education. Japanese children are given their own "workplace" in a group ("khan"). Thus, since early childhood they learn how to cooperate in a team. School education in Japan lasts for 12 years, half of which is taken by elementary school owing to (because of) the difficulty in learning the native language. Up to 45 children are allowed to study in Japanese classrooms. The academic year in Japan is a long one – 245 days. It lasts from the 1st of April till the 1st of March next year. It's divided into 3 terms: April-July, September-December and January-March. According to the regulations of Japanese Ministry of education, science and culture senior secondary school uses institutional system of academic performance assessment: every pupil must score at least 80 credits to get a secondary school-leaving certificate (Kotogakko). Japan has a multilevel system of education:

- Elementary school (1 – 6 grade)
- Lower-secondary school (7 – 9 grade)
- Upper-secondary school (10 – 12 grade)

Education institutions are divided into full-time, evening-time and correspondence. Evening- and correspondence school graduates receive equal leaving certificates. There exist different types of school with specific training: general, academic, technical, natural-science, business and art. Around 70% of pupils opt for general curriculum. Apart from the obligatory primary school, Japanese children attend optional/additional academic institutions: "dzuku" (equivalent of our tuition). About 15% of primary, 50% of secondary and 99% of high school pupils attend "dzuku". These institutions help to get prepared for entering secondary schools and universities. Vocational training in Japan is aimed at those who are interested in getting narrowly technical education. Courses duration is 3 years. Japanese colleges are equal to/have the same status as our secondary specialized colleges. They are divided into junior, technological and colleges of specialized training. Higher education in Japan is included into unified system of vocational education and is obligatory. The most prestigious state universities are the University of Tokyo, Kyoto University and Osaka University. The system of higher education includes:

- universities of full cycle. After completion of four-year degree program (medicine, dentistry, and veterinary science programs require six years of preparation) the graduate can apply for a master or doctoral degree.

- universities of accelerated cycle. Training period lasts for 2 years (nurses study 3 years). Girls make up about 60% of university students. They major in such areas as economics, literature, foreign languages, education, social protection .

- technical institutes. Training period is 5 years. Students are provided with a broad technical training. Graduates find employment in research centers associated with the development of new advanced technology and know-how.

In Japanese universities, there is a clear division into general scientific and special discipline. The first two years all students receive a general education, studying history, philosophy, literature, social studies and foreign languages. They listen to special courses in their future profession. The last two years students study their chosen major and then get a bachelor's degree. Formally a student can be enrolled in high school up to 8 years, i.e. expulsion of students is usually unpractically. Separate universities admit foreign students in the second or third year. There are special examinations in translation for foreigners (transfer examination). Admission to public universities is carried out in two stages: applicants take uniform achievement examination "General Achievement Test first stage" and then students take exams administered by universities they hope to enter. Private universities conduct their own entrance exams. In Japan, postgraduate education is widely practiced: Master's (2 years) and Doctorate (5 years) programs. The student must learn for 2 years to submit the master's thesis and get a positive assessment to pass the exam in the major. After this, a student has the opportunity to apply for a doctoral degree. Postgraduate education is considered complete when a doctoral thesis is successfully presented and the student passes the exam in the major.

The meaning of education reform is to refocus on the final results of all its subject activities. There should be selected a successful form of educational organization and motivating source of its development - a guarantee of results to society. Today unilateral informing students and formal orientation process in education should be replaced by a strong feedback. An important factor for success is the need to overcome the inertia and lack of professionalism among the subjects of education. Education reorienting can be realized through quality of curriculum, monitoring results and the learning process. It's advisable to instill desire to comprehend the knowledge at the initial stages of personality development. A lot of school-leavers face the problem of choosing a career unlike their foreign peers.

Foreign experience has shown that they do not have uniform curricula and programs, which allows prepare narrow specialists. It's important to improve the quality of training programs through upgrading and

introduction of more detailed standard programs. Some of the varying work programs focus on the information and methodological support and organizing classroom and extracurricular activities of students within programmed and free training. Special attention should be paid to the professional testing organization in the sphere of education. The initial foundation can act mastering the curriculum each student in assessing the learning process. Need to form a sequence of actions on the results orientation of each element of educational activity: external conditions (incentive mechanism), educational material, the teacher and students.

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CRIME VICTIMS AND THEIR RIGHTS IN CRIMINAL JUSTICE SYSTEM

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Victims of crime play a critical role in the criminal justice system. The victim often provides eyewitness information to the police, which aids in the capture of suspects. Furthermore, prosecutors and judges tend to rely heavily on a victim's testimony in court.

'Victims' means a person or persons who have suffered financial, social, psychological or physical harm as a result of an offense, and includes, in the case of any homicide, an appropriate member of the immediate family of any such person.

People are victims if and only if (1) they have suffered a loss or some significant decrease in well-being unfairly or undeservedly and in such a manner that they were helpless to prevent the loss; (2) the loss has an identifiable cause; and (3) the legal or moral context of the loss entitles the sufferers of the loss to social concern.

In the criminal law context, the word 'victim' has come to mean those who are preyed upon by strangers: 'Victim' suggests a non-provoking individual hit with the violence of a street crime by a stranger. The image created is that of an elderly person robbed of her life savings, an 'innocent by-stander' injured or killed during a holdup, or a brutally ravaged rape victim. . . . In short, the image of the 'victim' has become a blameless, pure stereotype, with whom all can identify.

A crime occurs when someone breaks a law put in place by a government. A criminal case involves the government prosecuting the criminal defendant. As a victim, you will not be a direct party to the case.

Until recently, victims of crime have enjoyed very few rights in the criminal justice process [2].

Crime Victims Have Rights

Every crime has a victim who suffers some harm at the hands of the offender -- be it physical, financial, psychological or emotional.

The victims' rights movement got its start with a 1973 Supreme Court decision in which a victim was denied the right to force prosecutors to charge someone with a crime. The court ruled that although victims had no right to force prosecutions, Congress could pass laws to create legal rights for crime victims.

In 1982, the President's Task Force on Victims of Crime issued 68 recommendations on how governments could pass legislation to protect victims' rights.

The core rights for victims of crime include:
- The right to be treated with fairness, dignity, sensitivity, and respect;
- The right to attend and be present at criminal justice proceedings;
- The right to be heard in the criminal justice process, including the right to confer with the prosecutor and submit a victim impact statement at sentencing, parole, and other similar proceedings;
- The right to be informed of proceedings and events in the criminal justice process, including the release or escape of the offender, legal rights and remedies, and available benefits and services, and access to records, referrals, and other information;

- The right to protection from intimidation and harassment;
- The right to restitution from the offender;
- The right to privacy;
- The right to apply for crime victim compensation;
- The right to restitution from the offender;
- The right to the expeditious return of personal property seized as evidence whenever possible;
- The right to a speedy trial and other proceedings free from unreasonable delay;
- The right to enforcement of these rights and access to other available remedies.

Right to Restitution

The term "restitution" generally refers to restoration of the harm caused by the defendant, most commonly in the form of payment for damages. It can also refer to the return or repair of property stolen or damaged in the course of the crime.

Courts have the authority to order restitution by convicted offenders as part of their sentences. Payment of restitution is often a condition of probation or parole as well.

Right to Compensation

Compensation is based on the principle of financial damages payable for temporary or permanent losses or injuries. This calculation does not always take into account the complexity of victims' needs.

Systems of compensation should emphasise the victim's plans for recovery and readjustment. They should help to develop a strategy for the future which assimilates the victim's experience, thereby assisting them to adapt to their new situation.

While financial compensation is often the only redress for victims available within the legal system, money alone can rarely offer a complete solution to the problems and distress caused by crime. Compensation should therefore take account of the social and psychological needs of victims and their families by providing help in dealing with the many administrative and legal procedures which victims have to cope with [1].

Right to Protection

Many jurisdictions give crime victims the right to protection during the criminal justice process. This right may take the form of a generally stated right to protection, or may include specific protective measures. Most jurisdictions have defined criminal offenses of intimidation of victims or witnesses. Many provide that victims must be informed of protective procedures that are available.

Right to Be Informed

The criminal justice system is often required to provide general information of interest to victims.

Right to Be Heard

One of the most significant rights for crime victims is the right to be heard during critical criminal justice proceedings that affect their interests. Such participation is the primary means by which victims play a proactive role in the criminal justice process. When a crime victim is allowed to speak at the sentencing hearing, or to submit a victim impact statement regarding the impact of the offense on the victim and the victim's family, there is an acknowledgment by the criminal justice system of the personal nature of the crime and of the harm suffered.

A Criminal Lawyer Can Help

The law surrounding the rights of crime victims is complicated. The facts of each case are unique. For more detailed, specific information, contact a criminal lawyer [3].

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HISTORY, CULTURAL STUDIES, TOURISM, SPORTS

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TRADITIONAL RITUAL DISHES OF THE MEMORIAL TABLE AND DAYS OF REMEMBRANCE OF THE DEAD BELARUSIANS OF PODVINYA REGION IN THE XXI CENTURY

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The article explores the tradition of cooking ritual dishes on the Belarusians' memorial table of Podvinya region in the XXI century. We conclude that, despite local peculiarities, kutya, polivka, kluski remain the most demanded and required dishes in the modern Belarusian society of the region.

Belarusian cuisine has a long history. Many original dishes have survived from the depth of centuries. The symbolism of food is very important. All of the family rituals existed food has a symbolic meaning [1, c. 98]. Our ancestors prepared a different number of doleful dishes in different places that had their required range and application procedure for dinner, especially doleful customs. Served usually an odd number of dishes in the poorest families – 7, the rich, the wealthy – 11 and more [2, c. 40]. Following the traditions of our ancestors, every Belarusian family of Vitebsk region committed to the 3 main ritual dishes on the memorial table and days of remembrance of the dead, namely mushroom polivka, kluski (trickled pastries) and kutya in the XXI century. "On Dziady cooking porridge, cereals, pounded in a mortar made from barley. Dried and this porridge is cooked. Mushroom soup, necessarily" [3].

The first course, which begins a ritual meal, is kutya, in terms of symbolism. Kutya – boiled porridge: oats, wheat groats, with the addition of raisins, or honey, but often the caregivers prefer to leave her lean, can add a piece of butter. Currently you can see the kutya from rice porridge with added ingredients (raisins, honey) on the memorial table. Cooking kutya did not require the expenditure of time. Groats (pearl barley, wheat), you need to sort, wash, pour in a saucepan of boiling water and cook until tender, stir periodically [4, c. 66]. Then add sugar to taste, leave porridge under the cover, so she got. Thereafter, upon the request, the hostess often add raisins, or honey, such actions do not have a generally accepted and proven character. Though preparing the kind of ritual food will not cause difficulties in the modern Belarusian society, but the whole meaning of the table ritual associated with symbolism of this dish.

Our ancestor's traditions predetermined a strict being of kutya on the memorial table. Specificity is required kutya the ritual table requires more detailed and detailed explanation of the symbolism of the main dishes of Belarusian farmers – Porridge. There is the necessity of redistribution of the total share as a child birth and death of the man. This semantics is especially clearly seen in those cases when the christening invited all the families of the village, and each of them takes with a festive dinner some porridge for their children. Thus, every child of the village has its own part of porridge, its share after the next redistribution. It is significant that mess – wedding, and ritual dish, is used whenever there is a need for a symbolic redistribution of vital goods [5, c. 52].

The owner called dead grandparents, and invited them to try ritual meal at the funeral dinner [6, c. 36]: "And grandfathers are called. I remember that mom all called. And after the festive table, you had to bid farewell to the souls of the dead, ended with the words: "the Holy fathers! Ate kutya – go home "[7, c. 364].

If we consider the notion of a share only in family rites, it was assumed that the share is given to the person once in a lifetime. Wedding and some other ceremonies (for example, housewarming) confirm that, at each new (marked by ritual) stage of the life a man is endowed with the new part, as if even one share, one more degree of dependency, lack of freedom. This is because the notion of age (birth, death) is used to indicate not only the whole life, but the individual steps (maiden century) [5, c. 80-81].

The widespread use of potatoes is the main distinctive feature of the Belarusian cookery. Potatoes came from South America, found on the Belarusian land fertile ground. Climatic conditions have contributed to breeding potatoes with high starch content and excellent taste.

Potatoes practically do not leave the Belarusians's table in all seasons. It is cooked, stewed, fried, baked, and stuffed. From it soups and salads, pies, and brushwood are cooked. Potatoes in combination with pork and

mushrooms are particularly well. Nothing can be compared with dishes from raw grated potato chips, potato pancakes and kluski [4, c. 64].

Kluski is an obligatory ritual dish on the memorial Belarusians table of Vitebsk region, traditional symbolic meal in many areas of Pridvinje region in the late XIX – early XXI centuries. The cookery skills of the dish creation passed down from one generation of the Belarusians to another, from mothers to daughters and sons, so the recipes for kluski in the course of time have undergone significant changes, however, have local features of cooking.

For preparation of the dishes our ancestors used raw grated potatoes and stuffing. The recipe that has reached our days: wing out grated raw potatoes; add some flour, salt and mix it. From the quite thick mass form small balls, each ball roll out into a flat circle, inside of which put minced meat, then roll a ball, after that threw them in boiling water and boil for 40-50 minutes [4, c. 72]. Our ancestors cooked kluski in the stove, in large bowls, so that everyone had enough: «to all dead, alive» in the past. Cooking kluski was a matter of responsibility: the hostess saw that the dumplings are not destroyed, not stuck to the bottom of the pot, not digested because of the high temperature in the stove. The filling for dumplings is made of minced meat (pork or chicken) with browned onions, salt, pepper. Often, for specific aroma and flavor, a hostess added dried boiled mushrooms to the minced meat stuffing. The mushrooms were necessary boiled, chopped finely and added to the meat mass.

On the memorial table (funeral repast), according to Belarusian traditions, there should be a grandparent's bowl, where the hostess puts a spoon of kutya, kluski «guests from the world», a glass, and they are not removed until the next morning. Thus, according to Nikiforovsky, «grandfathers come on the earth in those days, to see how we recollect them. Therefore, during the dinner, the host should put in a separate plate with a handling of each dish, a spoon, a glass of vodka and put them on the window. Grandfathers watch it, they are present during the festive meal and happy, and irritation leave home [8, c. 296]. There is an opinion that as soon as the first pancake was baked, torn apart and put on the plate on the window, thus meant that the steam that went from a hot pancake «treat» the souls of the dead ancestors [9, c. 394]. The same is related to kluski, so Nikiforovsky wrote that the grandfathers «are fed» on the steam emanating from the dumplings, which had been put on his grandfather's bowl.

Mushroom polivka or mushroom soup is the final ritual meal on the Belarusians' memorial table of Vitebsk region. As Belarusian forests are rich in mushrooms in the summer-autumn season, the residents of Belarus collect and preserve mushrooms, use them for food each year. Our ancestors dried mushrooms on the stove, this method of procurement was more reliable, and the scent of dried mushrooms remained for a long time. The tradition of drying mushrooms for the winter is saved at present, though the common way of cooking is also sealing. You should only use dried mushrooms for a ritual polivka, according to the folk tradition; it is their aroma, mushroom broth has inimitably bright taste. The mushrooms must be thoroughly washed, soaked in cold water for 3-4 hours, then rinse. The mushrooms can be boiled in the broth that is left after cooking sausages or chicken, for 1-2 hours [4, c. 65]. It must be hot; it is a basic requirement, which adhere to the skilful mistress. Polivka is put in a separate bowl or a small glass of each attendee at a memorial table.

At a memorial table each had the right to eat and drink, all that he liked, however, as in the funeral ceremony the Grandfathers had a tradition-requirement: to drink 3 glasses of vodka or wine for the dead and try not less than 3-courses [9, c. 395]. Polivka, according to the folk tradition, is ritual dishes which, without words, symbolize the end of the memorial dinner, and it means silently stand up and go home.

 Belarusian mourning rituals consist of two parts – the funeral and memorial days. According to the Belarusians' beliefs of commemorating the dead on the third, ninth, the fortieth day after his death, a funeral is seeing the man off "to the light", where he continues his infinite and eternal existence in the form of ancestor spirits and is the guardian of kindness and family [9, c. 17]. It is believed that living at all stages of the funeral rite share with the deceased, give his portion, and he died at the funeral shares with live by grace. In this respect, funeral dinner can be seen as a share distribution between the living and the deceased. This percentage does not matter, but it became more important after death [5, c. 118].

Thus, the life of the modern Belarusian society largely overlaps with the national tradition, the specific features of which already existed in the XIX century, as evidenced by the materials of many ethnographic studies of this period. And in today's society the traditional coloring of the individual ritual dishes is not only preserved, but even does not undergo radical changes in the cooking and in the ritual purpose. The urban population, not refusing universally accepted tradition of ancestors' remembrance, continues to adopt the already established by centuries of culinary preferences of previous generations, without replacing their culinary masterpieces of elite restaurants in our times. The main ritual dishes on the Belarusians' memorial table, as before, remain kutya, kluski and polivka. The preparation of such a memorial meal in every district of the Vitebsk region, though with

different local flavor, but its ritual significance is not lost for centuries. At the present stage, the recipes are not only forgotten in the current generation, but continue to live in traditional coloring, sent by our ancestors, so these three dishes are not «guests», and the most real «owners» of the Belarusian memorial table.

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EUSTACHY TYSZKIEWICZ, 19TH CENTURY ARCHAEOLOGIST AND ANTIQUARY.
ON HIS APPROACH TO THE HISTORY OF THE GRAND DUCHY OF LITHUANIA

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The article considers the basic directions of activity of Eustachy Tyszkiewicz – the outstanding figure of Belarusian history, archeology, Ethnography of the 19th century, provides its basic views on the issue of ethnicity historical and cultural heritage of the Belarusian territory and other.

To present the complex personality of Eustachy Tyszkiewicz is a challenging task, considering his family background and the historical context of his native land. Born in 1814 in Lahojsk, a small town owned by his family since 1517 in the district of Barysau, governorship of Minsk (the present capital of Belarus), Tyszkiewicz was a son of Pius and Augusta maiden name countess Plater. References to his family's ancient roots were found in many records concerning the history of Grand Duchy of Lithuania.

The family was one of the oldest gentry of lithuano-belarusian origin in the Grand Duchy [1]. The Duchy covered the territory of present-day Lithuania and Belarus. After 1795, following the third partition of the Polish-Lithuanian Commonwealth, it became a part of the Russian Empire. As befitted upper-class children of that time, Tyszkiewicz was educated at home. He acquired extensive knowledge, especially in history and archaeology, and did so by self-instruction. On completing his secondary education at a Minsk grammar-school in 1831, Tyszkiewicz worked till 1835 in the Imperial Public Library of St. Petersburg. Then he settled in Vilna and started archaeological excavations in various parts of the country [2].

His career grew successfully, in the professional and the social plane. Results of his archaeological explorations were first published in 1842.3 A year later he was elected chief deputy by gentry of the Barysau district (the so-called „nobility marshal") and – in 1847 – honorary supervisor of the Minsk grammar-school (since 1840 he was already honorary supervisor of the Barysau district schools). In addition to his research and social activities, Tyszkiewicz took to writing literature but, in spite of many works published in 1840s and later, fiction had never become his priority interest [4]. In the late 1840s and in the 1850s Tyszkiewicz published a

number of works dealing with the history of ancient Lithuania in its historical borders (contemporary territory of Lithuania and Belarus). Many of these papers dealt with the history of the Barysau district and with the archaeological expeditions on territories of the former Grand Duchy, others were monographs of source character. Some of those works were distinguished for their remarkable reflection on the situation of European archaeology [5]. Collecting ancient relicts of the past - a fairly typical activity for upper-class Europeans at the time led him to organizing an archaeological „Commission" and a museum in Vilna. That happened finally in 1855, but it all started much earlier.

The idea was born in 1847, when Tyszkiewicz moved his collection of antiquities to Vilna, with the intention to open it to the public. Despite many visits to St. Petersburg and even with the unofficial consent of Emperor Nicholas I, he could not get official blessing for his project [6]. Tyszkiewicz's endeavours to launch the commission and museum won a lot of sympathy in St. Petersburg. Russian aristocrats, Cabinet ministers such as Dmitriy Bludov, Sergey Stroganov, Modest Korff, Sergey Uvarov, Evgraf Kovalevski and many others supported his efforts. Yet, because of the restrictive political climate ruling in the Russian Empire during the last decade of the reign of Nicholas I, even first-rate connections with leading Czarist officials in Petersburg and Vilna were not enough [7].

The political climate in Russia changed with the accession to the throne of Alexander II and the so-called „Post-Sevastopol Spring", caused by the defeat in Crimean war. At the beginning of 1855 the museum and commission were set up, under the wardship of the Vilna Education District Board and, personally, of Vladimir Nazimow, the new general-governor of Vilna province.

Permission for opening the museum was necessarily tightly linked with the official line of politics of imperial Russia. Therefore Tyszkiewicz was, in a sense, obliged to present the history of Grand Duchy of Lithuania with a strong pro-Slavonic sentiment, and to stress the Russian origin of the country. He fulfilled an order in the museum regulations, which were written with a strong pan-Slavic attitude and with a curtsy to Petersburg. The main purpose of the museum was „collecting and saving the antiquities of the whole province". As „the best part of them is of Slavonic character", thus nearly all objects, collected and transferred to the museum, are of „Slavic origin" [7].

Tyszkiewicz had to prove his loyalty to the throne. On the other hand, it seems that he accepted, in a narrow sense, some of those pan-Slavic ideas.

In this respect he was not an exception among the landlords and the upper class of the „Western Gubernias" who were keen on finding a modus vivendi with the Russian authorities [8]. Tyszkiewicz knew that the language of all documents of the Grand Duchy till the 15th-16th century was „old-Slavonic": very similar to contemporary Belarussian, and that the Orthodox church had a very strong impact on the early history of ancient Lithuania.

Being conscious of those peculiarities, it was easier to accept the Russian point of view, at least partially.

The latter half of the 1850s was the best period in the history of the Vilna institution. The museum was visited twice by the Emperor Alexander II, once by the Grand Duchess Helen, Grand Dukes Michael and Alexander. The exposition was also accepted by members of the Cabinet: Count Dmitriy Bludov, the Prime Minister, the ministers of public education Avraam Norov and Evgraf Kovalevski. By the end of 1858, the Museum had 11,000 visitors every year [8]. The collection started to be the largest in the whole „Western Region" of the Empire. The quality and unique value of all objects gathered in the museum started to be famous not only in Russia but also all-over Europe [9].

The January uprising of 1863, which was in fact a war between Russia and the former citizens of Polish-Lithuanian Commonwealth, ended that exceptional situation. There was no question of Polish-Russian flirtations or reconciliation. The Western Gubernias of the Empire had to be treated as ancient Russian territories. Any record that could supply evidence of the Polish or Lithuanian influence on the history of that region had to be eliminated [10]. Tyszkiewicz found himself in a very uncomfortable situation. The main objection, which he vigorously rejected, was that the Museum of Antiquities in Vilna had been created as a Polish one. The Russian elements in the history of the „Western Region", the Czarist authorities claimed, were not enough exposed [10]. Tyszkiewicz decided to resign the post of the President of the Archaeographical Commission – and the honorary museum supervisor. But before all that happened he prepared himself to give a detailed description of the reasons of his resignation. Tyszkiewicz wanted to explain why it would be impossible to agree with the politics of the commission, dominated by Russian top officials, and driven by a tight anti-Polish and anti-Lithuanian sentiment.

In his protest against the line of the commission, driven by its pro-Russian majority, Tyszkiewicz gave a detailed description of his approach to the history of Grand Duchy of Lithuania. The main point of his explanation was that the so-called historical Lithuania was created as a multi-national state, in which influences of all nations living on its territory mingled. Therefore it is impossible to present just one nation, the Belarusians for example (treated by the Czarist authorities as Russians) or the Poles – as the one and only developing power

in the country's history. In a paper addressed to the Governor-General of Vilna province he wrote that at the beginning of the museum's activity the main rule of his approach to the history of the Grand Duchy was „no religious or class or national differentiation of the past" [10].

That attitude of mind helped to establish open and efficient relationships with all researchers in Central Europe: in Russia, East Prussia, and Austria-Hungary.

To the charge that the museum had a pro-Polish character Tyszkiewicz relied there was no sufficient knowledge to separate the national elements in the political history of Lithuania and Lithuanian Rus'. There was not enough source evidence to interpret all „that was purely local as Polish heritage" [10]. He underlined that the political élite of the country did not come to Lithuania from the Kingdom of Poland. The lords of Grand Duchy took precautions against the influx of persons from abroad, especially to take official posts. That practice, Tyszkiewicz argued, came mostly from a fear of losing privileges.

The adoption of the Polish language by the upper classes of Grand Duchy was an after-effect of the Polish-Lithuanian union of 1413 (Horodlo), confirmed by the union of 1569 in Lublin. That Polish domination, in Tyszkiewicz's opinion, was temporary, even though it lingered on for five centuries [10].

There is much evidence to show that Tyszkiewicz formulated his opinions under the overwhelming pressure of the political circumstances of the defeat of the 1863 Polish-Belarusian-Lithuanian uprising against Russia. Defending his multi-national approach to history Tyszkiewicz sought to explain his position and, at the same time, not to offend the Czarist officials. On the other hand, he tried to paint a rosy picture of the country's multi-national and multi-cultural history which he thought could change or soften the attitude of the Czarist bureaucracy.

On an example of the history of Vilna, the Lithuanian capital, Tyszkiewicz attempted to show the mixture of influences – at the time of the wars of Peter the Great with Carl of Sweden and Alexander I with Napoleon.

The monuments of those events were very valuable not only to historians but also because of their great artistic value.[17] Coming to a more specific subject, i.e. the Museum of Antiquities, Tyszkiewicz expressed his strong objection to the removal of many first-rank exhibits. He stressed that the only reason for that unprofessional elimination, in fact „censorship", was that the names of historic personages or artists ended with „…ski." But the exhibition was reduced not only in its „Polish department." Much the same was true of its Lithuanian and Belorussian sections. There was no trace of the writings by Adam Mickiewicz and Ludwik Kondratowicz (Wladyslaw Syrokomla), no paintings by Jan Damel, Jan Rustem or Franciszek Smuglewicz, no Codex Diplomaticus Regni Poloniae et Magni Ducatus Lithuaniae by Maciej Dogiel, and even no portrait of the great chancellor of the Grand Duchy Lew Sapieha, the strongest supporter of the Orthodox religion in Lithuania. No professor of Vilna Academy and University were mentioned in the museum exhibition, nor were the historic personages of Maryna Mniszech (wife of False Dmitriy), Barbara Radziwill (wife of Sigismund II Augustus) and Charles Radziwill „Panie Kochanku" [10].

The message from the government was exactly opposite to the museum founder's expectations. The authorities decided that the Museum of Antiquities in Vilna must no longer exist. Tyszkiewicz found it impossible to abdicate the historic tradition in favour of the official political line of Great Russia. His protest, among other things, could only hasten the decision to suppress the museum.

After leaving the post of President of the Archaeographic Commission in 1865, Tyszkiewicz moved to Biržai, a small town of his family estate. He continued his research till 1873, published some significant works on the history of archaeology in Lithuania, on the history of Biržai manor, and he released an edition of sources and a numismatic catalogue [11]. His scientific position, especially in Central European circles, was unimpaired. Since 1858 Tyszkiewicz was an honorary member of the Imperial Academy of Sciences in Petersburg, member of the Imperial Russian Archaeological Society (since 1851), of the Imperial Archaeological Society of Moscow (since 1865) and of the Imperial Society of History and Antiquities in Odessa (since 1871) [12]. He was also elected to the Royal Society of Northern Antiquarians in Copenhagen, the Royal Academy in Stockholm, the Scientific Societies in Cracow and Mainz, the Society of Friends of Sciences of Poznan, to the Society of Baltic Provinces History in Riga etc.

From the standpoint of national consciousness, Tyszkiewicz was a representative of the local élite (so called „Locals" – Tuteyshyya) who strove to bind together all currents of the country – ethnic, religious and national.

Though educated in a Polish environment and considering himself a Pole, he could feel as a local Lithuanian or Belarussian. These two nations were, sometimes, much closer to his heart than the Poles from Warsaw or Poznan.

In the political notions, Tyszkiewcz was a typical conservative with a strong pro-Russian sentiment. But there were limits to his Rusophilism. He could not accept a destruction of tradition – the tradition of the Polish-

Lithuanian Commonwealth and the Grand Duchy itself. Therefore Tyszkiewicz's views could be also considered as those of an ancient, even feudal, landlord or nobleman. In this respect he was very similar to many of his relatives and compatriots of the former Grand Duchy.

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**BELARUSSIAN NATIONAL FOLK TOY:
HISTORICAL DEVELOPMENT, PRESENT SITUATION**

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The article is devoted to the role of a toy in the national culture of the Belarusians. The toys embodied symbolism of the national culture, aesthetic views of the nation. Here are considered functions and the role of colour symbolism of the traditional toy in the national culture and its place in modern life.

The history of a nation begins from the history of a childhood. Traditional culture permits the only way of transition – new generations absorb from the elder their world outlook, life ideals, aesthetic views and so on [1, p. 125]. "Personal" inclusion into national culture begins from the earliest childhood. One of the main means of such inclusion is a game and a toy.

A toy is a thing used for the purpose of children's play. By introducing real and imaginary objects and images it helps a child to apprehend its environment, it also serves as a means of psychological, aesthetic and physical education. At the same time a toy is a kind of folk arts, and its direct function has not always been playing the leading role. Exactly in the toy the ideas of folk craftsmen about the world, nature and people were revealed. Using the minimum resources, they produced bright images that still live and impress us [2, p. 10].

The art of toy-making is one of the most ancient that is why it demands a thorough study. But Belarusian toy is studied insufficiently due to a number of objective reasons: investigators' insufficient attention of towards

so-called "children" culture; location of the territory in the outlying districts of the states, part of which it had been, and so on.

However, according to archaeological discoveries on the territory of modern Belarus, the first toys made of clay appeared already during the late Stone Age (II-IV centuries BC) [3, p. 32]. Scientists suppose that besides playing function they also performed a magic one – protection from evil spirits. The basic motifs were: an egg, a duck or a bird, human and animal statuettes. Subjects like that were made of other materials: bones, wood, horns, later – metals [1, p. 126]. The collection of fine plastic arts, found at the banks of the river Dnieper is especially interesting in that relation. It includes about a hundred statuettes and fragments, images depicting domestic and wild animals [1, p. 125].

More and more material was found by later excavation. At many sites of ancient settlements of the early Iron Age in Eastern Europe (including Belarus) one can find hollow clay balls, cylinders, eggs with a stone or a clay pea inside. When being shaken they produce muffled cracking. There is no doubt that the majority of such handicrafts were used as baby's toys; the holes at the ends indicate that. With the help of the holes the toys were hung in front of a baby. But some of the things do not have such holes; still they were ornamented by different signs. More of it, the things of this kind are frequently found together with ritual objects; this fact confirms the supposition about their ritual meaning [4, p. 59].

Among the toys of the XII-XVIIIth centuries one can find abundant examples of shape and decoration. The same clay toys are represented most widely, in Belarus one can also find among them samples covered with green, brown, yellow glaze, of zoomorphic and anthropomorphic shapes.

Summing it up, one may say that toys were illustrating, in their own way, the mythology of Slavonic peasants; their outward appearance was also determined by the mythology [4, p. 47].

The traditions of toy-making are kept till nowadays without considerable changes. The flourishing of traditional toy production was in the XIXth-beginning of the XXth century [1, p. 125]. Just exactly during that time every Belarusian fair couldn't do without abundance of bright colored cocks, sheep, horses, ducks made of different materials. They were cheap and popular amusement for children. But, nevertheless, it is worth mentioning that on the territory of Belarus toy production didn't acquire the character of independent trade, as it took place, for instance, in Russia [3, p. 38].

Till nowadays not many toys were kept, especially made of such short – lived materials as wood, grass, paper, and fabric. The reason for that is that toy production in Belarus was not considered a serious business, and was cheap. It was easier to make a new toy than to keep an old one.

Today the interest toward Belarusian national folk is being revived. At the beginning of the 90th in the XXth century Houses as Handicraft were opened. They are cultural organizations, the aim of which was outlined as support and revival of Belarusian national folk handicraft. Modern Belarusian toy-makers cooperate with these cultural organizations. There also work single toy-makers, but the number of them lessens. Old hereditary craftsmen die, but they are replaced by young ones. Sure, the youth is not connected directly with traditional culture, but nevertheless they try to create their own things according to accepted "canons". Contemporary craftsmen receive diverse and extensive information; it nourishes creative approach towards work of studies of folk culture. Plastic language of a toy, its artistic image is the reflection of the dialogue of craftsman's hand and soul.

In the creative work of modern Belarusian craftsmen one can trace two conventional directions.

The first is archaic. The toys of the direction are deprived of details and individual peculiarities. They reproduce only the most typical features of a character. Such toys represent only distinctive symbol that affords a child to release its imagination. Peculiarities of each part of the toy are emphasized by one or two details: a house has a lissome neck, a ram has curled horns, a duck has a flat beak. Figures are not dismembered, static, and frontal. The subjects of this kind of toys are also interesting – they are half horses – half birds, ducks, cocks, bears, eggs, anthropomorphic toys and so on, one can say, classic variants. In such manner, basically old craftsmen, keeping to ancient traditions work.

The other direction is more modernist. What concerns its character, it is naive-romantic. The toys are thoroughly worked out, brightly coloured. The toys of the kind appeared as a response to life. Craftsmen were introducing new subjects (for example, folk tales characters). Young craftsmen work in such manner. Though the direction is far from new, it appeared at the beginning of the XXth century. The reason of their emerging was the incentive to endure competition with bright and garish toy of neighboring regions while widening trading conditions. Belarusian toy is not bright, that is in its character, but in order to attract the customer, toy-makers started using unusual colours and subject.

What concerns the subjects of national Belarusian toy, their character is close to the subjects of neighboring and more distant nations. Such internationality of basic toy subjects was emphasized by

ethnographers in the XIX – the beginning of the XXth centuries [5, p. 19]. The outward appearance of the subjects is conditioned by ancient mythological views. Thus, toys looking like birds are connected with calendar agricultural celebrations. Things made of pastry, clay, wood; depicting birds were devoted to the beginning of agricultural season. One of the most popular was the image of a cock, connected with solar (sun) cult. Its images can be found in national embroidery. This fact gives evidence of sacredness of the bird [4, p. 91].

The next subject of Belarusian national folk toy – a ram – is very popular in toy-making. The reason of such popularity is unknown, for national folklore frequently mentions a he-gout. It is one of sacred animals of Belarusian folk. But perhaps the image of a he-gout in national folk toy was replaced by more decorative image of a ram due to its peculiarities – curled horns and wool. But it may be so that its popularity was connected with the tradition of autumn shearing that was a peculiar ritual holiday. A ram could be depicted because in many rituals its fell was used as a symbol of fertility, wealth and prosperity.

To the mentioned subjects one should add the image of a bear. The character belongs to popular folk arts; its origin is being linked with totemic times. In national folk tales it usually acts as a half-animal – half-human [1, p. 127].

A peculiar group is presented by images bearing anthropomorphic character: a doll and a horseman. Exactly in these images one can feel the influence of time, way of life and taste, though the origin of the images is also connected with mythology and agricultural rituals [2, p. 7].

The subject of a horse or a half-horse – half-bird is undoubtedly linked with solar cult.

It is hard to reveal the meaning of the symbol of egg in the toy; it is likely to symbolize life, the symbol of arrangement of the world. It is the most archaic of the toys.

Here is far from full review of Belarusian national folk toy. Interest that emerges to this kind of art emphasizes its urgency and multifacetness. In spite of multitude of research works devoted to the problems connected with the development of a toy production of neighbouring nations, the toy in Belarus remains in many respects uninvestigated. The necessity of its study is conditioned by the fact that until today Belarusian craftsmen that keep to national traditions still work.

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ARTISTIC AND TECHNOLOGICAL FEATURES OF MODERN UKRAINIAN CERAMICS

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The article considers the artistic and technological features of modern production of ceramics in Ukraine, their relationship with the traditions of folk ceramic art and young generation of artists that save, cultivate and popularize ceramics as a kind of high-Ukrainian art.

The term "ceramic" refers to all kinds of products made of clay. Depending on the primary raw materials, manufacturing techniques, methods and techniques of decoration we can receive terracotta, majolica, faience, porcelain. Each of these types of ceramics has its own characteristics that affect the appearance and application areas.

Of course, the modern Ukrainian ceramic art is based on the traditions of folk pottery. In these historical cells as Opishnya, Kosiv, Bubnivka, Dybentsi, Havarechchyna and others modern masters continue to use the techniques, motifs, compositional devices, even color combinations that were used in these regions since ancient times. Among modern pottery the special place is occupied by those, which reproduce folk forms, decorative

patterns, modelling, decorating exactly. Modern masters the same as once create the things of utilitarian character on a potter's wheel or by the method of the hand modelling.

A variety of pots, jugs, pumpkin, makitras, dishes, plates, kumanets, etc. are decorated with traditional techniques of painting, drawing ornament with paint or stack, modelled details, glossing and smoking. Among the pictures that they put on ceramic tableware , similarly use the free spots of different colors, stylized animals (lions, horses, deer, snakes, wolves, mythical creatures), fish or birds, floral ornament or the technique of painting on clay such as "flyandrivka" – the authentic Ukrainian technique of painting which enables to create an unique picture indeed. There are several stages in "flyandrivka": "braid", "chicken tail", "tochkuvannya", "wave", "bezkinechnyk" (Fig. 1, 2).

Fig. 1. Yuri Mirko, 2013 year   Fig. 2. Vyacheslav Odarchenko, 2013 year

Alongside with tableware, masters of ceramic art create a pottery clay sculpture, «animals-lembik», candlesticks, dolls, whole genre compositions, various tiles and decorative pictures. A monumental ceramic sculpture also develops actively (different elements of architectural decoration – friezes, cornices, columns, rosettes and more). All of this presents artistic ceramics. In the modern art such products have their importance alongside with the masterpieces of classical sculpture, paintings, drawings and other fine arts [1].

Variety of shapes, manufacturing techniques, materials and techniques of modern decorating ceramics can be observed every year at various festivals, symposiums, exhibitions devoted to this art form. In scale they range from small, within a city, to the artistic events of national importance in Ukrainian ceramics. The purpose of these measures is to identify and show the achievements of modern Ukrainian artists, potters and ceramic artists, promoting creation of artists and their works, the development of Ukrainian pottery traditions, revealing the current state and trends in the art of ceramics in Ukraine, the creative growth of artists, exchange of experience between artists of different artistic directions, schools and others like that [5].

It should be mentioned that in recent years the number of private workshops of ceramics has been growing rapidly. The young artists implement the boldest ideas, modernize existing traditions, cherish their own unique style, use a completely unexpected in art pottery shapes and materials, combine folk art with innovative ideas.

But we shouldn't confuse folk and art pottery. An art critic and scholar Ostap Hanko stated that naturally emergence of new forms of folk art is the transformation of old into new forms. And as an example he named the monumental sculpture of Vasyl Omelyanenko "The Ukrainian lion with two heads". The subtle styling is very important in this transformation, without losing features of folk art. But alongside with such new folk ceramics there is modern artistic which save traditional technologies and materials, but use absolutely new forms and compositional techniques [5].

Names of Oleh Perec, Serhij Zhuravlev, Mykola Varvanskyy, Nina Dubinka, Inna Gurzhiy, Ulyana Yaroshevich, Olga Bezpalkiv and many others are well-known in the area of the modern Ukrainian ceramic art. Ceramics also involved whole families, for example in Poltava region they are Loboychenky, Gromovu, Shkurpela, Shramkiv and other talented masters [2, 3].

At the present stage of development of Ukrainian art ceramics, we can say that traditions of manufacture of ceramic products, technologies and methods of decoration are widely used by masters even nowadays. However, there are new forms, which are based not on the utilitarian use, but on especially artistic qualities of ceramics. There is a revival and promotion of handicrafts, various exhibitions, symposiums which are instrumental in this purpose, are conducted.

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THE INTERPRETATION OF THE ARCHITECTURAL HERITAGE OF JOHANN CHRISTOPH GLAUBITZ IN WORKS BY BELARUSIAN, POLISH AND LITHUNIAN RESEARCHERS

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Johann Christoph Glaubitz is considered to be one of the most famous names in the architecture of the Grand Duchy of Lithuania of the 18th century and one of the founders of the so-called "Vilnius Baroque". The architectural heritage of J.C.Glaubitz has been variously interpreted in Belarusian, Polish and Lithuanian historiography. An analysis of these research materials allows to evaluate it most adequately.

Johann Christoph Glaubitz (about 1700 – 1767), a German by descent and a Lutheran by denomination, played an important role in the architecture of the Grand Duchy of Lithuania. According to his projects, during the 1730 – 1760s, a lot of churches of various denominations were restored and built in the style of Vilnius Baroque not only in Vilnius, by also at the periphery of the GDL. The architectural heritage of J.C.Glaubitz has been discovered gradually, through archival searches and stylistic analysis, and it still raises many questions.

Task formulation

The aim of this article is to summarize the experience gained so far in the interpretation of the architectural heritage of J.C. Glaubitz in Belarusian, Polish, Lithuanian historiography.

The tasks are as follows:

1) To trace how the architectural heritage of J.C. Glaubitz was interpreted in works by Belarusian, Polish and Lithuanian researchers;

2) On the basis of this, to present the most appropriate list of works by the architect;

3) To outline some problems and prospects in the investigation of Glaubitz's heritage at the current stage.

Results and their discussion

A serious attention to the heritage of J.C. Glaubitz was first paid together with the initial attempts of interpretation of the Vilnius Baroque phenomenon. This term was formulated and developed in the 1930s by Polish art historians who tried to determine the Late Baroque architecture of the former Grand Duchy of Lithuania. In 1937, there was issued a monograph by S. Lorentz entitled "Johann Christoph Glaubitz, a Vilnius Architect of the 18th Century"(Polish: "Jan Krzysztof Glaubitz, architekt wileński XVIII w.") [0]. This work contains much biographical material and provides the first, though incomplete, list of the architect's works. It should be noted that at the same time, in the interwar period, the issues of Vilnius Baroque were not investigated in BSSR.

After World War II, the most detailed and meaningful research on Glaubitz's heritage was conducted by S. Lorentz and V. Drema. They were close friends and repeatedly noted the need for a new monograph about J.C. Glaubitz, but finally implemented this idea only partially in their monographs of related or broader themes.

In particular, S. Lorentz published most results of his work in the monograph "Materials on the History of Vilnius Baroque and Rococo Architecture" (Polish: "Materiały do historii wileńskiej architektury barokowej i rokokowej") [2]. As in his interwar monograph, S. Lorentz considered J.C. Glaubitz to be a leading architect of the 1730 – 1760s in the GDL and extended the list of his works. But nowadays there is found arguable an attribution of some monuments. The Lithuanian researcher V. Drema, in turn, discovered J.C. Glaubitz as a chief architect of Vilnius Jesuits in the monograph "Vilnius Church of St. John" (Lithuanian: "Vilniaus Šv. Jono Bažnyčia") [3]. On the basis of unique documental and visual materials, the researcher explored the origin of the architect's creative manner, proposed unusual stylistic analogies and tried to compose a complete list of the architect's heritage, too. But there was the same tendency to exaggerate the achievements of J.C. Glaubitz.

The Belarusian Soviet researchers touched upon the architect's heritage to a lesser extent, and only a few publications are worth mentioning. The article about the Savior monastery in Mahiliou by A. Kvitnitskaya became an important step in this direction and one more example of Glaubitz's participation in the Orthodox architecture [4]. It should be also noted the monograph "Mahiliou architecture" [5] by T. Charniauskaya containing some information on buildings by J.C.Glaubitz in the city. In Volume 2 of "The History of the Belarusian art" (Belarusian: "Гісторыя беларускага мастацтва"), the heritage of J.C. Glaubitz was highly valued within the architecture of Vilnius Baroque, but not revealed well [6].

In post-Soviet times, there are more favorable conditions for investigation of the architectural heritage of J.C. Glaubitz. Some significant achievements have been made in Belarusian historiography in latest decades. The works by T. Gabrus seem to be the most valuable ones, especially the monograph "Stone Chorales: Sacral Architecture of Belarusian Baroque" (Belarusian: "Мураваныя харалы: Сакральная архітэктура беларускага барока") [7]. The author tries to comprehend the problems of attribution for some monuments, carries out a deep stylistic analysis, finds a person of J.C. Glaubitz important but not paramount in formation and expansion of Vilnius Baroque. Regarding recent Lithuanian books, Volume II of "The History of Lithuanian Architecture" (Lithuanian: "Lietuvos architektūros istorija") contains the most detailed information on works by J.C.Glaubitz [8].

At the present stage, international cooperation and exchange of views is needed for a further investigation of the heritage of J.C. Glaubitz. It could be provided through periodicals, scientific papers, which often comprise materials of international conferences, exhibitions, etc. We should note the catalog of international exhibition "Vilnius Sacral Architecture of Baroque Times: Destruction and Restoration" (Polish: "Wileńska architektura sakralna doby baroku: dewastacja i restauracja") [9]. The exhibition took place in several towns of Poland, Lithuania, Germany from 2005. The catalog contains much information about the history of Vilnius churches. There are also theoretic articles by J. Kowalczyk (Poland), A. Aleksandraviciute (Lithuania), where J.C. Glaubitz is mentioned a number of times among the foreign architects in Vilnius.

The international workshop "The Architecture of Vilnius Baroque: An Attempt of Re-Definition" (Polish: "Architektura wileńskiego baroku: Próba redefinicji") became another considerable event. The workshop was held under the auspices of the Institute of Art History of the Polish Academy of Sciences (October 4 – 5, 2010). The participants were leading experts such as T. Gabrus (Belarus), A. Baranowski, J. Kowalczyk, M. Karpowicz (Poland), A. Kaladzinskaite (Lithuania) and R. Kaminska (Latvia). The most materials of the workshop are published in a special volume of "The Bulletin of Art History" (Polish: "Biuletyn historii sztuki") [10]. There are presented different points of view on the architecture of Vilnius Baroque, including the heritage of J.C. Glaubitz.

But finally the monograph "Vilnius Type of Architecture of the 18th Century" (Polish: "Wileńska odmiana architektury XVIII wieku") by M. Karpowicz seems to be the most significant research for recent years [11]. The author traces the genesis of Vilnius Baroque, determines its distinctive features in comparison with other regions of Europe, especially Italy and Poland, less the Austrian Empire and South Germany. According to M. Karpowicz, the leading architects in the GDL were the Italians, in particular G.A. Longhi and A. Paracca. The author considers them to design some buildings that used to be associated with Glaubitz's heritage (Polatsk, Berazvechcha, etc.). The chapter "Johann Christoph Glaubitz and others" (Polish: "Jan Krzysztof Glaubitz i inni") presents this architect as one of many only, and even not the most talented. On the basis of this book, it could be identified the Vilnius Baroque features that are typical (delicate two-towered facade, figured pediments above the entrance and the presbitery, motifs of cartouche and volute, etc.) and not typical (columns at the tower corners and in segmentation of facade, pediments rounded in cross-section, light-shadow effects, etc.) of the manner of J.C.Glaubitz only. In this regard, it is also worth mentioning the articles by Polish researchers W. Boberski [12], K. Pyzel [13], P. Jamski [14], that argue the authorship by J.C.Glaubitz for some monuments (Hanuta, Lida, Slonim, etc.).

Thus, the architectural heritage of J.C.Glaubitz comprises such monuments as the Lutheran church, the Catholic churches of St. John, St. Catherine, the Orthodox church of the Holy Spirit in Vilnius, as well as the Catholic churches in Stalovichy, Zabiely, the Orthodox church of the Saviour and the Kaniski Palace in

Mahiliou. The attribution of these buildings has been documentally proved. But the attribution of some other ones has been not entirely disproved yet. In particular, the St. Sophia Cathedral in Polatsk, the church of the Ascension and the gate of Uniate monastery of the Holy Trinity in Vilnius have been attributed to J.C.Glaubitz on the basis of stylistic analogies. Several other monuments are attributed to the architect rather unreasonably or by mistake (Hlybokae, Baruny, Mstsislau, etc.). Unfortunately, such wrong information is actively replicated in various editions, e.g. in the encyclopedia "The Grand Duchy of Lithuania" (Belarusian: "Вялікае княства Літоўскае") [15].

To date, the investigation of the heritage of J.C. Glaubitz is still problematic. Besides a controversial attribution, we can note such problems as a lack of information about the origin and professional education of the architect, his contemporaries and followers, the extent of his activities, etc. A deeper analysis of existing sources and historiography would enable to prepare a general edition on the architect's heritage.

The architectural heritage of J.C.Glaubitz has been widely reflected in the works by Belarusian, Polish, Lithuanian historians of art (S. Lorentz, V. Drema, T. Gabrus, M. Karpowicz, etc.). Nowadays there is a tendency of its re-assessment that is connected with the discovery of new names in the architecture of the 18th century and a more critical approach to the attribution of monuments. Nevertheless, it is still true that J.C. Glaubitz played an important role in spread of the Late Baroque influences in the Grand Duchy of Lithuania.

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THE DEVELOPMENT OF THE GEOGRAPHICAL STUDY
OF TOURISM IN POLAND (1900-1939)

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The article presents, both chronologically and thematically, the contribution of geography to the development of tourism research. The discussion concerns the situation in Poland and Western Belarus as part of the Polish state (1921-1939) but is presented in the context of the development of tourism geography in Europe and globally. The analysis includes only theoretical-methodological research. The output of Polish tourism geography before the World War II has been considerable.

When the number of people travelling for pleasure increased in Europe at the turn of the 19th c., it became of interest to journalists and representatives of academic disciplines. Geographers were among the first who paid attention to this issue and, alongside naturalists and humanists, contributed significantly to the development of tourism research. It was a time when geography departed from research limited nearly exclusively to the natural environment and started to focus on the relations between the environment and various manifestations of life in human communities. It soon turned out that due to its research tools and methods, geography was the only discipline which could link such activity not only to the natural environment but also to interpret it from both spatial and socio-economic perspectives. Geographers also started large-scale work on preparing tourism guidebooks allowing tourists to visit the most interesting sites.

The 1930's was the next period of intensive development of the geographical study of tourism and the range of research was becoming increasingly well defined. The development of spatial planning, so characteristic of the interwar period (both in Europe and Northern America), meant that tourism issues were commonly taken into consideration in urban planning. Geographers played a major role in this area.

The development of tourism and tourism geography led to the appearance of research institutions dealing with these issues, mostly in those countries where tourism was an important part of socio-economic policy (Germany, Switzerland, and Italy). From 1929 – 1934 the leading tourism research institution in Europe was the Institute for Tourism Research (Forschungsinstitüt für den Fremdenverkehr) at the Higher School of Commerce (Handelshochschule, from 1935 Wirtschaftshochschule) in Berlin. The founder and head of the Institute was Robert Glücksmann, one of the chief theoreticians and creators of tourism sociology, but at the same time someone who appreciated the significance of geographical research in this particular area. The most distinguished geographers of the Institute were Georg Wegener and Adolf Grünthal. The centre in Berlin inspired geographical research into tourism in a number of countries, including Poland and Western Belarus as part of the Polish state where the idea of tourism-related research and a specialist research institution was largely based on the Berlin experience. A leading research centre in France was the Institute of Alpine Geography (Institut de Géographie Alpine) in Grenoble, founded in 1907 by Raoul Blanchard (1877 – 1965). In other European countries tourism studies were undertaken rather occasionally.

It is commonly accepted that tourism, in the modern sense of the word, has existed in Poland since the times of Stanisław Staszic, Julian Ursyn Niemcewicz and Wincenty Pol. The most distinguished researcher was certainly Pol, who as a professor of geography at the Jagiellonian University (1849-1852) and a traveler over many years to all parts of Poland, introduced field trips onto the university curriculum. These enabled students to explore new areas and above all learn how to correctly interpret the surrounding landscape. Pol's classes taught them the principles of accurate interpretation of the relation between the natural environment and human activity. This new idea followed Alexander Humboldt's and Karl Richter's school of thought which influenced Pol for at least the last forty years of his life. In the published reports from his journeys he included beautiful descriptions of mountain landscapes, the assets and possible uses of Carpathian mineral waters, and so on. The obligatory character of geographical field trips was appreciated by Pol's successors. In considering the development of our discipline, we should also mention the first PhD theses in geography written at the Jagiellonian University. In 1832, a doctorate in cartography was granted to Żebrawski whose 1862 Mapa zdrojowisk lekarskich Galicyi i Bukowiny... (Map of the Medical Spas in Galicia and Bukowina) still remains one of the main sources on the development of tourism settlement networks [3, p. 141 – 143]. In 1860 a doctorate was given to Eugeniusz Arnold Janota, a renowned traveler and precursor of environmental conservation. His thesis was entitled Przewodnik w wycieczkach na Babią Górę, do Tatr i Pienin (A Guide to excursions to Babia Góra, the Tatra Mountains and the Pieniny Mountains) and was published in the same year in Kraków. E.A. Janota was also one of the pioneers of Polish tourism research and a co-founder of the Tatra Society.

In 1916, Sawicki published his Przestrzeń życiowa (ekumena) na ziemiach polskich. Szkic antropogeograficzny (The area of people life in Poland: an anthropo-geographical outline), a very important work from a political and nationalistic point of view [1, p. 1 – 28]. Unfortunately, it remained unnoticed by geographers which is a great pity because a lot of the ideas included were ahead of their time. We would particularly like to stress here discussion concerning the possibilities of transforming uninhabited areas for tourism purposes. L. Sawicki also formulated a kind of research programme necessary for tourism to develop as a socio-economic activity. Some of his ideas which are a part of tourism research can be found in the work by Smoleński (1912) [2], Krajobraz Polski (The Landscape of Poland) and in the study by Raciborski and Sawicki (1914) Badania i ochrona zabytków przyrody (The Study and Protection of Natural Monuments) [4]. Let us not forget that Polish geographers actively participated in the development of Polish tourism research which is reflected in publications between 1900 and 1939 (Jackowski 1968) [5].

In comparison with other European countries and the United States, 'pure' tourism geography started to develop in Poland relatively late – after 1930. This was caused by two factors. Firstly, in the 1920's, geographers worked above all on creating the theoretical and methodological basis for mass tourism. Secondly, it was not until the late 1920's that the state and business became visibly interested in the development of tourism, both domestic and foreign. On 17th October 1928 the Prime Minister of that time, Kazimierz Bartel, appointed an inter-ministerial commission to investigate tourism issues (Sprawozdanie Międzyministerialnej Komisji… 1931), presided over by the Vice-Minister of Finance, Stefan Starzyński, who later, from 1934, was President of Warsaw. The report which was published was important evidence of Polish awareness of the importance of tourism as an element in the national economy. The Commission's ideas were later further developed by the Kraków Chamber of Industry and Commerce, closely co-operating with the Geographical Institute at the Jagiellonian University in Kraków.

In the early 1930's, tourism became an object of research at the Geographical Institute of the Jagiellonian University conducted mainly by Stanisław Leszczycki. He attempted to formulate a theoretical basis for tourism geography which should include "a formal definition of landscape tourism assets, a study of possibilities for tourism, the preservation of significant primary features of the landscape, and at the same time establishing how tourism can have rational uses" [6, p. 32 – 35]. Research issues in tourism geography were very strongly related to "man, the geographical environment, the economic exploitation of land, as well as human creativity and culture" [7, 60 – 64]. This was obvious progress in comparison with earlier attempts, mainly by foreign authors, which often limited tourism geography to selected issues mostly connected with the natural environment.

An event on an international scale was the foundation of the Tourism Studium (Studium Turyzmu) at the Geographical Institute in 1936 [8, 9, 10]. It played an important role in the development of Polish and world tourism geography, spatial and regional planning (particularly where strongly related to tourism), as well as in preparing human resources for tourism in Poland. The Studium made society aware of how important tourism could be in the socio-economic development of regions and at individual localities. The director of the Studium was S. Leszczycki, a senior university lecturer, and the function of secretary was performed successively by Julian Łukaczyński, Tadeusz Chorabik and Tadeusz Wilgat.

The Studium published several works: Prace Studium Turyzmu UJ (6 volumes), Komunikaty Studium Turyzmu UJ (22 editions) and a periodical Turyzm Polski (1938-1939). The editor of all those publications was Leszczycki.

The activity of the Studium was combined with the Komisja Studiów Ligi Popierania Turystyki (a study commission of the 'League for the Support of Tourism'), founded in June 1936. Its seat was the Geographical Institute (together with the Tourism Studium), its work was administered by S. Leszczycki and the secretary was Wilgat. As a result it became possible to cooperate and to coordinate research. It was also important in that the League financed the activity of the Studium to a large extent. The results of the research were over 100 case studies (mostly published), many of which were considered to be diploma or even Master's level theses at the Geographical Institute.

The research covered a variety of issues. The most significant certainly were Leszczycki's works in which he attempted to lay a theoretical basis for tourism geography. Despite the fact that 80 years have passed, the definition of tourism he proposed is still valid (just slightly differing from the original) and used in tourism terminology not only in Poland. Let us remind the readers that 'tourism' was understood by him as 'the whole of the theoretical, economic, geographical, statistical, legal, cultural and social issues' related to tourism activity [7, p. 60 – 64]. The theoretical works written at the Studium are still an inspiration for many researchers today.

The Studium also worked on research methodology regarding tourism phenomena. It is there that the method of ranking was used for the first time (S. Leszczycki) for classifying the tourism assets ('inherent conditions') and tourism infrastructure (tourism accommodation) of some localities in Podhale. At that time it

was an innovative attempt, globally. The method was commonly used after the war (especially until the 1970's). It comes as a surprise that so few post-war authors mentioned the origins of this method in tourism geography.

The issues of tourism and the typology of spas were another issue that was given close attention. The best-known attempts in this respect concern Podhale localities where the basic criteria were tourism intensity and the transformation of settlements by tourists. Similar research was conducted for the whole Carpathian range and for Poland. After the war, only the last 30 years have witnessed such a research revival, but it should be said that the achievements of the Studium have not been fully exploited yet.

The ranking method used for tourism evaluation enabled researchers to regionalize spa-tourism, firstly for individual regions (the Carpathians, Kraków Województwo, Podhale) and next for the whole country. A characteristic feature of the work done was that it took into account economic issues. The Tourism Studium was involved in a national project, called Program ogólnopolski gospodarki uzdrowiskowo-turystycznej (National programme for a spa-tourism economy), financed by the authorities of those Województwos which were interested in it. Several valuable works appeared as part of the programme, especially the study by Leszczycki (1937) entitled Znaczenie gospodarcze ruchu uzdrowiskowo-turystycznego na Śląsku (The economic significance of spa-tourism in Silesia). He was the first Polish author to broadly discuss 'public holiday' tourism which today is referred to as 'weekend' tourism. The works created at the Tourism Studium were highly appreciated by economists and also the media.

The cradle of tourism geography was the Geographical Institute at the Jagiellonian University, which was immune to all kinds of political pressure thanks to the attitude of its head, Prof. Jerzy Smoleński. Towards the end of 1938 the authorities in Warsaw started to look for a pretext which would have enabled them to liquidate the Studium. They questioned the objectivity of Leszczycki's work, pointing to the fact that throughout the inter-war period his superior, Smoleński, worked in environmental protection, and in 1938 held the position of chairman at the State Nature Protection Council. We know the story of the cable car to Kasprowy Wierch – the idea to build it was supported in government circles which saw those involved in environmental protection as acting to the detriment of the state. A man who was very effective in defaming the Studium was Henryk Szatkowski from Zakopane, one of those who had suggested its building. During the war Szatkowski collaborated with the Germans as a Volksdeutsche, but above all as the ideological founder of Göralenvolk1.

As a result of those behind-the-scenes intrigues, on 27th June 1939 the Board of Directors of the 'League for the Support of Tourism' decided to dismiss Leszczycki from his position as head of the Study Commission from 30th June that year. A further smear campaign against the Kraków centre was stopped by the outbreak of the Second World War.

Let us look closer at what the achievements of the Tourism Studium 80 years ago mean for us today. They can be presented as follows:

1. The programme and forms of classes, both indoor and outdoor, were modern then and they can still be regarded as such today. As a result, tourism institutions could employ well-prepared workers, many of whom continued to work in tourism, spatial planning or academic geography centers after the war.

2. The research done at the Studium was closely combined with teaching. Research was considered to be an integral part of training workers for tourism. Never again were research and teaching so strongly interrelated.

3. The Studium played an enormous role in research development; it was the first time that systematic research into tourism had been conducted. We should also mention the practical aspect of most of the research commissioned by different offices, institutions or organizations. The Studium contributed considerably to the development of spatial and regional planning whose achievements allowed Polish tourism geography to play a leading role globally until the 1970's. This long-lasting reputation of the Studium resulted from the fact that post-war tourism in Poland was created above all by its graduates.

4. The monographic regional works are still valuable methodological resources, especially those on the tourism and spas of the Podhale region in relation to industrial and urbanized areas (examples from mountain areas and Silesia).

5. The achievements in tourism cartography should also be highly appreciated.

Foreign authors still mention the Studium in their works stressing its significance and the role of S. Leszczycki in creating a formal basis for tourism geography. The Kraków centre is quoted alongside Glücksmann's research centre in Berlin, Hunziker and Kraph's seminar in St. Gallen and the Institute of Alpine Geography in Grenoble. Unfortunately, Polish authors mention these achievements the least.

In other academic geography centers tourism issues were rarely dealt with. Geographers focused above all on developing the geographical knowledge of Poland (especially S. Pawłowski and E. Romer).

The end of the 1920's brought a new challenge for geographers, and also to those specializing in tourism related to the development of spatial and regional planning. The Tourism Studium and its graduates actively participated in that process and one of the chief initiators creating regional plans was S. Leszczycki. In all

planning institutions, a part of their work was connected with tourism issues and geographers contributed a great deal to planning research. The regional plan of Podhale was prepared at the Geographical Institute, under the supervision of J. Smoleński and S. Leszczycki. S. Smoleński held the position of chairman of the Regional Planning Commission for the Kraków District (Komisji Regionalnego Planu Zabudowania Okręgu Krakowskiego) and the works then written are still referred to by today's planners. We should mention the study by Leszczycki (1938) [12], entitled Region Podhala – podstawy geograficzno-gospodarcze planu regionalnego (The Podhale Region – the Geographical-Economic Basis of the Regional Plan), the first methodological study on planning in Polish literature [10, p. 89 – 92].

Geographers also took an active part in spatial and regional planning after the Second World War and tourism was included in nearly all planning works. One of the founders of the Polish school in this field was Antoni Wrzosek who supervised planning in Lower Silesia for many years. He educated many distinguished geographer-planners, such as Olaf Rogalewski who became famous in turn for his own planning ideas regarding tourism. Moreover, in the first years after the war, spatial and regional planning institutions were directed by Stanisław Leszczycki, Franciszek Uhorczak, Ludwik Straszewicz and Rajmund Galon.

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ORNAMENTAL WALL PAINTING IN TRADITIONAL UKRAINIAN FOLK HOUSES

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This article describes the main characteristics of ornamental wall painting in Ukrainian folk houses. The article describes the historical and cultural aspects of the painting as a kind of folk art. A comparison of the ornamental decoration of the interiors in different regions of Ukraine is also presented.

The science research of ornamental traditions in wall painting is topical for the further preservation of folk art. Understanding the principles of traditional house's decoration allows people to create the modern architectural art objects.

Wall painting is a part of the traditional Ukrainian house's interior decoration, which is always used. An example of old traditions is articles of Tripoli culture, especially clay models of people's dwellings which were painted in both sides outside and inside. According to archaeological materials, house's floors were painted with red clay and the walls in white with colored decoration. The inside doors, floors, threshold and the front ledge ornamented with black monochrome painting.

At the beginning the wall painting had a ritual and magical meaning, but eventually it took on a purely decorative purpose. Although it should be noted that some elements of ornamental compositions which decorated Ukrainian houses further had a symbolic character and represented as a talisman or creed. The most common type of folk painting was used for huts decoration and had a special extension in Dnipropetrovsk, Podillya, Bukovina. Wall painting became widespread in the second half of XIXth century - the third of XXth. Traditionally, the authors were women, hostesses of these houses. A hostess decorated her house every year and sometimes even several times a year usually before major religious holidays. Whitewashed walls created a nice background for ornaments. Large sized light "canvas" inspired masters and encouraged to perform fancy patterns with bright colors using. Though traditional motifs and elements were popular, everything depended on imagination and taste of the author. The important place in the dwelling's decoration took patterns of plants and animal elements [1].

The main motives were "pots" and "bouquet" consisting of fantastic flowers, asters, mallows, peony, marvelous trees with birds, cocks, guilder roses. It should be noted that wall art painting ornaments of each Ukrainian region were similar to other types of ornamental art: carpets, ceramics, towels and clothes' embroidery. So a hostess created a harmonious, esthetic environment for her family. It was caused by common basis for the origin kinds of folk art and close contact of national traditions and everyday life of Ukrainian population [2].

Originally natural and mineral dyes (soot, leaves, barks, and berries) were used for decoration but the main painting material was different colors and shades of clay. With the advent of synthetic materials, aniline dyes came into use. Painting was performed with a help of handmade brushes (made from domestic's feathers, fur), stick wrapped with a cloth or just by fingers. Compositions were created quickly without the prior outline, they didn't have the full symmetry or clear rhythm. "Live", dynamic, full of emotion ornament was made by an inspirited hostess [3].

During interior decoration, a hostess usually painted the oven at first as the space around it was completely subordinate to women. The chimney of the stove was especially richly decorated where they usually created individual ornamental composition. In the centre a large flower was placed or a pair of birds, occasionally also painted with stories. Frequently wavy lines were used for decoration, they ornamented the ceiling, created the window frames and doors. If the house had no carpet, then a hostess instead of real painted one in the traditional place – above the bed.

A house's interior is usually richer than exterior, such as in Dnipropetrovsk region where the whole ceiling area was decorated. Outside friezes under the wall were decorated, also the front door and windows, pilasters, everything depended on the region and traditions of the area. Besides the house, a barn, cellars, gates were also painted that made the common decorative ensemble of homestead.

It should be noted, that ornamental wall painting in each area had its own characteristics: different colors, ornament itself, and decor placing. Khmelnitsky's art is more geometrical: large ornament in white-red tones on a dark background. In Vinnichina there were complicated floral designs that were shown on light gray background with white dye using. In Kherson and Kirovograd regions the wall paintings are close to the Podillya's region but less loaded with ornaments, that is typical of the whole South of Ukraine. In Chernihiv and northern regions of Ukraine paintings were barely used. In Poltava area wall painting is typical and if it was used had no primary decorating load: ceramics, tapestries and embroidered towels occupied dominant place in interior decoration. Painting of Dnipropetrovsk region is not big in size and had larger number of little details (Fig. 1). It is mural of Dnipropetrovsk on a white background became a strong basis for the entire ornamental school. Village Petrikivka in Dnipropetrovsk region since the beginning of XXth century became the centre of decorative painting in Ukraine [4].

Painting of walls was used along with walls embroidery towel decoration, shelves for dishes, carpets, that are not inferior in decor brightness. Each house in Pokuttya was decorated with icons, and on the floor colorful decorated chest, so it should be noted that wall painted was only a part of interior decor. But painting has played an important role in creating the harmonious and comfortable interior space, helped to combine all the interior elements into a single composition [5].

Nowadays the tradition of house decoration is not followed; wall painting is saved in small objects of folk architecture (Fig. 2).

Fig. 1. Ornamental wall painting of Petrikivka

Fig. 2. Example of how ornamental wall painting is used in modern interior

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FRIEDENSREICH HUNDERTWASSER.
GINGERBREADHOUSE FOR PEOPLE AND TREES

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This text is about creativity of Friedensreich Hundertwasser. There you can find some information about some of his mospopulart architectural and philosophical concepts which are considered the basic of his creative activity.

Friedensreich Hundertwasser was bornon December 15, 1928 in Vienna. There he spent all his childhood and youth. His father was an Austrian, his mother was a Jewish. In 1993 he went to the Vienna Schoolwhich was famous for the Montessori system of training. Teachers noted that the boy had a special feeling of colors and shapes.His childhood was far from rosy evolved. Father died ofappendicitis, when Frederick was only a year old boy. 69 of his relatives were killed in a concentration camp.

However, trails and crosses did not stop, but even spurred development of creativity, desire to express his feelings in figure. At gymnasium the boy began to paintnature. It became the basisforall his future creativity. In 1948 he entered the Vienna Academy. He studied there for 3 months. Then he began traveling to other countries.

The young artistdecided tochange his real name Friedrich ShtovasserforFriedensreichHundertwasser. His new name means "Kingdoms of this world". His surname consists of words"Hundred" and "water". It was not the first change of his name, but in the end Friedensreich Hundertwasserchose the last one.

His first exhibition was in the Vienna Art Club in 1952.After that he began to participate actively in cultural and social life. In 1961 he visited Japan with the exhibition in the Tokyo gallery. In 1962 presented a retrospective exhibition in Venice. In 1969 there were exhibitions in different museums in the U.S.A.

Spiral is the base of his graphic style.It became the identity card of the artist. Spiral has become his favorite theme, form and contents, the epitome of the world harmony.It characterized his relationship with nature. Now his works are exhibited in Vienna Art House.

Hundertwasser was married twice. Both marriages did not last long.

He expressed his thoughts about theory of art and architecture in manifestos. The first manifesto was directed against rationalism in architecture.

Friedensreich Hundertwasser architectural creativity is closely linked with environmental consciousness. He believed that a person must not destroy but preserve nature. Man should not imagine how to mend nature, hemust be environmentally friendly. Hundertwasser describes in detail how to restore harmony in the construction of human habitation. Later Hundertwasser said that architects couldserve as technical consultants, but must be subordinated to the resident and his wishes.

Hundertwasser's House in Viennabecame his first homewhich was fully furnished by this distinctive architect. Its construction was completed in 1986. The unusual building immediately became one of the city's attractions. It does not look like any of the surrounding houses. It looks as if from pages of old fairy tales. The facade elevation covered with ceramic tiles is divided into asymmetrical quads, so the whole structure seems dancing on the waves. All the windows are of various sizes. The uneven floors of rooms and corridorre semble trails, which run through the green thicket surrounding the house.

Friedensreich Hundertwasser considered that people should not live in the same houses as they can feel bad because of this. Hundertwasser was coordinating several projects, which led to the restoration of the buildings of the former factories.

He managed to turn dull boxes of enterprises into fabulous towers, using battered ceramic tiles in order to decorate the walls with mosaic pictures.

Friedensreich Hundertwasser mounted blue and golden domes on the houses. They broke the monotony of a straight line of the roofs, he made openings for trees in the walls. His most famous project of this kind – Showroom KunstHaus Wien – is located in the Austrian capital. Among his projects are also a famous waste processing plant in Vienna, Kindergarten in Heddernhayme, the roadside restaurant in Bad Fischau and others.

The architect was convinced that people should compensate the damage, which they had imposed to nature by the industrial society. So he gave place for trees and grass in the house and on it.

He called straight lines "an instrument of the devil". His buildings are free from social standards.The architect said that the windows of the houses should have their own lives.

Perfect home for Friedensreich Hundertwasser appears to be a safe shelter, a cosy den, covered with grass, but with a good overview with many window openings. A house roof merges with the hill. He managed to build a house, completely corresponding to his idea of the perfect home.

Friedensreich Hundertwasser was doing happily everything that attracted and fascinated him. He succeeded in making sketches for stamps, for which he received the Grand Prix of philatelists in 1997 in Germany. He painted marks for Ivory Coast, Senegal, islands Kaba Veda and the UN. According to his samples Japanese architects created designs of carved wooden sculptures.

Homeland appreciates the master by arranging a series of exhibitions "Austria is Hundertwasser continents". He traveled to Mexico, the USA, Canada, North Africa. Friedensreich Hundertwasser's creative works are scattered around the world. You can see the works of the master in Tokyo, Lisbon, Vienna, Magdeburg and many other cities. The artist spent the last years of his life in New Zealand. He died on February 19 in 2000 onboard the liner "Queen Elizabeth" on the way between his two houses on different continents of the Earth.

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HEALTH KEEPING TECHNOLOGIES ARE IN SYSTEM OF HIGHER EDUCATION

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Keeping and strengthening of student's youth's health is one of the priority tasks, which are standing before society today. The decision of this task requires development and introduction of health saving's technologies, which are directed on realization of effective ways of prevention of students' diseases and rehabilitation by means of physical training.

The presented health keeping technology of P.E allows to comprehend general strategy of forming of physical culture of student's personality newly. Athletic-health activity is the important factor of capture by certain professional and motive skills, forming the motivational setting on social, physical activity, involving and developing a health saving components of physical culture, athletic form of occupation. It is very important for society, because without health young people cannot achieve their goals and aims, as a result they have not future. It means that all people are doomed to death.

The aim of the work is to ground, work out and check in practice theoretic bases of health keeping technologies of P.E in the pedagogical system of higher professional education with an orientation on quality preparation of specialists.

Methods and organization of research. Theoretical ones are theoretical analysis of psychological and pedagogical literature, study of official records, regulating activity of higher school; empiric ones are supervision, pedagogical experiment, questionnaire.

Results and their discussion. Health keeping technologies in the educational sphere of higher school is the system of measures on a guard and strengthening of students' health, taking into account major descriptions of educational environment from the point of view of its affecting health of this group of people.

Today the problem of health keeping becomes especially actual and pressing. The analysis of factors assisting development of personality shows that a few healthy students come in our professional educational establishments. Thus, there are a lot of psychonosemas and lack of upbringing, because of physically bad health. The aim of any higher educational establishment is to give to society specialists, who do not only possess professional competence, but who are also healthy morally and physically.

Health keeping educational technology must be shown as a functional system of management's organizational methods by educational and cognitive and practical activity of students. This system scientifically and instrumentally provides maintenance and strengthening of their health. It must have scientifically reasonable conception, which would specify the method of construction of health keeping terms, facilities of educating and education on the basis of the integral understanding of psychological processes of their realization. We should provide understanding of necessity of technological and complex approach education and health, as to really humanely-moral activity.

Development of health keeping technologies at Polotsk State University comes true stage-by-stage and gradually.

We think that the most reliable definition is "Health is the state of complete physical, psychical and social prosperity, rather than just absence of illnesses.", bearing in mind conception of planning of health keeping technologies, from the great number of definitions of concept "health". We took for conceptual basis the study of physical, psychical and social components of a man's health, the development of health keeping technologies for the students of nonspecialized specialties, bearing in mind this definition.

The system of valueological education is understood as knowledge about the organism, reasons, requirements of healthy way of life, in the offered concept. A leading place here is given to the physical component of health and consideration of fundamental information about influence of optimal motive activity on

the state of health. Large physical activities, resulting in the overstrain of all systems of an organism, decline of their functional state, reduction of resistibility to the infections et cetera are harmful. Therefore forming necessary knowledge, abilities and skills for determination of the optimal motive modes, which increase the functional state and health of a man are one from the basic tasks of valueological education on reading with the students of secondary specialties.

Aspects of mental health and social components are examined similarly. The study of mental health is bound overcoming external manifestations of tension, resistance of mental and motor functions, as well as self-control in an emotional state of a student. Social components entirely depend on the culture of health and lifestyle, such as its level of quality, style and strength- fret. The second stage of the development of health-technology department is bounded with the development of a comprehensive program to promote a culture of health and healthy lifestyles.

A designed activity is realized by university management in two directions. They are planning a healthy way of life and organization of activity services, and carrying out activity is realized in three ones. They are the following: the way of life and states of student's health are analyzed, the setting for the healthy way of life is formed and health-prophylactic activity is held.

Among reasons of inattention to the state of the students' physical health are marked: shortage of time (18,5% women and 41% men); absence of necessary persistence will (17,5% women and 20,8% of men). It tests to insufficient organization and demand to students in their self-organization of vital functions, where the volitional beginning is organically present.

The received information was analyzed and the pedagogical model of health's forming is built, with the final stage of health keeping technologies development.

The offered model of health's forming allows to realize in complex educational, educator, developing and health improving focuses of educational and educator process.

Conclusion. The conceptual orientation of planning of health keeping technologies of process of P.E of students of nonspetialized specialties, oriented to preparation of specialists for a new labour-market, is definite; transition expediency is reasonable from health keeping technology of P.E of students to health keeping, methodological basis of that is a healthy way of life, forming the new vital paradigm of student and providing realization of organizational principle quality professional preparation of specialists.

Student's kind of life is produced In the process of practical realization of health keeping technologies. For example a lot of them stop smoking and drinking like a fish, pay attention to what they eat, control physical activity in the process of employment and continue watching the health, it means that young people conduct medical checkup. It helps to find illness, in the very beginning. All this factors testify to the positive options on the healthy way of life.

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**SOCIAL AND ECONOMIC PORTRAIT OF JEWISH FAMERS IN BELARUS
IN THE SECOND HALF OF THE XIX CENTURY**

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The key goal of the issue is to give a social and economic characteristic to the particular part of Jewish farmers, who decided to create agricultural settlements on the Belarusian part of the Pale of Settlement.In the article the author analyses archive materials, which inspired the creation of historical portrait of the Jewish farmer in Belarusian agricultural colonies and settlements in the second half of the XIX century.

If turn back to the distant past of Jewish history, one of the greatest events in the history of the people was the appearance of the Jews in the Promised land - the land of Canaan. Here the Jews found their home and their Land; on this land nomads-cattlemen and former Egyptian slaves in a relatively short historical period became farmers. Historical facts from the Tanakh (Bible) convincingly demonstrate it. Its texts are the main source of study of the ancient Jewish history. Examples of the Jewish successful transition to agriculture can be found in the book of Devarim (Deuteronomy) [1]. The religious holidays in the Jewish tradition also closely connected with the seasonal agricultural works. But in the XVIII century Jewish people were put in such conditions, when the crop farming, the settled way of life became impossible.

However, conversion of the Jews of Russian Empire to agriculture cannot be associated only with the moment of occurrence agricultural colonies in the early XIX century, when "Regulation on the Jews"was adopted in 1804. According to B.D. Vajnrib, in 1772 one of the largest tenants Jacob Hirsch received from the authorities of Poland several villages in Mogilev province for breeding sheep. In 1794 – 1795 in several districts of Minsk province the Jews were mentioned among the peasants [2, p. 26].

The aim of this article is to give the socio-economic characteristics of the certain layer of Jewish farmers, who have decided to establish agricultural settlements on the territory of Belarus. In this regard, the chronological scope of this research covers the period from 1835, when according to the "Regulation on the Jews"Jewish population got the right to settle on the state and private lands and buy plots of landinto private ownership. Belarusian Jews got the right to arrange colonies not only in the Southern provinces, but in the Western provinces, among which there were five Belarusian provinces.

The economic component of the portrait

While imperial society kept the class hierarchy one of the most important characteristics of Jewish population was not only a religion, but occupied economic niche. This special economic niche assumed special rights on the type of activity, formulated differently at different historical stages. It is dificult not to agree with the opinion that in the light of the legislation of Russian Empire ethno-confessional group of the Jews was in fact an estate class. And according to M. Hakkarainen in Russian context employment in trade and crafts did not conflict with the «common historical narrative» about the Jews, they were its integral part. At the same time the crop farming was in a certain contradiction with the general ideas about traditional Jewish activitiesof the XIX century [3, p. 174].

The economic portrait of Belarusian Jews wishing to join to the farmers and be engage in farming within the Belarusian provinces, becomes relative and sometimes contradictory.

In Russia already in the end of the XVIII century ethnic stereotype about mystical wealth of the Jews were spread, and it had not been destroyed over the next century. For the Jews of Russian Empire, who lived on the territory of the Pale of settlement, possibility to fully satisfy the necessities of life was limited by the class-legal status of "half-citizen". This status was defined by Jewish historian of the XIX century I. Orshanskiy [4; p. 6]. In this case, the economic characteristics of the Jewish farmer in Belarus is closely interwoven with his social features. The example of Jewish farmers in Russian Empire clearly reflected the status of "half-citizen"when Jewish land tiller didn't sign on to be peasants (in this case it become possible only to merg the Jewry with the state peasants who were personally free), and at the same time, he had to break with the previous way of life.

Observation of travelers, public and state figures contraried to the ethnic stereotype about the richness of the local Jewry. Those people found a very low standard of living in Belarusian part of the Pale. However, it is important to remember that their judgments largely did not reflect the essence of the case but showed the author's attitude to it. Interesting notes about Jewish colony under Belarusian city Smorgon become contrast to the general picture of poverty of Jewish population. These notes are from the road diary (1856) of Belarusian writer Vladislav Surokomlya "... The houses are neat, lined up in the cord as soldiers, the same neat gate and board, on the outskirts of the houses sheds go exactly one by one. Well, this is a colony of Jewish farmers, in which the amount of twenty five families have been colonised by the government. As can be seen, the settlers like agriculture. In the streets you will not see dirt, noise and uproar, as in Jewish shtetls, behind the village people work with a plough and harrow" [5, p. 430]. Anyway, throughout the XIX century the Jewish population of Belarus in general was in a dire economic situation, which was often aggravated contradictions in Russian legislation.

Poverty is a concept that depends on the general standard of living in a particular society, but, in Russian Empire such indicators as level of life, cost of living, poverty line were not allocated. Poverty was seen as a normal order of things among Jewish and non-Jewish population, therefore it had not become the subject of a special study. The question of interaction between the notions of "poverty" and "the Jews" appeared in government documents exclusively under the impact of the activities of "Jewish exploiters", who were accused of soldering the Belarusian peasantry and involvement them into the debtbondage. However, the authorities understood the existence of the problem of Jewish poverty. The archival documents and materials confirm this

fact. In 1881 Grodno Governor M.M. Tseymernsigned "Prescription" to attract Belarusian Jews to the agriculture.In the document he referred to the fact that "out of total number of Jews who inhabit the province, only the tenth part can be called quite wealthy, others, almost two-thirds are incomfortable existence, and the remaining one-third live in poverty" [6, p. 2].

It is considered that only economically poor Jewish families solved to resettle for farming. However archival sources characterizing the financial position of Jewish colonists in Belarus on the eve of departure, give reason to suggest that the state of poverty of these families was comparative. After analyzing the range of archival sources, we conclude that an economic situation of Belarusian peasantry was worse than Jewish farmers'plight. For example, in Vitebsk province in the second half of the XIX century in every Jewish household there were 2-3 cows (some families had up to 6 cows!), 1-3 horses [7, p. 5]. The estates and the villages mentioned in archival affairs indicate the randomness of the selection of these places. It was a special popularity among the Jewish settlers of the state-owned estate Krashuty in Polotsk district, which is mentioned most often in Jewish applications as a place for relocation. "In these places before the settlement of the Jews in the estate Krashuty there were no nearby Jewish cities and villages. Nevel is at a distance of 40 versts, Polotsk - 70, Sebezh - 60. The peasantry of these places are much richer and due to the remoteness of the cities they willingly buy or loan money, tobacco, salt and other" [8, p. 183]. This description gives grounds to conclude that geographical position of the settlement and the economic viability of the local peasantry were the two main factors to choose a place for the future colony. Positive evaluation of these two factors served as a guarantor that in case of failure in agriculture, Jewish family would be able to use their traiding skills and would go to the traditional occupations of craft and trade.

The social component of the portrait

Social portrait of Belarusian Jewish settlers in the XIX century was closely associated with their economic status. In traditional Jewish society social border was not between rich and poor, but between educated and uneducated. If we consider Jewish ethnos of the Pale separately from the whole imperial society we can speak about the certain social hierarchy in Jewish environment, which is repeatedly mentioned in print at that time. On the pages of the publication "Russian Jew" the author of a series of articles about Jewish agriculture V. Levanda refers to "the law of cultural development". According to it in the pyramid of activities arable farming is on lower level than trading. This argument had been repeatedly used by Jewish intelligentsia to explain the failures of the agricultural experiment with Jewish population [9; p. 183]. The most prestigious activity among the Jews has always been the study of the Talmud, so in the XIX century the top of Jewish social ladder was occupied by scientists, commentators of sacred texts, the famous rabbis and preachers.

On the other hand if we try to define the place of Belarusian Jewish farmers in the class structure of the Imperial society, the fact of the creation of a particular ethnic estate or class "the Jews-farmers"becomes obvious. The policy of the tsarist government was indicative in this regard. The Jews-farmers were the first group of Jewish population of the Pale, who were awarded for good results in farming with special medals. This process was officially settled. There was nothing for Jewish merchants or for the burghers. During the reign of Nicholas I, the government had been very concerned by the problem of Jewish involvement to agricultural work and for 40 years had pursued a policy aimed at solving this problem. "Regulation on the Jews"(1835) actually made equal rights of Jewish colonists with the state peasants regardless of forms of ownership [10; p. 129 - 135]. Nevertheless the term «Jewish peasantry» is not quite correct, as it does not fully reflect the peculiarities of this class of Jewish society.

A high level of social mobility, the chance to gain or lose wealth instantly, indifference of the state to the social problems of Jewish people led to the spread of charitable ideas among them.As a result of agrarian policy of Russian Empire such social phenomenon as Jewish charity had been organized in Jewish farmers'environment. The history of the creation of settlement in Shchedrin is a good example.

The place Shchedrin was not quite typical shtetl in Belarus. The leader of the movement Chabad Rabbi Menachem Mendl, better known as Tzemeh Tzedek, advised hasids to engage in agriculture, and those, who followed his advice even were provided with financial support. It was dificult at that time to settle in the village for the Jews. In 1844 Tzemeh Tzedek bought from the Prince a plot of land with forests in the province of Minsk. The settlement of Shchedrin was founded [11].

However, the number of Jewish farmers in Belarus was like "a drop in the bucket" to compare with the class of Jewish burghers and merchants. This fact can be proved by the statistics given by P. Bobrovsky. In 1853 in Grodno gubernia there were registered 1518 Jewish farmers, and in 1857 - 2774 farmers. In the same years there were respectively 100538 and 95029 Jews-townspeople (burghers and merchants). "Additional rules on settlement of the Jews in the state lands" (1847) affected negatively the increase of the number of farmers These "Rules"reduced the benefits and set limits for settlement on the state land [12, 28 - 29].

Despite the desire of Jewish population to use new regulation and improve their material situation, the scale and pace of implementation of the adopted decisions were small. In 1866 there were 1128Jewish farmers in Vilnius province, in Vitebsk - 643, Grodno - 814, Minsk - 571, Mogilev - 719. But it is obvious that actually Jewish settlements and colonies were inhabited by a significantly smaller number of people [13, p.186].

Naturally, to turn recent Jewish small merchant and artisan in a successful farmer, it was required significant financial and agronomic investments,state interest to increase the number of free peasants. Nonetheless, Jewish agricultural colonies in Belarus has not been in vain - part of the Jewish population of Belarusian territory accepted farming as their traditional livelihoods. In the Western provinces (5 Belarusian provinces, Kyiv, Kovno, Volyn and Podolia), according to the census of 1897, such Jews constituted 6.2% of the entire population of the region 13,8% [14, p. 17].

Summing up the results of the research the undeniable fact becomes apparent: the idea to turn the Jews into the peasantry was not absolutely unsuccessful. But in spite of social similarity between these two groups of the imperial society the possibility of peasant amalgamation with Jewish farmers becomes unreal due to objective factors. Imbalance of Russian legislation, periodic change of course, disadvantages of bureaucratic system and the lack of the necessary material assistance resulted in that the class of Jewish farmers was very small. Particularity of the social and economic portrait of Jewish settlers on the territory of Belarus was the fact, that colonies were created only after 1835, not since the early of XIX century, as in the Ukraine. When Jewish people had the free choice to choose the future place for resettlement they took into account two important criteria. A convenient geographical position and economic viability of the local peasants played the most important role when choosing a place of residence. Positive evaluation of these two factors served as a guarantor that in the case of unsuccessful farming Jewish family would be able to use their skills and resort to the Jewish traditional occupations in crafts and trade. The economic viability of a considerable part of Belarusian Jewish farmers on the eve of resettlement gives grounds to make a conclusion that the transition in the estate of farmers was often not a search for ways out of the poor position, but an attempt to save those few material goods with the receiving of a number of additional benefits.

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APPLICATION OF ULTRA WIDE BAND TECHNOLOGY

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Ultra-WideBand is a high data rate, low power short-range wireless technology, considered as a high-speed alternative to existing wireless technologies.

Ultra Wide Band technology is a wireless technology to transmit large amounts of digital data as modulated coded impulses over a very wide spectrum of frequency with very low power for a short distance. Pulsed transmission is an alternative to sinusoidal waves traditionally used in wireless communications [1].

This new technology supports direct transmission of digital information as a baseband signal rather than modulating the information within a sinusoidal carrier. Typical duration of the pulse lasts from a few tens of picoseconds to a few nanoseconds. As the bandwidth is inversely proportional to pulse duration, the spectral extent of these waveforms is very large (Fig. 1).
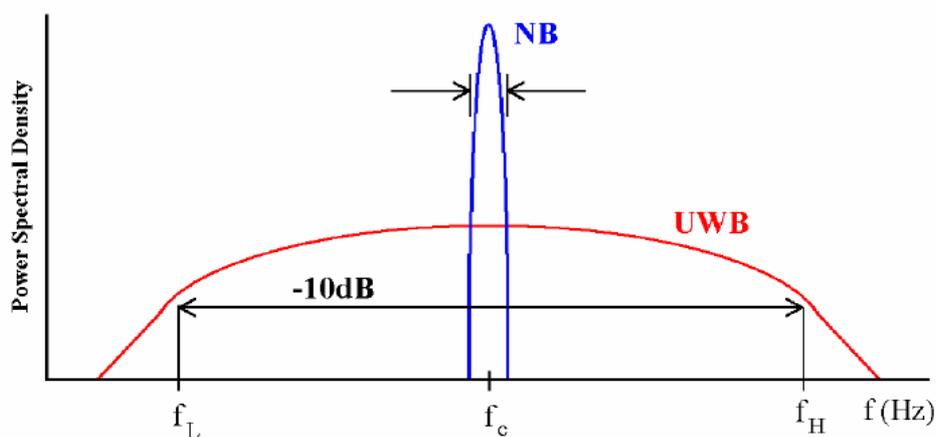
Fig. 1. SpectrumUltra Wide Band signal

Due to low energy density UWB signals cause minimal interference if operated on spectrum already occupied by existing radio services. However, the level of interference of UWB signals is still under research [5].

UWB technology has many benefits over the existing wireless technologies [3]:

- Very high speed due to high-bandwidth multi-channel performance.
- Extremely easy and cheap transceivers to compare to typical spread spectrum ones due to UWB low power and short burst radio impulse requirements. Both UWB transmitters and receivers consist of integrated CMOS which makes them affordable for consumers.
- UWB systems also consume very little power, around one tenthousandth of that of cell phones. This makes UWB practical for use in smaller devices, such as cell phones and PDAs.
- Ability to share frequencies with other services without causing harmful interference.
- High flexibility for the adaptation of a frequency. UWB systems could be positioned anywhere in the RF spectrum.
- Low power causes less interference than conventional radio networks. Relatively wide spectrum of UWB waves results in less interference from other systems.
- Ability to propagate effectively through materials such as cement and brick.
- Excellent frequency diversity and multipath resolution.
- Exceptional performance in multipath reflective environments, which can be helpful in high precision positioning.
- Low probability of intercept and detection (LPI/D) due to low power densities.
- Reduced fading even in dense high multipath channels (indoor environment).

- Common architecture for communications, radar and positioning systems.

There are a wide number of applications that UWB technology can be used for. They range from data and voice communications through to radar and tagging. With the growing number of way in which wireless technology can be used, the list is likely to grow [4].

Commercial:

- High speed LAN / WAN (>20 Mbps)
- Avoidance radar
- Altimeter (aviation)
- Tags for intelligent transport systems
- Geolocation

Military:

- Radar
- Covert communications
- Intrusion detection
- Precision geo-location
- Data links

Ultra-wideband characteristics are well-suited to short-distance applications, such as PC peripherals. Due to low emission levels permitted by regulatory agencies, UWB systems tend to be short-range indoor applications (Fig. 2). Due to the short duration of UWB pulses, it is easier to engineer high data rates; data rate may be exchanged for range by aggregating pulse energy per data bit (with integration or coding techniques). Conventional orthogonal frequency-division multiplexing (OFDM) technology may also be used, subject to minimum-bandwidth requirements. High-data-rate UWB may enable wireless monitors, the efficient transfer of data from digital camcorders, wireless printing of digital pictures from a camera without the need for a personal computer and file transfers between cell-phone handsets and handheld devices such as portable media players [3].
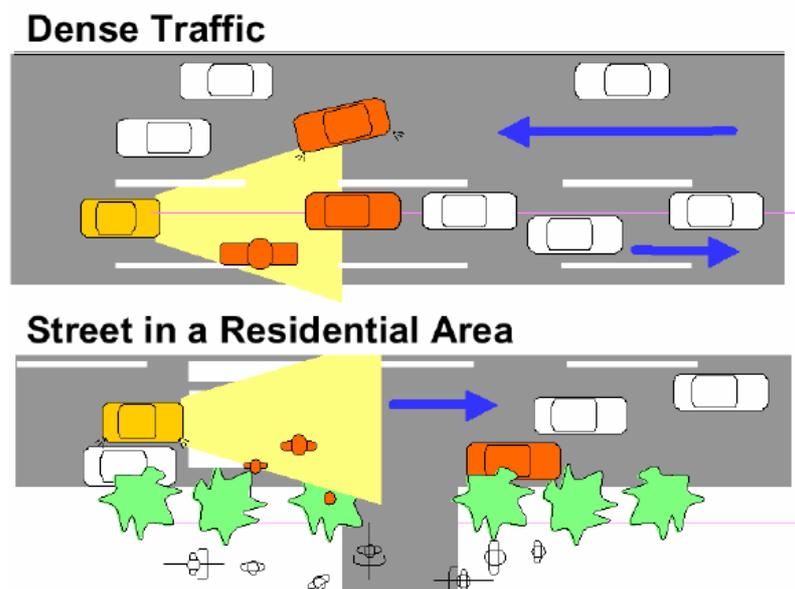
Fig. 2. Application UWB technology for objects that have fallen onto subway tracks

Ultra-wideband is also used in "see-through-the-wall" precision radar-imaging technology, precision locating and tracking (using distance measurements between radios), and precision time-of-arrival-based localization approaches. It is efficient, with a spatial capacity of approximately 1013 bit/s/m² (Fig. 3). UWB radar has been proposed as the active sensor component in an Automatic Target Recognition application, designed to detect humans or objects that have fallen onto subway tracks [5].

With the growing level of wireless communications, ultra wide band UWB offers significant advantages in many areas.
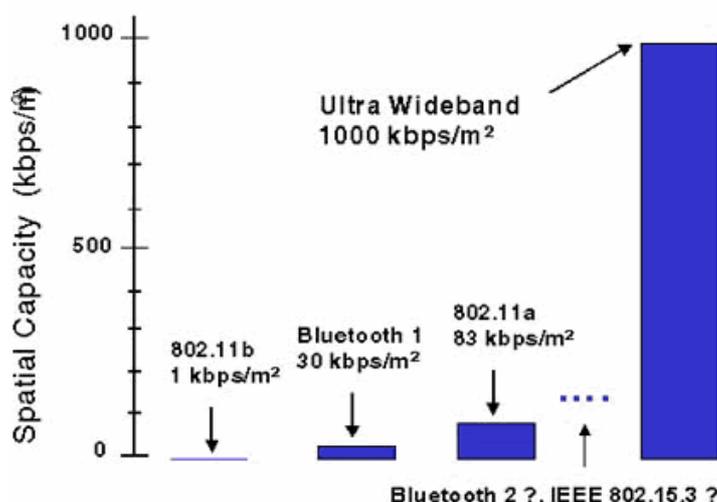
Fig. 3. Analysis spatial capacity

One of the main attractions for WAN / LAN applications is the very high data rates that can be supported. With computer technology requiring ever increasing amounts of data to be transported, it is likely that standards such as 802.11 and others may not be able to support the data speeds required in some applications. It is in overcoming this problem where UWB may well become a major technology of the future.

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TOWN COUNCIL AS A BODY OF MUNICIPAL GOVERNMENT IN VITEBSK AND POLOTSK IN THE SECOND HALF OF THE 19TH CENTURY

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The article is devoted to the activities of the town council as the executive body of the municipal government in Vitebsk and Polotsk in the second half of the nineteenth century. The structure of the councils is analyzed. The significant attention is drawn to the competence of the permanent commissions of the town councils.

On June 16, 1870 Alexander's II government established the "City Regulations" which a new system of municipal government was based on. The self-government system consisted of the electoral assembly, City Duma and the administrative board of the city. Management function belonged to the Duma. Public members of the Duma and members of the town council were elected for 4 years. Municipal government was headed by the mayor, who like the members of the council, elected by City Duma. "City Regulations" were based on the all-

estate self-government and the property qualification. Russia-wide municipal government reform of 1870 had been initiated in the territory of Belarus only after the decree of March 29, 1875. Its implementation in Belarus was associated with the peculiarities of government policies in relation to national and ethnic and confessional groups [1, p. 350].

According to the opinion of the State Council on April 29, 1875 "On the extension of the «City regulations» of 1870 to the city of the western provinces» Vitebsk and Polotsk's town councils were established as the permanent executive body of the City Duma [2, p. 161]. On May 25-31, 1876 the town council of Vitebsk was elected at the meeting of the City Duma and it consisted of a mayor, five members and a secretary. It began to work on August 7, 1876. The town council was set up in the provincial town of Polotsk in 1879 only [3].

The range of the activitiesof Vitebsk and Polotsk'stown councils under art. 72 of the «City regulations» of 1870 and drawn up on its basis the rules of production cases included: the administration, development and control of industry, trade, education and health, adoption of measures to combat epidemiological diseases, carrying out sanitary and hygienic measures, the collection of taxes and fees [4].

Also,Vitebsk and Polotsk's town councils conducted the current affairs of municipal economy: were responsible for the provision of food of urban population, poverty charity, responsible for the improvement of the city (the state of the sidewalks, pavements, lighting, urban transport, water supply, firefighting), submission of reports and accounts on its activities and the state of subordinate urban services, allocation and lease plots of urban land, councilsfiled complaints and lawsuits tothe Duma, called to account for failure to observe the rules of the beautification [1, p. 161].

Archival materials show that the city council of Vitebsk had the following structure: 1) officewhich conducted all clerical work of the city council, 2) tableof accounting, 3) military table, 4) economic-administrative, 5) table on the construction part and craft. Each table included a head clerk, his assistant and two scribes. The secretary headed the office. He watched the general order in the office, and fulfilled all the requirements of the mayor. The cases that were subjected to the decision of the citycouncilwere resolved collectively [5].

According to the instruction issued on the basis of the articles 69 and 70 of the «City regulations» on the order of the clericalwork of the Duma and the council of Polotsk for 1879,all the cases in the council divided among three tables:accounting, economiccand administrative.Council had a registrar and archivist also.For example, the town office of Polotsk in 1890 consisted of a secretary, accountant, two managers, registrar and four clerks [6].

In addition, could exist permanently active commissions:school's, theatre, sanitary, veterinary, telephone, appraisal, apartment, veterinary, fire, law. Especially important was the activities of which dealt with the containing of the fire baggage, acquisition and repair of the fire equipment, the development of instructions and fire regulations for the construction and maintenance of buildings. Chairman and members of the commission were elected for 4 years by the town council. Reports and resolutions of the fire-commission were presented with its conclusion for discussion to the City Duma by the town council [2, p. 162].

General supervision of the work and care of all parts of the city government constantly carried out by the mayor. The town councilswere subordinated to and controlled by the Governor and the Minister of internal affairs too.Each of the tables and commissions were involved in a range of issues. So, the accounting table was responsible for the financial documentation, the duties of the table included the drafting of performance reports of income and expenses, the management statements of income and expenditure, arrears of money, receiving, delivery and storage of cash and documents [7].

With the development of industries and services, the urban regulations from 1900 changed the structure of the office of the town council and increased clerical staff. Instead of three tables (local, economic and military service) the office had four departments: distributive and economic, technical, housing for military service, and a countable (accounting) [2, p. 163].

In addition to the secretary, accountant and head clerks the staff of the office of the council consisted of an architect, surveyor, legal advisor and a veterinarian. Architect and surveyor were elected directly by the Duma.

In the memorial book of the Vitebsk province for 1898 we find the information that at Polotsk town council was registered a land surveyor who carried out the necessary land surveying and individual assignments onthe landmarkpart, satisfied the petition of individuals on the measurement, demarcation and division of private estates, the challenge of land for buildings [8, p. 121].

During the First World War the activities of the bodies of municipal government was subordinated to the maintenance of the military andproviding for the needs and requirements of the army, storing of food for the population. With the advent of Soviet power town councils were liquidated in 1917 [2, p. 161].

Thus, the town councils of Vitebsk and Polotsk as government bodies in the second half of the nineteenth centuryconcernedthe local economyexclusively. The main objects of attention of the towncouncil were education, health, road construction.

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**ANALYSIS OF THE FUNCTIONAL AREAS OF LOGISTICS
IN THE COMPANY "EVROTORG"**

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This article analyzed the logistics of retail chains «Evrotorg». Three main functional areas of logistics: warehousing, procurement and distribution, which effectively interact. Also the author paid attention to the narrow space in their activities and recommendations for its improvement.

Logistics is a science about management of material flows and related information, finance and service in a certain micro-, meso- or macro-economic system to achieve its objectives with optimal charges of resources. The key functions of logistics allocate procurement management, transportation, inventory management, order management, pricing, physical distribution.

The aim of this study was the fact that based on a critical analysis of literary sources, statistical and factual material to enhance the efficiency of the management of the company "Evrotorg" by improving the functional areas of logistics.

According to the theory of logistics there are six functional areas of logistics: procurement, manufacturing, distribution, transport, information and finance. In the process of providing of the enterprise with raw materials and materials solved the problem of procurement logistics. In the process of providing of the enterprise with raw and other materials the problem of procurement logistics is solved. At this stage, suppliers are examined and selected, and then suppliers enter into contracts and control their implementation, takemeasuresin case of violation of terms of delivery [1, с. 32].

In the process of management of material flow within the company, which creates material goods or provides material services, the problem of manufacturing logistics is mainly solved. The peculiarity of this stage is that the bulk of the work on carrying out of the flow is performed within the territory of one enterprise.

In the management of material flows during realization of finished commodities the problem of distribution logistics is solved. This is a vast range of tasks, the decision of which are engaged in the manufacturing enterprise, as well as the enterprises engaged in commercial and intermediary activity.

As well as other functional areas of logistics, transport logistics does not have clearly cut borders. Methods of transport logistics are used in arrangement of any transportation. However the priority object of study and management is a material flow which takes place in the process of transportation by the transport of the general use [2, c. 45].

Information logistics is closely related to other functional areas of logistics. This section covers the organization of information flows within the enterprise, as well as exchange of information between the various participants of logistics processes, that are situated at considerable distances from each other.

Financial logistics is a system of management, planning and control over the financial flows based on information and data on the organization of material flows. The main aim is the complete and timely provision of the volume, term and sources of financing. These sources of financing must meet the requirements of the lowest price [1, c. 38].

There is close interrelation between functional areas mentioned above. Thus, the aim of the logistics can be achieved only with full coordination of all these areas. Consequently, the coordination of activities of all areas of the logistics system is the main condition for its effective functioning [7, c. 25].

This article discusses the activities of the company "Evrotorg". The company "Evrotorg" is one of the largest operators of the food market in Belarus with well-developed infrastructure, the logistics center and highly qualified staff.

"Evrotorg" is controlled from Vilnius by belarusian businessmen Sergey Litvin and Vladimir Vasilko. The holding company «Evrotorg» includes the importer of food products and manufacturers - the Minsk grape wines factory and the Minsk milling plant.

The aim of the trading system "Evrotorg" is customer satisfaction. Marketing and logistics are the parts of the system. Thus, both functions provide a single process and they need to interact correctly to achieve success.

The interaction between marketing and logistics is more than necessary in this company. Marketing shows the way of development, communication with the consumer, etc., and logistics provides its efficiency, maintain a direct communication with the consumer by supplying him goods and services which are produced for the consumer in response to his request for a marketing service. Thus, logistics is a function of the software.

The secret of success of this company is reduction of manufacturing costs: the goods should be available in the required quantity, but without excess inventory, the only way to supply customer requests, and do not have excess of inventory, bringing additional and very significant costs, but otherwise, they will have huge losses from dissatisfaction of consumers. This unique system of logistics has become a major point of "Evrotorg" in the competitive struggle. Thus, "Evrotorg" reached the leadership because its management initially regarded a system of distribution of goods, transport and storage as its competitive advantage as a marketing tool, not as a secondary function. Also there is a constant optimization of the logistics system in this company.

Let us consider functional areas of logistics in the company. In "Evrotorg" isolated: distribution, warehousing and procurement logistics. And now the author tells more information about each of them.

The company has a logistics center, the only in Belarus. Warehouse logistics in the company workswell, a system of tiered storage (Multi-Tier Storage Systems), with application of robotized cart (Radio Shuttle) is used here. The essence of it consists in the fact that 180 m2 of warehouse space is stored and processed 900 pallets. It allows you to place the goods on any available storage level regardless of the occupancy rates of others. The system works perfectly.

Purchase logistics. Company "Evrotorg" can be called macrologistic system, as it is a major management system ofmaterial flow, which unites intermediary organizations, stores, customers, suppliers and transport organizations located in different areas to achieve common goals.

As an element of the macrologistic system the system of service establishes business relations with suppliers, coordinating the technical and technological, economic and methodological questions related to the delivery of the goods. "Evrotorg" places orders for production of certain goods under its own trademarks from leading manufacturers. When a company chooses a manufacturerpartner, it pays attention to its ability to produce quality products in sufficient quantities. The company sells a product that was released under their own trademarks of retail chain , cheaper than the similar, which is represented on the shelves. For example, the company supplies sunflower oil from the company "EFCO" (TM "Sloboda" TM "Alter"), which is one of the leaders in the Russian market for the production of vegetable oils. In this network, this oil is sold under its own trademark "Sunflowers".

Now "Evrotorg" is in discussion with the company "South of Russia" (the manufacturer of oil "Golden seed") on cooperation for 2010 – 2012. The company offers cereals, pancakes and dumplings under their own

brand name "Grandma's kitchen." Buyer knows canned vegetables – corn, peas, beans, cucumbers under the trademark "OGGO" The company works with manufacturers of Belarus, Ukraine and Russia.

The management of the company is constantly working with suppliers for the harmonization of prices at an acceptable level. That leads to a decrease in the cost of production, and as a result attracting customers.

The distribution logistics. The company has its own distribution center, which is located effectively (near the city of Minsk), it is approximately on equal distance from all stores of the retail chain. The distribution chain is organized as a centralized structure in accordance with the strategy of the location chosen. "Evrotorg" communicate with the manufacturers of the goods directly; sometimes leaving out intermediaries "Evrotorg" has a direct distribution channel of zero level. Thus, they are engaged in delivery of fruit and other goods in their stores, without independent intermediaries.

It can be concluded that, «Evrotorg» uses the efficient logistics, but its activities have narrow space that could be improved thanks to the following recommendations.

The company should introduce a system of Quick Response. The essence of this system consists in the following. After a number of units of goods are sold in a shop, the information about it passes through a scanner and enters into the information network of the retail chain, the data are sent in the system of stock replenishment and renewal of orders. After that, you should response fastto a new demand for this product. The transfer of such information to the main suppliers leads to the subsequent integration of production and delivery chain. If the company enters a system of Quick Response, it will help her reduce costs, accelerate the turnover, increase sales, reduce inventories, which will allow to reduce the prices of goods by more than 25%, therefore this improvement attracts growing number of consumers.

The company often builds stores only if the locality where there is a place for its location and construction. Thus, this leads to the fact that in some cities there are 4 stores, and in the regional center, only 2, this leads to the fact that stores do not work at full power (at full capacity). From this we can conclude that the construction of stores should be based on the marketing analysis of the market. Also, the company should consider variants of rent of premises, it will lead to the facts that therewill not be any need to suffer the costs of the construction, stores can be located precisely in those places where the demand is the greatest.

«Evrotorg» should enter online order. It will attract more customers, so that it is convenient, saves time and money (the price in such stores below), you can read the description of the goods at any time. Thus, there are the following advantages of the internet shop for the company: no need to have additional trading area, hire retailers and merchandisers, but only couriers and the manager, and that is significantly cheaper for the company

It should be noted that the company does not use outsourcing, because of what has high costs as staff costs much more bigger, than the execution of the same functions by another company, specializing in any area. Also, when the company uses outsourcing it improves the quality and reliability, the company can concentrate only on the main activity.

Therefore, in case of introduction of logistics in all spheres of activity, will be obtained the following results: the reduction in reserves, the maximum use of space, accelerating the turnover of capital, reduced transportation costs, the reduction of the time of passing the goods through the logistic chain. All this will lead to reduced costs, increased profits and attract customers.

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THE AUTHOR AS UNIFYING ELEMENT
OF THE TEXT IN MEDIEVAL TRAVEL WRITING

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The author of the article deals with the issue of authorship in medieval travel writing. There is also an explanation why travel narrative such as "The book of knowledge" is particularly well-suited context in which to examine this issue.

In the medieval geographical treatises there are main characteristics, which help to identify fictitiousness of the texts and separate the itineraries (Iohannes de Plano Carpini, Guillaume de Rubrouck, Marco Polo) from the imaginary travels (John Mandeville). Nevertheless there are texts, in which real facts are contiguous with fictitious information. One of these works is the Spanish geographical treatise of the XIV century "The book of knowledge". This unrenowned sourcedemonstrates a particularly acute awareness of the ability of an individual human being to affect the dominantthinking of an age through the representation of individual experience. There are ways in which Castilian authors expressed increasingly what might be called intellectual ownership of their own texts through the centuries between the first literary texts in Spanish and the fifteenth century.

The evolution of attitudes toward writing and reading, andtravel writing specifically, provided a sphere of action for individuals. We don't know the motivations for the voyage that inspired the composition of "The book of knowledge", but we can see the results that are connected with the geographical data of the treatise. The first isthe expedition with the intention of conquering the Canary Islands headed by Jean de Béthencourt in early May 1402.The chronicle of Béthencourt'sactual and intended activities is entitled "Le Canarien", composed by Pierre Bontier and Jean LeVerrier, both priests. In their discussion of the expedition's exploration of African territory, the authors wrote of the reliance on "The book of knowledge" for geographical data[1, p. xvii].The other fifteenth-century explorer notably Henry the Navigator proposed to undertake a journey in 1420 whose objectives were essentially the same as those proposed by his French predecessors. Peter Russell reflects on the similarities between these two ventures and concludes that the Portuguese prince may have read a translation of "Le Canarien", and decided to attempt the exploration of Africa based upon what he had learned [2, p. 263].So it is evident, that Henry the Navigator was influenced in an indirect manner by the information from"The book of knowledge". Another wave of studying ofthis medieval treatise is connected with the nineteenth-century editor of the bookand early investigatorMarcos Jimenez de la Espada, who was sure that the author of "The book of knowledge" provided firsthand information [3]. That had scientific repercussions: Marcos Jimenez de la Espadawas reproached strongly by some of his contemporaries and defended by others.Since then "The book of knowledge" have been studied by researches of different fields.

In his study of world historiography in medieval Spain, Juan Carlos Conde quotes a paragraph from Paul Ricoeur in which Ricoeur makes two observations that are especially relevant to a work such as"The book of knowledge". The first is essentially that the Spanish word "historia" conveys the sense of both the English terms "history" and "story."Ricoeur's second comment, closely related to the first, is that the word means "tantohistoriamrerumgestarumcomolas res gestasmismas, tanto la narraciónhistóricacomolos hechos y acontecimientos" [4, p. 174]. Conde takes this argument a step further, recalling that "Hegel afirmaque la historia noexistesi no esrelatada" [4, p. 174]. Conde also points out the degree to which classical historians tended to emphasize concrete verifiable facts,and above all facts that were verified by having been observed at first hand by the historians themselves.Conde draws a sharp contrast between this approach and the one favored by Spanish medieval historiographers, for whom the history "es vistadesdeunaperspectiva global, totalizadora, ecuménica" [4, p. 179 – 180].

The author of "The book of knowledge" is writing from a more universal perspective, so that even in such an intensely personal story as a travel narrative the protagonist is almost invisible. In technique, at least, he resembles those medieval historians to whom Conde makes reference. On the one hand the author of the medieval treatise doesn't center his narrativearound his own experiences, but on the other handmakes thisfact obvious almost in every paragraph of his text using the verbs of travelling in first person singular. And of course, while talking to the reader he uses imperative mood of the verb to know, which builds a certain connection between the author and readers.His story-telling vocabulary is limited and repetitive, based almost solely on the

verb to tell. Occasionally he uses the verb to speak or to say. Of particular interest is the terminologyhe utilizes to write of the act of traveling: neither does the verb to travel appear in the text, nor the noun journey. In fact, he uses no nouns at all to describe the journey; he reserves the word jornada (a day's-worth of traveling) for measuring the distance between two places or for the size of a region. The author instead makes use of a variety of verbal expressions relating to travel: to cross, to leave, to arrive, to depart, to go, to pass, to go by land, to take a road. And he mentions only two ways of transportation: by sea, in various kinds of boats, ships, and galleys; and by land, he mentions only camels. The author does not remark whether he traveled on foot or horseback when tracking across land on anything other than a camel.

This foregrounding of the main character and narrator extends even to the structure of the work. This itinerary seems to have been determined by the author's own whim.The traveler constantly criss-crosses Europe, Asia, and Africa, returning to remote places, suddenly appearing in cities far from the last place mentioned without reporting his departure or arrival, and visiting mysterious locations.So it is evident, that it haven't been planned particularlycarefully or far in advance, as the following passage, taken from the manuscript S, makes clear: "I departed the Sea of Letana and turned to the Great Sea, and took the eastern shore for a long way. And I passed through Arvasaxia and through Pesonta in the empire of Uxbeto, and I reached the kingdom of SantEstopoli, which belongs to Koman Christians. And there are many people that have Jewish names, but all do Christian works in the sacrifices, more like Greeks than Latins. Its king has as his insignia a vermilion flag with awhite hand, like this."The narrator follows the east coast of the Black Sea to Pitsunda, then seems to findhimself in Sevastopol, although this would take him once again to the Crimea"[1, p. 97].

It is worth pointing out once again the striking frequency of the first person singular.

Early medieval literature is renowned for the marvels recounted of faraway places and fantastical events and beings: pilgrimage guides relate sacred journeys to the Holy Land, where pilgrims retrace the life of Christ and relive the miracles he performed, and travel accounts of journeys to the Orient describe grotesque anthropomorphs with feet large enough to shield their bodies from the noonday sun, dog-headed men, and anthropophagi (cannibals), to name but a few. For the medieval reader, in order to view curiosities and marvels, it was necessary to leave the known, the familiar, and travel to faraway, unfamiliar lands – terra incognita, for these wonders "appear at the limits of geographical knowledge – on the borders of the map," and provide a "model of the world normal at its center and monstrous at its margins," according to Mary Campbell [5, p. 50, 8]. Marvels populated the medieval mindset and were not only accepted—they were an expected feature of travel narratives. Medieval travelers felt so compelled to incorporate these wonders into their accounts, that marvels continued to play a role in late medieval travel narratives written prior to Columbus's voyages to the New World, and even after 1492, well into the sixteenth century.

The notion that a literary text should, ideally, both inform readers and bring them pleasure is, of course, a common one in medieval literature. This example shows that "The book of knowledge" fits neatly in the medieval tradition: "I departed the city of Graçiona because the cities of this empire cannot be counted, and I traveled through many lands and cities and reached the city of, where Prester John, the Patriarch of Nubia and of Etiopia, always resides. On my way I always kept to the shore of the River Eufrates, which is a very inhabited and abundant land. And when I arrived in MalsaI stayed there for a time because I saw and heard marvelous things every day. And I asked what Earthly Paradise was, and what they said about it. And some wise men told me that it was some very high mountains that Malsaborder on the circle of the Moon and that not every man could see them, since of twenty men who might go, only three of them would see it, and they never heard of any man climbing them. And there are men that say that they saw them on the eastern side,and others on the south. And they say that when the Sun is in Gemini they see them to the south, and when the Sun is in Capricorn they see them to the west. And they told me that these mountains were completely surrounded by seas deep with the water that descends from them, from which [seas] flow four very large rivers that are the greatest in the world, which they call Tigris, Eufrates, Gion and Ficxion. And these four rivers irrigate all of Nubia and Etiopia, and the waters of the aforementioned mountains that descend make such a great noise, that the sound can be heard two-days' journey away. And all the men that live near are totally deaf, since they cannot hear each other because of the great noise of the waters. And the Sun always shines in those mountains, be it night or day, whether on one side or the other. This is becausehalf of these mountains are above the horizon and the other under the horizon, so that atop the mountain it is never night, nor dark, nor cold, norhot, nor dry, nor wet, but a great even temperature. And all things that are there, vegetable as well as sentient and animal, can never decay nor die. And they told me many other secrets of the virtues of the stars, concerning predictions as well as magic, and also the virtues of the herbs and plants andminerals. And I saw there marvellous things. And the Greeks call this placeOrtodoxis, and the Hebrews call it Ganheden, and the LatinsParaisoTerrenal because it is always a

wonderful temperature there. And the insigniaof Prester John is a silver flag with a black cross, and on both sides two crooks in this manner, because in the land of Nubia and of Etiopia there are two emperors: one is the Emperor of Graçiona and the other is the Emperor of Magdasor" [1, p. 63].

This passage is quoted at some length because it effectively illustrates so many aspects of the voyage, of the text (geographical description, heraldic component), and of the central role of the author/narrator/protagonist."The book of knowledge"has characteristics in common with its fellow Castilian travel narratives, like the first-person narrator and the frequent use of verbs of arriving and departing, it lacks the meticulous notation of time and dates and also has its share of "lo maravillosofantastico": there are the cynocephali (barking men who have dogs' heads and feet); the antipodeans (people who occupy the opposite end of the globe, known as the torrid zone, and are therefore black from sun-burn); birds on the island of "Hibernia" that grow from well-watered trees,and are delicious either boiled or roasted; griffins on the island of Java; and on the River of Gold there were supposedly ants as big as cats that would unearth gold nuggets as they built their anthills, etc.The presence of fantastical beings in this medieval treatise in much greater number than in its Castilian successors is typical of imaginary journeys, according to Pérez Priego [6, p. 230]. "The book of knowledge" has a certain connection with legends which had great impact on people, such as the existence of Prester John. The stories of these extraordinary creatures and phenomena came to the Middle Ages from the works of Solinus, Pliny, Aristotle, and other ancient authorswho first alluded to them.

A distinguishing feature of "The book of knowledge" is anonymity. Being a unifying element of the text and presenting in the text all the necessary characteristics of medieval travel writing:travelling route, chronological order, geographical data,"mirabilias", scientific knowledge, even unexpected heraldic component, the author remains unknown.

In fact, the narrator of "The book of knowledge" doesn't comment on his life, his religious affiliation, his profession. Only at the beginning of the book he says that he was born in Castile duringthe reign of Fernando IV, on 11 September 1305, a year that he identifies in terms of the Christian and Hebrew ages, as well as the eras of Nabuchodonosor, Alexander the Great, and Caesar, in addition to time passed since the Great Flood. As Russell points out, it is strange that the author would define his date of birth in such specific terms but not identify himself in any other way [7, p. 690].

There are two main theories, according to which the author is either a Franciscan or a Herald.

When the authors of "Le Canarien" described "The book of knowledge" they considered its creator a Spanish mendicant friar.This is the first time that the author is identified as a Franciscan, and most of those who wrote about the work followed this assertion [1, p. xxxviii].It may be dictated by the division of people into Christians and non-Christians [8]. Miguel Angel Perez Priego also subscribes to the theory of Franciscan authorship and offers a quite reasonable justification for accepting the position that it is possible: "Although [the author] does not expressly indicate his purposes, his work is inspired by the clerical idea of knowledge: it is a book of 'knowledge of all the kingdoms and lands and lordships there are in the world' and also of the 'arms and lords' that govern them; that is, a didactic account, a geographic compilation with an addition of political and heraldic history" [6, p. 234]. Andthe male figures depicted in the illuminations found in thecodices of "The book of knowledge" are patently secular figures, this pictures create a certain atmosphere of the treatise.Morel-Fatio could not accept that if the author of this work was really a Franciscan, he would not be mentioned somewhere in the many existing biographies of Spanish members of this religious order [9, p. 138].

And the question is why does a missionary devote so much attention to a heraldic component and allocate a great portion of the book to it. It is evident, that the author of "The book of knowledge" had probably read or was acquainted with other medieval travel books, had access to a mappamundi of the era. But his evident interest in and comprehension of the heraldic convention is what mostattracts our attention. If a Herald wrote "The book of knowledge" and used travel writing as a pretext, then its illustration of more than 100 coats of arms is reasonable. Besides Heralds had to travel, that was connected with their professional duty. According to Richard Wagner: "Many heralds led a wandering life from court to court and even from country to country, mingling always in what may be called chivalric circles; so that their opportunities for both collecting and spreading news of feats of arms and those who performed them would be ample" [10, p. 28]. Heralds from Spanish kingdoms have been mentioned in fourteenth-century works: there is reference in a French chronicle that in 1366 the Heralds of Aragon and Navarre were in Brussels on the occasion of a tournament organized by the Duchess of Brabant [10, p. 34].

Drawing a conclusion we can say that the authorship of the medieval Spanish geographical treatise "The book of knowledge" is still under discussion. But nevertheless it doesn't influence the ability of the author to play a role of unifying element of the text.

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THE ESSENCE OF OUTSOURCING AS AN ORGANIZATION-ECONOMIC PHENOMENON

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The article presents the results of investigation of the essence of outsourcing, its advantages and disadvantages, the feasibility of outsourcing of the customer services. Particular emphasis is placed on the multitude of management and related socio-economic relations arising in the process of managing the development of IT outsourcing services in the Republic of Belarus.

In order to increase competitiveness and survival in a competitive environment, improving innovative attractiveness, organizations need to develop all sorts of methods to increase the efficiency of operation and cost optimization. One way of raising their performance is outsourcing. In foreign literature, the problem of raising the effectiveness of the organizations using outsourcing is given a great deal of attention, what indicates the practical relevance of this issue. However, in the Republic of Belarus problems, connected with the development of outsourcing management systems, and also interrelation of outsourcing and the organizational effectiveness, are not paid enough attention.

Most authors agree that outsourcing – is the transfer of some functions to external management. Describing outsourcing, authors characterize this concept from different angles: from the point of view of the management strategy as a form of cooperation or as a method of optimizing the organization activity. In

determining the nature of outsourcing most important are criteria such as the delivery of different business processes in external management and method of optimization business activity. Therefore, way to the most reasonable interpretation of outsourcing is seen to be the following – the way of optimization the organization activity by focusing on the main subject and the transfer of non-core functions and corporate roles to external specialized companies [1, P. 3]. Unlike subcontracting – outsourcing is a management strategy, but not just the kind of partnership, it supposes special restructuring of internal operations and external relations of the organization. The concept of outsourcing is reduced to three basic principles:

1) every one should mind their own business and be able to concentrate on it;
2) the solution of concomitant problems may be delivered someone, who can cope with them better;
3) such distribution saves customer money and gives revenue to performer.

Traditionally, it is thought that on the outsourcing should be transmitted only secondary, peripheral functions, non-critical for the competitiveness of the organization, while the primary activity of giving long-term competitive advantage must be rigidly controlled and carefully protected. The conventional wisdom is that you should never pass functions, based on skills and knowledge, such as product design, service creation, development of technology, customer service and logistics. Practice shows that the organization should left in its competence, flexible, long-term basics, which provide the ability to adapt and evolve; unique resources in the value added chain; activity in which dominates; elements that are important for interaction with regular consumers in the long run. In addition, the organization should left in its run features built into the organizational culture and , to a large extent , depend on the creativity , dedication , initiative staff , as well as those which involve external qualified specialists.

Outsourcing can be classified by content transmitted functions to outsource. Also transferred business processes are classified in terms of their relationship to the core business of the organization and are divided into major and minor. If classified outsourcing by the kind of activities, which include transmitted processes, we can distinguish the following most common types of outsourcing: business process outsourcing, IT outsourcing, manufacturing outsourcing, logistics outsourcing and legal outsourcing.

Based on this study can be formulated conditions for effective organization of outsourcing: the right choice of the business process to transfer outside operator, the correct definition of power transmission process outsourcer, identifying the right combination of market and non-market methods in dealing with the outsourcing; outsourcer right choice; correctly written contract of outsourced collaboration. Summarizing all the benefits of outsourcing, it is possible to highlight the most significant: reducing costs, focus on core activities and increase the investment attractiveness of organizations. Despite all these advantages, outsourcing process has several disadvantages: lack of professionalism of the staff of the outsourcing company, the presence of risks of violation of safety of property, security and leakage of confidential information. Therefore, at the conclusion the contract with outsourcers must be taken so that it minimizes the risks of transfer functions. To do this, it should be short-term in the initial stage, to identify all the hidden costs, and provide continuous monitoring and interaction with outsourcers. In addition, it is necessary to foresee the possibility of a permanent contract encouragement performers and besides the loss of order in the case of the outsourcing poor performance it should provide a strategy «win-win» (the winner is the one, who thinks not only about themselves, but also about your opponent), that means strategy for effective interaction between the parties. The contract should be flexible enough in order to the provided services were changed along with the conditions, in this case standard contracts should not be signed (especially with the need to introduce unfamiliar technologies), because there may be hidden costs.

Urgent problem of domestic organizations related to the implementation of business process outsourcing is considerable professional staff of a sphere , which must be fired, and still be sure that new performers can cope with certain tasks better and cheaper then laid-off workers . Thus, when creating a new organization or restructuring already operating, it is necessary to calculate all the possible scenarios and choose the best way. And it is not necessary that the choice should fall on outsourcing, since it does not solve all the problems, but only one of many ways to optimize operations.

Due to the widespread use in Belarus various modifications computers worth to elaborate on outsourcing IT services. The IT outsourcing usually is defined as the transfer of the contractor some part or all the functions to manage or support of internal information resources [2, p. 58]. Reasons for IT outsourcing can be different from considerations of economic expediency to the desire to get rid of the routine processes. In this case we can talk not only about saving money, but also time, human and technological resources. In the Republic of Belarus to the IT services include everything related to computer technology, from maintenance and repair of computers and peripheral equipment to the design, development and implementation of automated systems [3, p. 10]. It is important to understand that outsourcing – this business model, which should solve the defined goals and

objectives depending on the situation and business strategy. Impetus to the process of outsourcing frequent can be major changes in the business: the creation of new companies to enter new markets, development of new businesses. In such cases, the advisability of concentration on core activities and transmit professional partner auxiliary functions is quite evident [1, P. 3]. If the company is developing rapidly, creating new branches, the transition to outsourcing is beneficial for it, since it will quickly provide the necessary IT infrastructure without significant investment and expansion of staff of IT professionals and thus concentrate on core activities.

In the world there is a huge number of IT service providers, but let's have a closer look at the Belarusian market of IT services. EPAM Systems and IBA Group − two major companies with 1,200 and 1,500 employees in the Republic of Belarus, respectively, whereas the next region outsourcer − Luxoft (Russia) has about 850 employees. In addition, a leading company, resident and founder of Belarusian high-tech park EPAM Systems opened offices in 31 countries, annual sales volume exceeding U.S. $ 160 million. It is worth noting, and other high-tech park residents: IT Park, IBA-Gomel (Group IBA), Itransition, Exigen Services, Intetics. These companies can also be attributed to the large , but of the ground mass (about 74%) still account for small firms with the staff of 15 or fewer people [4, P. 29] .

Thus, outsourcing is an effective way to reduce costs, to access of the latest technologies and the possibility to concentrate on running the core activities. Domestic organizations that provide outsourcing services are generally not yet had expressed this business in a separate direction, but the trend of growth in demand for outsourcing in the Republic of Belarus is beginning to create a favorable environment for its successful implementation. Advisable to implement a policy of outsourcing when you create a new organization or its affiliate, as this model is most justified concentration on the core business and lower costs for the maintenance of a business process. It is possible to reduce the costs, if the contractor requires a reasonable price for their services and the quality of these services meets the requirements of the contracting authority that wants to streamline its activities. Obviously, this is possible in a competitive environment, where there are many service providers , each of which cares about its reputation, establish competitive prices and provide quality services. In Belarus, the market of IT industry is competitive, but the massive use of IT outsourcing is not observed. A possible reason may be the large number of new firms, and low level of awareness about the benefits of outsourcing.

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SPECIFIC HOTEL SERVICES: BELARUS IN THE CONTEXT OF WORLD EXPERIENCE

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In the article the peculiar services provided by hotels are studied. The author dwells on the world experience, presents detailed examples of unusual services provided by different hotels to attract visitors and make their stay as comfortable as possible. Belarus experience is examined in the context of the world practice. The scientific significance of the findings is defined by the recommendations given by the author.

"Work is the greatest thing in the world,
so we should always save some for tomorrow."

Anonymous.

It is common knowledge that everybody should work in today's world. We work because we want to make our life better. One works in factory, the other one tries to save human lives, the third one manages and directs people and the fourthone works in the field of tourism and tries to help people satisfy their wishes. Let's speak about tourism. Nowadaystourism is one of the wide developing spheres and fast growing businesses. Hotels are the common part in the development of tourism. Tourists always visit Hotels with different aims. For some people hotel is Home when away from Home, for another it is a Place where you can let your hair down or a Place to hide away. Humans and their mindscreate a great number of services and all of the tourists use it, but the needs of people are growing and professionals should regularlyinvent something new to attract people. And the best way to attract tourists is something unusual, which can involve people in specific atmosphere.

My researches are the way of showing something new inthe touristmarket and what people need in this sphere. Some hotels offer fitness services, including personal trainers; some hotels in a wine country offer wine making classes and grape stomping events; and some even offer cooking classes. And of course, there are all of those services and tours a concierge can arrange. But as hotels compete for your business, some are offering quite unique and surprising services.

World's experiences demonstrateimpressive and sometimes bizarre examples of unusual services. And now I'd like to show you different ways of unusual spending money in World's hotels.

The first is **Cinema SPA**. Swiss elite hotel Lindner Hotels & Alpentherme offers customers to go to a cinema and have SPAsimultaneously. A large screen allows you to watch new Hollywood movies during your spa procedures. Two exclusive services in one involve you in the atmosphere of movie not on the sofa at home butalso in time of SPA procedures [1].

Another resort which decided to combine two different actions is the mirage. Some hotels offer yoga classes and some offer the chance to swim with dolphins, but the Mirage in Las Vegas have combined the two– **Yoga with the dolphins**. For one hour on weekend mornings, guests can fall into a deep state of relaxation and peace as they flow from pose to pose in a serene, underwater viewing area within Siegfried and Roy's Secret Garden and Dolphin Habitat[2]With the Yoga Among the Dolphins class, the hotel provides you're a mat, towel, water and a smoothie. The cost is $50 [3].

Nowadays Hotels provide a wide variety of usual services not only for adult guests but also for kids. And Washington's Fitzpatrick Hoteldecided toofferto families with children the unusualone -full-equipped **Toy-rooms**. The Hotel provides exclusive services for young visitors – those who still believe, that dolls are alive. Rooms for travelers with children are equipped with a special doll set: tiny lockers, small beds and even slippers for toys – everything to impress with full hospitality. It is curious, that both children and their dolls are greeted by name by hotel porters according to the tradition of this hotel [4]. This place is a good choice for families because parents and kids can have a rest with pleasure.

One more example of specific service is **Sky taxi**. Brazil elite hotel HiltonSao Paulo Morumbihas solved the problem of traffic jams in a very unusual way. If you want to see the city but don't want to spend a lot of time in jams, just ask for a sky taxi and hotel's helicopters will bring you to any point of Saint Paul.And then you'll see that city is very beautiful from a bird's-eye view [5].Moreover this Hotel offers a variety of tours that caters to helping guests capture the world-famous views of the city. Therefore this service is a good choice for those people who has a habitat of time save.

Ifgueststravel alone or have a business tour and visitors have a lot of time to spendin their room without anybody The Happy Guest Hotel Lodge in Cheshire has a good solution for those people–**Goldfish for hire.** The Happy Guest Hotel Lodge beganoffering guests to chance to hire a goldfish to keep them companyfor the duration of their stay. They must pay £5 to have the goldfish, named 'Happy', placed in their rooms [6]. It gives them a possibility to stay in the room with a good friend, who will be a great listener.

One more active unusual way to spendtime in Hotel is **Tree Climbing**. If you never learned to climb a tree as a child and it's on your bucket list,you're in luck if you visit the Primland Resort, in the Blue Ridge Mountains of Virginia. For two hours,a professional tree climber will teach you how to climb 70 feet up a tree – just one of the unique services the resort offers [7]. This activity is a good way to train you now and spend time like some years ago. The cost for tree climbing is $120.

Another experience for you will be **Sleep concierge.** Sleep-deprived guests at New York's Benjamin Hotel can consult a sleep concierge on how to ensure a good night's sleep. The concierge can recommend the perfect pillow for you from a 'pillow menu', following an assessment of your sleeping habits. They can also

arrange a sleep-inducing massage at the hotel's beauty salon or provide night time snacks meant to help you sleep better[8].This service is not only interesting but also necessary for your health and good sleep. This service demonstrate us customer care and it is a good way for Hotels to attract touristsbecause everybody likes the feeling of care and love.

If sometimesyou getbored with the company of people, some of the hotels of Kenya offertourists on the "velvet season"to spend the time in a cozy room near the giraffes. Tourists can feed the giraffes from the room or they can have a breakfast with the magnificent Kenyan animals. This way of spending time can help tourists with theimprovement of emotional condition and it makes them feel relaxed and peaceful. In my opinion this is great because Hotels with the same service involve us in spending more time with our nature. And for families to have pastime on fresh air is a good way of join with nature.

There are a great number of unusual services in Hotel all over the world. Underwater speakers, fragrance butler, Pop star for a day, Artist in residence programs, video-libraries,cigar-making and sunburn supervisor-everything from this list is a good pastime for tourists,which want to easily reach their life with fantastic and sometimes insane experience. This tendency is important not only for Hotel business but also for humans too, because in this way personal in the hotel demonstrate care, importance of people and they always try to make tourists happier andrelax. All advertisings of hotels show us how much we mean to them and to their business.

Excellent customer service is vital to running a successful hotel business. Guests expect a certain level of service, and often will become disgruntled if they feel they are treated as being unimportant. When provided with excellent customer service, guests can be made to feel special, and will be sure to return again and again [11].

All hotels have own rules, which should to be used in servicing tourists. For exampleTreat Guests Like Friends. That is one of the most important rules because the client always should feel himself comfort in Hotel and personal in hotel must be polite all the time. Treating guests like old friends can add a level of comfort to their stay with you. They will instantly feel more welcome with a warm, friendly greeting than they might with a more formal or automatic greeting. If guests get lost, have questions or simply are looking for a good place to eat in the area, they will know they have made a great contact point with you and can come back for assistance later. Familiarizing yourself with the best your area has to offer can give you a wealth of useful knowledge to pass on to your guests. Even repeat customers may benefit from your exclusive knowledge of little-known eateries and attractions located nearby. Put yourself in the guest's shoes and imagine how you would ultimately like to be treated. Always try to end your conversation with a "thank you" [10].

Hotels and resorts are a service industry. There is nothing more important in any service industry then keeping the customer happy and the guests safe. No other service industry has the burden of keeping patrons safe as much as the tourist industry, because no other service industry has customers at such a disadvantage. Hotel guests routinely leave their rooms with valuables inside. They can become vulnerable when sleeping or showering, or injured as a result of the hotel's negligence. So there are a lot of things to think about from the point of view of management, and security is one of the major concerns [9]. That's why new tendencies meet the requirements of tourists.

And another main rule of personnel in hotels is to Ask the Right Questions because it helps guest of the hotel understand his own importance and to know that such personnel can always help in any case. Take the time to ask your guests several questions that will allow you to build on their answers and provide them with the best stay possible. While majority of hotels offer services such as a wake-up call at the guests' discretion, offering some of these services upfront can help to make them seem more readily available. End the check-in procedure by asking if there's anything else you can help with. Ask check outs how their stay was, and pay genuine attention to their response. A comment card or short survey can serve this purpose as well. Often an anonymous survey left in the room will garner a more honest response than questions posed face to face, which are often met with a generic "fine". You often can learn from the complaints or compliments of previous guests, using their feedback to help you better serve future guests [11].

And if to speak about BelarusI should say that our country is trying to develop tourism and now a country has a policy aimed at hospitality. And of course Belarus tries to focus on Europe andin particular travel companies forge ties with foreign firms. And now I would like to give information about some unusual service in Belarusian Hotels.

Most of Hotels of Belarus have usual range of service and it is certainly understandable. It happens because our nation honors the traditions and many new items cannot replace them. But times are changing andneeds of people are growing up, that's why the offered service should be creative. In our capital there was a tendency not only in Hotels but in public places and it is **fish peeling**. It is a new wave which was taken as interesting in different places including Hotels. One more tendency, which came from Russia is a **fridge for furs**. This service has a lack, because it is quite expensive but it is known that every woman on the nature of the

genetic level inherent desire to be beautiful and attractive, because for centuries the beauty of women has been the subject ofadmiration of men. In these cells maintained a constant temperature and humidity required. Fur coats are stored in the dark and constantly blown air. And for example in the Hotel Parus in Polotsk the personnel has come to a great idea. Most of people, who stay in itcome for business or sport reasons and this fact helps to provide wakeup-service. And to my view it is a great decisionbecause it helps to show the care of "Parus" to the guests.

My findings prove that our country is not poor in ideas, but sometimes they are borrowed from another country. And I think that previously mentioned services have all chances to appear in Belarus.But I also have my own ideas.As you know Belarus has a gorgeous and rich history and many of historic events have been immortalized in monuments, castles and palaces. And our country is famous for diligence and skill. And I suggest again combining history with skills and it'll be a great architectural project in a nutshell. The project lies in the fact that the sightseeing ofcityin a miniature will be placed in the courtyard area. The list of attractions will depend only on the city of Belarus. This idea means not only to acquaint visitors with the history of the city, but also to involve them in the fairy-tale atmosphere. This project will benefitfor the guests ofthe hotel, who can decide in time of thumbnail view what they want to see inreal, and for Hotel because personnelcanacquaint visitors with the history in the courtyard, conduct tours, and maybe, also organize a wonderful place for recreation.

And now I would like toproceed to the conclusion of my research.Several generations of people live on the land in the rapidly developing events that cause us to keep up with the times. The sphere of tourism is really fast growing business, which tries to involve most of people of the world and it's great because this sphere helps us to see the beauties of the world. And service is a main component andquality mark of Tourism. And unusual service is indicator of rapid development of human's needs in an unusualor sometimes strange holiday.If the hotel provides service to customers, thewords of personnel and their attitudeare the toolsto create a positive customer's perception ofthem and the company they work for. Whether they are a novice working with customers or a seasoned pro, what they do and say will affect how customers see them. Customers will form opinions, so they might as well learn how to create positive opinions.

So all the people of the world are the great part of sphere of tourism and we make it conformto our needs.

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