

use of a trade name on the Internet for commercial purposes without the consent of a right holder. It is considered as an infringement of the exclusive right. It does not matter whether goods or services that use this brand name have been sold on the Internet or not [6]. It is impossible to prove the fact and the amount of damages in such cases.

The request for the compensation of moral damages for the violation of the personal non-material rights of the author is an additional method of protection of industrial property rights. Vasjukova A. and Sbitnev Y. underline that "this method can only be used by an individual, who is a direct author of industrial property" [1, p. 3].

In our opinion, the Civil Code must guarantee right holders the right to an alternative way of protection, which is compensation. Currently the Civil Code does not guarantee such a protection method for industrial property. The main advantage of it is that the claimant is released from the obligation to confirm the losses and their amount. At the same time the defendant has the right to plead him/herself non guilty. This method of protection of the rights allows to restore the violated right whereas it entails additional property burdens for the offender. Consequently this measure makes it possible to prevent similar violations in future. We consider it necessary to legally consolidate the right holder's possibility to demand compensation for such violations instead of recovery of damages.

Moreover, there is the experience of applying this method of protection in our country. The Copyright Act (Art. 56) provides the right of the author or other holder of copyright or related rights, to demand at his option, a compensation to the tune of 10 to 50 base units from the infringer instead of recovery for damages. [7]. Judicial practice shows that right holders often use this method to protect copyright and related rights. In 2015 the Judicial Board on matters of intellectual property of the Supreme Court of the Republic of Belarus considered 36 disputes relating to copyright, 27 of them – on the claims for compensation for the breach of copyright. At the same time, claims for damages were not filed [8]. In our opinion, the amount of compensation paid for the violation of industrial property rights on the Internet can be the same as that provided by the Copyright Act, estimated from ten to fifty thousand base units.

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EMOTIONAL COMPONENT INTRODUCED BY HUMOUR AS A WAY OF BUILDING MOTIVATION AND POSITIVE ENVIRONMENT IN FOREIGN LANGUAGE TEACHING

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Learning a second language requires a positive classroom atmosphere. Providing a relaxing learning environment assists learners in their concentration, absorption of information and language acquisition. This paper presents humour as an effective tool in creating the affective second language classroom, and in learning a second language. Past studies on the issue confirm that the use of humour in teaching reduces tension,

improves classroom climate, helps to establish and increase student-teacher rapport, and even facilitates learning. An analysis of the vast bibliography on the problem has proved that the use of humour, in addition to making classes more enjoyable, can contribute to improving students' proficiency. This research argues for the positive effect of this emotional aspect on the language teaching setting in increasing motivation and success thereafter. In this way humour is seen as a perfect means for language teachers to make their classrooms more inviting and conducive to learning.

Many students today often enter language classrooms lacking motivation and feeling stressed, particularly students of non-linguistic specialities. Emotions such as stress, anxiety, and feeling boredom in a language learning setting often affect motivation, and success thereafter. Indeed, most students are too nervous or even afraid to attempt expressing themselves in a second language. Along with encouragement and praise, language teaching should use tools that enhance day-to-day motivation, and make classrooms more inviting and conducive to learning. Moreover, although error correction is regarded appropriate, constructive, and a good tool to instill confidence in students, one always tries to avoid linguistic ridicule and negative criticism. One way to encourage students' learning in a language environment is to bring learning to life.

Concurrently, it is well recognized that students are more willing to participate in classrooms that allow them to feel supported. As with all learning, learning a second language requires a particular "positive" atmosphere in the classroom. Kristmanson [8] emphasizes the need to create a "welcoming" classroom for language learning, so that the learning environment does not feel threatening or intimidating.

All over the world, people laugh by listening to humours. According to some researchers humour aids the learning of not only the language and culture of native speakers, but also serves as a motivation, in that, it is easier to teach and learn anything including a foreign language in a humorous atmosphere. In spite of the many advantages that the use of humour offers in the teaching of foreign languages there appears not to be emphasis by instructors in the use of this pedagogical tool. [1] One reason that may be attributed to this occurrence is the high recognition that the classroom is a serious place where humour plays no role. A major result of the partial negligence of this pedagogical tool is the production of students who find it difficult to fit into the countries of studied languages.

The study of humour by specialists in discourse analysis (Dolitsky, 1983), semiotics (Scherzer, 1978), anthropology (Johnson, 1978), education, (Darling and Civikly, 1986-87) and linguistics (Hockett, 1972) is truly interdisciplinary and has contributed a great deal of knowledge about humour and its role in human communication. In the field of foreign language teaching there are numerous suggestions for the use of humour in the language classroom. Observe the work of Monnot and Kite (1974), Gomes de Matos (1974), Trachtenberg (1979), Maurice (1988) and Deneire (1995). In our country the idea of humour as a teaching tool found reflection in the works of A. S. Makarenko and V. A. Soukhomlinskiy, later S. A. Amonashvili and a number of other pedagogues and psychologists.

In this paper we analyze the use of humour in the teaching of foreign languages, paying particular attention to its importance, challenges and encounters in an attempt to use humour in the teaching of a foreign language and the methodological issues. Such discussions are quite important since it may provide instructors in the teaching of foreign languages guidelines for using its essential pedagogical potential. The paper is based on an extensive literature review on the topic as well as our experience in the use of humour in the teaching of the English language. The objective of this paper is to examine pertinent bibliography in the area of humour for the purpose of suggesting ways of making use of humour in the language classroom and in foreign language teaching materials.

A lot of related research suggests that general comprehension and retention of classroom messages were significantly improved by the use of humour. Casper (1999) stated that learning induced by humour strengthens the learning memory. Ziv (1988) investigated the effects on student learning of teaching with humour and reported that students appreciate and enjoy learning with a teacher who uses humour [10]. Similarly, Kaplan and Pascoe (1977) reported that lectures with more concept-related humour helped students do significantly better on recalling the learnt concepts. Berk and Tan (2008) found that laughing reduces stress hormones. Therefore, when students observe that the class is organized in a humorous way, that is students and lecturers laugh together, those who are often shy to talk will relax and laugh as well. Students in a "lightened" atmosphere will forget about their problem of being afraid to talk in class. It is clear that in order to motivate and have more receptive students, humour is essential to teaching and learning [3, P. 56-57].

According to the results of the previous studies on this issue students reported that humour in the classroom situation affected their learning positively. Students expressed specific opinions about humour and the teaching atmosphere. (79%) compared with only (21%) reported that humour reduces barriers between them and their teachers. Also, (71%) felt that humour reduced their "fear" of their teachers, and 88% said that humour makes the learning environment more enjoyable. Clearly, students feel the need for the humor factor as part of their learning process [7].

Deneire [6] says that there is a need for a harmonious integration of humour into existing language teaching approaches. The advantage of humour is that it can be used with any language teaching approach or method, be it the Communicative Approach or any other. Humour provides teachers and students with the opportunity for a respite from the formally assigned text material.

Learning another language is indeed hard work and requires a great deal of effort on the part of the learners. Humorous material can add variety to the class, providing a change of pace, and can contribute to reducing tension that many learners feel during the learning process. But the use of humorous texts in classes should be planned by the teacher. It should give learners the impression of being spontaneous but yet be an integral part of the course instrumental in building language skills, and never an incidental or "by the way" activity. In order to increase the lexical competence of students as rapidly as possible, the vocabulary that is part of humorous material could be introduced prior to the presentation of humorous material. All the vocabulary that is presented and eventually learned as part of the course would be included in the evaluation of progress. In this way, humour in the language classroom would be no laughing matter and hopefully would be taken seriously. It could promote understanding, and hold the attention of the students.

On the other hand, too much humour or self-disclosure is inappropriate. Teaching with humour depends largely on using the right type and amount of humour. However, appropriate and timely humour in the classroom can foster mutual openness and respect, and contribute to overall teaching effectiveness.

It is not that we are advocating the use of humour that ridicules ethnic groups or is demeaning to either men or women. In this regard, Sigmund Freud's pioneering study on humour makes a distinction between "tendentious" and "nontendentious humour", the former being that which is "derogatory or ridiculing and that masks themes of hostility or aggression" whereas the later, "void of hostility, is more playful and innocent in character". The first can also be referred to as "destructive humor" and the second is "constructive humor" [11]. There are, however, problems when it is a question of making use of some humorous material, particularly in university classrooms. What may be acceptable in one group may not be in another. What may be felicitous in one context might not work out in another. Many teachers report that each classroom group has its own "personality".

Since humour in most societies occurs at specific moments or situations in social interactions, it would be best for teachers to maintain a file of humorous texts for use at specific moments in the language classroom. There are drawbacks in incorporating humour into textbooks though. Humorous discourse institutionalized in this way runs the risk of becoming stale very quickly for many humorous texts can become outdated in a matter of months. But this procedure, however, does not exclude other uses of humour such as the use of a personal anecdote or story related to the subject, or a brief humorous comment directed at national or world events, personalities, or at popular culture. In this stance the instructor tries to be spontaneously humorous and does not depend on the presentation of oral and written material thus, putting students at ease, as an attention-getter, as a way of showing that the teacher is human, as a way to keep the class less formal.

We propose the use of humorous material for acquiring oral skills. For oral classes, the most helpful humour can be found in short films and videos. It is not difficult to find a related video where the theme of the lesson is shown in a humorous aspect. After one has been shown, exercises should be given to the students that allow them to better understand its lexical and grammatical material. It is also important that using videos in the teaching of a language requires some initial preparation from the instructor.

In a gist we have demonstrated that humour should be used in language classes. Prior research showed that it can be beneficial to language learning promoting confidence, holding the atmosphere of the class, creating a positive attitude toward the subject matter, and reducing anxiety. However, efforts should be made to ensure that the serious part of the language teaching and learning process is not affected by the use of humour.

As teachers, it is our role to create a relaxed positive attitude in our teaching environment – students learn more, talk more, and have more fun if they are in a conducive atmosphere. Results of this theoretical research point out that appealing to students' emotion through humour encourages communication between students and teachers, and the classroom environment becomes freer and more open. Laughter helps students forget their fears in the communicative language classroom. But, as with all learning situations, there is a fine tune for when to draw a limit. The kind of humour discussed in this article requires no humoristic skills. When it comes to learning and teaching, it is certainly not our role as teachers to be comedians. However, humour should be planned, and not randomly used. In other words, humour should be used when the learning process requires it as a teaching strategy. To preserve its value and effect, it should not be overused.

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MULTICULTURALISM AND MULTICULTURAL IDENTITY

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The article is devoted to the problems of multicultural education, its main principles, functions and aims. The author defines the notions “multiculturalism” and “multicultural identity”; describes indicators of multicultural identity and the three levels of its development.

One cannot but agree that the idea of interdependence and unity of the world is of great importance nowadays. The world is becoming polyphonic, we can clearly feel the integration of the world cultures and intensification of intercultural cooperation. People are trying to find similarities and peculiarities in their traditions, lifestyles and cultural thought patterns. Thereby a lot of researches and scientific works are devoted to the problems of humanism, tolerance, empathy to the bearers of different world cultures. There's no doubt that today the word “multicultural” will compete with the word “selfie” in popularity.

It should be noted that nowadays practically all social disciplines are overtly or covertly connected with this term. Especially philosophy, history, ethnography, sociology, conflictology, politology, religion, psychology and first of all pedagogy. In the world practice this term first appeared in the 60th of the XX century, and our foreign colleagues (B. Cope, M. Kalantzis, N. Fairclough, J.P. Gee, G. Kress, C. Luke and others) have a real treasury on this issue [7, P. 246-248]. As for the domestic pedagogical science, our researchers (L.G. Novikova, S.A. Morozova, E.A. Danilova, A.N. Danilov, D.G. Rotman and others) are only making the first steps in multicultural pedagogy [1, P. 22–50]. Nevertheless under the notion “multicultural” those and that ones understand the existence of diverse cultures (ethnic groups and minorities) in the society. However having worked a lot with the literature on the topic we didn't find any definitions of the word “multiculturalism” though it's just a derived form of the word “multicultural”. We suggest using them as separate terms. And we define “multiculturalism” as a personal characteristic feature according to which a person admits the existence of people of different nations and shows respect and leniency to religion, traditions and to other features different from those in their own culture.

Investigations show that “multiculturalism” is taught that's why in this respect the increasing popularity is paid to the so-called “multicultural education”.

It's expected that the essence of multicultural education is the integration and preservation of the cultural identity of the individual in a multicultural society. Having analyzed psychological and philosopho-pedagogical literature on the topic we came to the conclusion that learning process within the context of multicultural education should involve representatives of different cultural communities: civilizational, cultural-historical, ethno-religious, local and territorial, religious, ethnic, linguistic, socio-cultural, sex and age, and others. The theory of multicultural education is based on the Bakhtin's concept of communicative culture. He disclosed the dominant role of interpersonal dialogue of personalities (cultures) in the development of social consciousness and the spiritual world [2, p. 90]. Therefore, many researchers see multiculturalism through the prism of the concept. In recent decades, a significant contribution to the disclosure of the problem of forming interpersonal relationships of students in a multicultural environment was made by I.D. Beh, O.V. Dubovik, I.F. Loschenova