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В настоящий сборник вошли материалы докладов участников международной научно-методической конференции «Молодые исследователи 21 века – наука и предпринимательство на Севере» («Young researchers of the 21-st century – science and entrepreneurship in the North»). Тематика докладов разнообразна и охватывает многие актуальные проблемы науки, культуры и межкультурной коммуникации.

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ИСТОРИЯ ОСВОЕНИЯ И ЖИЗНИ ЛЮДЕЙ НА СЕВЕРЕ, СОЦИАЛЬНО-ЭКОНОМИЧЕСКОЕ РАЗВИТИЕ И МЕЖДУНАРОДНОЕ СОТРУДНИЧЕСТВО РЕГИОНОВ

THE HISTORY OF DEVELOPMENT AND LIFE OF PEOPLE IN THE NORTH, SOCIO-ECONOMIC DEVELOPMENT AND INTERNATIONAL COOPERATION OF THE REGIONS

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THE IMPORTANCE OF MUSIC IN THE EDUCATION OF PRESCHOOL CHILDREN

Music takes a special place in the education of preschool children. For a long time, music was involved in the educational process: it was studied both in the Renaissance and in the Middle Ages along with other sciences. This is not surprising, because music contains the main mental operations: comparison, establishment of relationships, analysis and synthesis, decomposition into parts and integration into a whole.

Currently, there is a decrease in the level of psychophysical health of the child population. To a large extent, these difficulties are due to the lack of formation of individual functional systems of the child's psyche. The problem is extremely urgent and in this regard, various correctional and developmental programs are being developed, including music programs.

Various researches carried out in America, France, Germany, and other countries show the beneficial effect of music on children's intellectual abilities [1, p.2]. But the first to think that music affects brain activity were Russian scientists led by T. N. Maliarenko. They conducted an experiment in the kindergarten, during which four-year-olds were listening to classical music for 1 hour a day during six months. The children in the control group did not do this. After studying the children's brains using an encephalogram, it turned out that the experimental group's brain alpha rhythm became more consistent. Moreover, these changes occurred without any active musical activity of children, but simply from listening to music. This shows the great power of musical influence.

A special feature of music is its effect on a person from the very first days of his life. It is proved that even the prenatal period is extremely important for the further development of a person: the music that the expectant mother listens to has an impact on the child's well-being.

Specifically, classical music, according to the research by G. Y. Maliarenko, D. S. Sakharov, M. Bodner, L. T. Muftuler, O. Nalcioglu, G. L. Shaw, etc., has a beneficial effect on the functional state of the Central nervous system. The music of W. A. Mozart has the most harmonizing effect. It is considered that the "Mozart Effect" is based on the accordance of the rhythmic characteristics of this music with the cyclic activity of the Central nervous system function (B. E. Rideout, et al., 1996; F. H. Rauscher, et al., 1997; M. Bodneretal., 2001; D. S. Sakharov, 2006; G. Yu. Maliarenko, 2008).

Music is also one of the richest and most effective methods of aesthetic education. Aesthetic education is aimed at improving the ability of preschool children to perceive, feel and understand the beauty, to notice the good and bad, to act creatively and independently, thereby joining various types of artistic activities.

It is important to note that since musical functions are located in all areas of the brain, music stimulates brain activity in general. The most effective influence of music on a person is manifested in his childhood. Music supports all-round development of the child and helps to form skills for future learning at school, especially skills for language acquisition and reading. Learning to play a musical instrument can contribute to the development of mathematical thinking, and even improve school performance. The perception of music is closely related to mental processes, i.e. it requires attention, observation, and intelligence. Children listen to the sound, compare sounds that are similar and different, get acquainted with their expressive meaning, note the characteristic semantic features of artistic images, learn to understand the structure of the work, and so on.

The basis for the formation of musical abilities is to differentiate and reproduce the four properties of musical sound: pitch, duration, volume, and timbre [3]. Music lessons should be entertaining for the child, otherwise he will be bored and will not remember anything. Therefore, it is very important to use musical and didactic manuals and games that support children's attention. Musical and didactic manuals and games serve to develop musical abilities, ideas about the content of the work and the means of musical expression.

Therefore, we can conclude that music is indeed one of the richest means of moral and aesthetic education. It has a large power of emotional impact and thus is an important way to form ideological beliefs, moral and aesthetic ideals, stimulates brain activity, has a positive effect on the functional state of the Central nervous system, and is an important factor in the comprehensive development of the child.

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THE NORTHERN EUROPE SUB-REGION AS A FACTOR OF COOPERATION

Modern international relations are at the stage of forming of a new vision regarding the relations between States and blocs of States. To understand the current trends in cooperation, it is necessary to interpret the ongoing political processes and the structure of the international system correctly. These factors have their mark on the cooperation of the international actors.

First, we will look at the Northern Europe sub-region, which is composed by Nordic countries: Finland, Sweden, Norway, and Denmark. The integration processes within the sub-region are the determining factor in the region's cooperation with the EU and Russia. This integration of the Nordic countries takes place in parallel with the process of expanding and deepening cooperation along with the EU – Northern Europe – Russia [4, p. 24]. Indeed, the cooperation between these entities explains the relevance of our article.

The idea of cooperation within the Nordic sub-region is a natural phenomenon emerged resulted from many factors that unite the Nordic countries. Among these factors there are the close historical interaction, climatic and geographical specifics, linguistic and ethnic similarities, and a common approach to social policy that formed the basis for fruitful relationships.

In our work we look into the cooperation that began in 1962 when Finland, Denmark, Iceland, Norway, and Sweden signed a cooperation agreement. This agreement established the priority importance of the "Northern cooperation" over other cooperation for signatories and initiated the development of integration in the fields of law, economy, social security, culture, transport, and environmental protection etc. This was the first step that was followed by the conclusion of the Helsinki agreement (1975), which attached great importance to the harmonization of the legislative sphere of the Nordic States.

The Nordic countries see the potential of developing international relations based on political factors by combining similar interests and successfully defending them on the international stage. It is important to understand that "regional integration is a positive-sum game". It means that the countries participating in the integration process can get together the results that they would not have achieved individually.

A sense of Northern identity serves as a starting point for the formation of integration. They are fueled by national governments through:

1) Unification of legislation: the Nordic countries are exempt from the need to use supranational bodies to resolve legal problems. They developed similar legislative systems and universalized the interpretation of laws in their respective countries.

2) Formation of a common labor market: today, the cooperation takes place within the framework of the Passport Union (1957), where citizens of Denmark, Sweden, Iceland, Norway and Finland have the right of free movement, residence and work in any of the Nordic countries. This point was preceded by the unification of living and working conditions for citizens through projects in the social, educational, cultural, and legal spheres.

We should point out the agreements and programs of cooperation in social, educational, cultural, scientific, ecology spheres. In the social sphere they signed the Convention on social protection (1955). In the educational field they made agreements on professional training of workers, standardization and unification of school and University programs, textbooks and examination systems. For the cultural area, they created the non-state organizations, which increases the interest of citizens not only in the study of Nordic languages and culture, but also in organizations and foundations that are emerging in the Nordic sub-region. In the scientific field, they established general scientific organizations to implement and coordinate scientific and technical programs. For the field of ecology, The Northern Council adopted the Convention on joint measures for the protection of the environment in 1973.

The Nordic sub-region became a link for cooperation between the European Union and Russia after Finland had joined the EU in 1995. This "Northern dimension *became* one of the directions of the EU's external border policy approved at the EU session in 1998 [1, p. 95]. This program showed the strengthening of the Northern agenda in the EU's foreign policy and new ways of cooperation with Russia through the Northern European region.

One of the key areas of cooperation between the Nordic region and Russia is the energy sector where they are carrying out joint construction of gas and oil pipeline systems, mineral extraction sides development, etc. The EU is particularly interested in developing this area of cooperation because it can solve the problem of energy security in the European region – the EU is dependent on imports of fuel and energy resources from Russia – as more than half of the EU member states have an import dependence rate of more than 50%, while the main supplier remains to be Russia [2, p. 9]. Therefore, the development of the cooperation in this area is important for the EU.

The other important cooperation areas are infrastructure and environment. Within the program they are developing some infrastructure projects such as road transport projects from Finland to Russia (to Saint Petersburg and Moscow). The environmental cooperation is a special topic for the Northern Europe. In this context, the region is interested in solving environmental problems such as the safety of nuclear power plants and the exploitation of natural resources in the North-Western Federal district of Russia. Also, the Northern dimension provides cooperation in the fight against crime, smuggling and illegal immigration.

The Northern dimension program is managed by the European Union. Nevertheless, the Nordic countries are developing their initiatives bilaterally within the framework of cross-border cooperation. Herein, we can mention the intergovernmental cooperation between the Russian Federation and Finland aiming to develop the Murmansk region, the Republic of Karelia, and the Leningrad region. During the existence of the Agreement, more than four hundred projects were implemented. At the moment, the "Russia-South-Eastern Finland cross-border cooperation Program" for 2014-2020 has been adopted. It supports projects in four areas: education and research, environmental protection, border security, as well as entrepreneurship and small business development. The program is funded by three sides: the EU, Russia, and Finland. Of the total funding, 50% is from the EU, and the remaining 50% is divided between Russia and Finland into equal parts.

From projects finished by 2020, we can highlight the funding for the reconstruction of the border checkpoint passenger port of St. Petersburg, the development of conditions for the intensification of the ferry traffic with a Finnish port, the construction of urban infrastructure in Vyborg, and the approval of the construction project for the R&D center in the field of synthesis and molecular genetics in St. Petersburg [3]. Thus, the program cooperation on a bilateral basis has shown its success even despite the economic sanctions against Russia.

Summing up, we note that the integration in the Nordic sub-region is a factor of the development of cooperation not only among countries but also with and among the European Union and Russia. The interaction between the Nordic sub-region and Russia gives fruitful results and allows us to affirm that this cooperation is supporting the development of these entities.

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OPEN DOOR POLICY OF TAJIKISTAN

What has the "open door" policy given to Tajikistan during the years of independence? On the eve of the celebrations of the 28th anniversary of Tajikistan's independence, which will take place on September 9, along with other achievements of the country, the importance of the "open door" policy is emphasized. However, according to some experts, this is what led to a weakening of the economy and the actualization of problems of a cultural and religious nature. Tajikistan in 2002 officially announced the course for an "open door policy". Some of our interlocutors emphasize that the ability of the country's population to freely travel abroad and establish business relations with foreign partners is an example of the implementation of this policy at the most everyday level. Rashid Ghani Abdullo, an independent political analyst from Tajikistan, recalls that in the first years after gaining independence, economic problems for Tajikistan came to the fore. "After the collapse of the USSR, enterprises stopped working, food imports stopped. Thanks to the "open door" policy, the people were able to travel abroad, to bring the necessary products – goods and foodstuffs to the country. This situation was typical for many post-Soviet countries. It was only after the civil war that the principle

of "open doors" acquired diplomatic meaning. According to Rashid Ghani Abdullo, Tajikistan has embarked on the path of development. Umed Davlatov, an employee of the Center for Strategic Studies under the President of Tajikistan, is sure that the open door policy has helped Tajikistan to find its niche among other members of the world community. "We are witnessing that the relations between Russia and the USA, the USA and China are going through difficulties. Each of these countries defends its national interests. But it is thanks to the open door policy that Tajikistan can maintain relations with all of them and attract investments from these countries. "However, despite this policy, at different times during the period of independence of Tajikistan, the country's political and business relations with such neighbors and partners as Uzbekistan, Iran and Russia faced certain difficulties. [1]

Relationship and cooperation with Western countries such as the United States, Germany, France and other NATO members began only after 2001 with the creation of the anti-terrorist coalition in Afghanistan. The well-known economist Khodzhimuhammad Umarov adheres to a polar opposite point of view. He is sure that "the policy of openness has played a negative role for Tajikistan. This policy was carried out in the post-Soviet space on the advice of the Americans. One of the requirements is the creation of a free trade zone, which is also supported by the World Trade Organization. However, we must admit that thanks to this policy, production in Tajikistan has almost completely stopped. Russia buys cotton from Ethiopia and India, although this product is produced in the countries of Central Asia. The good news is that US President Donald Trump has abandoned this policy and focused on supporting domestic production. [2, c. 285–293]

Tajikistan's foreign policy is the product of independence period in its full sense, the founder and designer of which is the Founder of Peace and National Unity, Leader of Nation, President of the Republic of Tajikistan, His Excellency Emomali Rahmon. Establishment of relations with the foreign world and introduction of Tajikistan as an independent country in international stage was one of the most important and currently most challenging aspects of state building at the beginning of our independence.

The Tajik Leader Emomali Rahmon for the first time delivered a statement at the United Nations in September 1993, in which he introduced to the world community Tajikistan's constructive plans and desires, peace-loving political objectives, its intention to achieve national unity as well as strengthening and expansioning of cooperation with all friendly and peace-loving countries of the world. The Republic of Tajikistan, by acknowledging documents regulating international relations, including the United Nation's Charter, Helsinki Final Act, Paris Declaration and other documents, established the foundation of its domestic and foreign policies and declared that human being and protection of its rights and freedoms are high values regardless of their nationality, religion, race and sex. [3]

Tajikistan, during 25 years of its independence, by reestablishing mutually rewarding cooperation with countries of the world, international and regional organizations, gradually strengthened its position in the international stage. Currently, Tajikistan has successful relations with countries in various regions, such as the member states of the Commonwealth of Independent States and Central Asia, Asia, Middle East, Europe and America based on Open Doors policy.

It is gratifying that thanks to our successful efforts the Republic of Tajikistan was elected as a member of the United Nations Economic and Social Council (UN ECOSOC) on the 14th of June of this year. This is another achievement of our foreign policy, indicator of reputation and prestige of our country and top leadership in the international organizations.

-   I would like to continue our discussion on this fresh achievement of our country. Could you please, provide brief information about the UN ECOSOC and tell me what is the privilege of our membership in this reputable institution?

-   The Economic and Social Council is one of the six main agencies of the United Nations, operating since 1945 on the basis of the UN Charter. ECOSOC is a UN real platform for designing and discussing innovative ideas for sustainable development. The Council is mandated to call on special sessions in case of manmade emergencies to discuss them. This Council has more than 70% of human and financial resources of all UN agencies at its disposal to implement its mandate.

Tajikistan considers the ECOSOC as a main international platform for discussion of socio- economic and environmental issues and wishes strengthening of this Agency's role in coordination of activities aimed at settling urgent issues, as well as ensuring balanced linkage between three dimensions of sustainable development. [4]

-   As you outlined, after establishing peace and stability in the country and start of a new period in Tajikistan's foreign policy, the country's top leadership designed the Open Doors policy. I would like to ask you to tell me what is the outcome of this policy so far?

-   Open Doors policy is the core of Tajikistan's foreign policy. This policy was declared concurrently with the adoption of Tajikistan's Foreign Policy Concept, which identified the principles of our country's international relations in the new period after revival of peace and stability. Indeed, the first decade of Tajikistan's independence was spent for mitigation of situation and strengthening of governance foundations. Having passed through this period, Tajikistan opened its doors to all countries of the world. The Tajik Leader

Emomali Rahmon, as the person determining our foreign policy, by declaring Open Doors policy, started the process of international relations to introduce Tajikistan to the world and encourage foreign investments for reconstruction of the country and this policy has been successful so far. At the beginning, some politicians were of opinion that perhaps, the Open Doors policy would not be suitable for Tajikistan in its post-war period, and it would be reasonable if the country could remain close for a certain period for the sake of stability and security and prevention of outsiders' intervention. However, Emomali Rahmon, who knew the internal situation and the world's status-quo better than any other person did, he remained firm in his position and continued the Open Doors policy.

The experience over several years proved that the Open Doors policy was the best option for Tajikistan in running its foreign policy activities due to its location in one of the difficult regions of the world. This policy declares readiness of Tajikistan for cooperation with all countries of the world, based on equality and mutual interests. Nowadays, we see the effect of these multidimensional relations in various areas. The region's countries also acknowledge the logics of Open Doors policy and consider it worthwhile to follow. It was particularly this policy that our country managed not only to strengthen its position, but also by identifying its specific way of diplomacy, proactively participate in settling regional and global issues. [3]

- Tajikistan is recognized as the country leading global water issues over the recent decades. It is worthwhile noting that the important and milestone starting point to initiative of our country on international water resources management is the implementation of the initiative of the Founder of Peace and National Unity, Leader of Nation, President of the Republic of Tajikistan, His Excellency Emomali Rahmon to declare "International Year of Fresh Water 2003" and adoption of the UNGA Resolution on this issue. Tajikistan's further initiatives in this process, such as declaring International Decade for Action "Water for Life" 2005-2015 and "International Year of Water Cooperation 2013" shows our country's continued proactive participation in implementation of the United Nations' Water Agenda. [5]

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RELEVANCE OF RUSSIAN-ASIAN COLLABORATION IN THE NORTHERN SEA ROUTE

Nowadays, Arctic region draws attention of many countries for various reasons such as science, resources, transport and others. Northern Sea Route is the overriding transport project along Russia's seacoast that has

numerous advantages in comparison with Suez Canal and Malacca Strait. Nevertheless, we may see today a range of problems connected with NSR, and some of them can be solved by virtue of cooperation with Asian countries.

The aim of research is to evaluate the necessity of future Russian-Asian interaction concerning Northern Sea Route.

Tasks:

1. To define key fields of interaction;

2. To analyze the role of Russia and some Asian states (China, Japan, South Korea) for NSR;

3. To estimate "strong" and "weak" sides of mutual cooperation.

As it has been recently mentioned, the Northern Sea Route faces some problems which can pose a threat to its existence in the future. Some of them (infrastructure of ports and sea towns, navigation provision) are linked to insufficient economic efforts of the Russian Federation. Russia's role cannot be denied as the whole route and key points are situated along its seacoast. The Russian Federation owns likewise the big number of icebreakers and always facilitates their production. In case of the full NSR realization, Russia can completely change its geopolitical and economic positions. Nevertheless, economic issues are one of the reasons why Asian participation is necessary in NSR implementation, as their high economic development can facilitate the solution of such issues. Besides, China, Japan and South Korea are interested in quite fast, cheap and safe transportation of goods from Europe that generates mutual interests.

In comparison with Russia, whose exploration of the Arctic region and first exploitation of the NSR go back to the 16th century, China has strongly engaged in this region after signing 1982 Maritime UN Convention and nowadays it has a broad range of interests regarding NSR. For example, China successfully deploys scientific stations ("Hwang") and cooperates with foreign states (USA, Norway, Finland, etc.) in the area of NSR. Besides, China builds icebreakers ("Snow Dragon", "Xuelong") and is extremely concerned about energy security and safe transportation of energy resources. That is why it seeks continuously to invest in seaports infrastructure and make common developments [1].

Arctic policy of Japan has been actively developed since the end of the 20th century. However, Japanese government makes many efforts in related scientific activity (INSROP Programm). Therefore we should understand the necessity of Japan to take part in realization of the Northern Sea Route. Firstly, Europe is the main importer of Japanese products and Japan is keen on their fast and safe transportation. Secondly, this country, lacking natural resources, tries to find new handy ways to get them. These factors foster Japan to participate in Arctic transport system [3]. Latest technologies created by Japan can bring Arctic equipment and stations, needed for NSR, to the highest level.

South Korea is probably the youngest "Arctic" state mentioned because it joined the exploration of Arctic region in the end of 1990-es. As other Asian countries Korea is keen on diversification of natural resources in order to gain trade independence from Mediterranean states and act as a regional "oil-distributive" center in the future, as well. This country plays a significant role in the promotion of transportation in the Arctic and NSR at large. Unlike Japanese strategy, South Korea is focused on building new icebreakers. For instance, in the year 2014 Daewoo Shipbuilding & Maritime Corporation got the request for building 9 icebreakers for the Russian project "Yamal LNG" [4].

So, we may see that all of the above states have their own functions and place regarding NSR. That is why, their collaboration and coordinated forces may boost its realization and effectiveness. Indeed, every part benefits from such collaboration:

- *Economic advantages*. On the one hand, Northern-Asian countries are extremely concerned about economic aspect of NSR, whereas this pathway is shorter and cheaper than other existing routes. On the other hand, Russia can potentially reinforce its economic positions due to the popularity and validity of NSR.

- *Political advantages*. China, Japan and South Korea have large-scale plans and intentions towards the Arctic because this region has a number of natural sources (oil, gas, etc.) and in order to get big benefits, they should take active part in exploration of this area. Participating in transport or/and other kinds of projects can globally change their positions. As for Russia, this country is originally the "bridge" between West and East. Being the connecting link of two continents, the Russian Federation has a unique location that allows it both gain profits from their trade and engage in Arctic exploration. What is more, such interaction generates loyalty and solid relations what is quite important for Russia in terms of West sanctions.

- *Security advantages*. Suez Canal route covers many countries and straits that generate possible threats. We know that ships, in most cases, transfer precious resources or goods, thereby allowing pirates and terrorists, taking into account the low level of protection, capture them. NSR avoids such problem and enables to transport European and Asian cargos without such problems.

Nevertheless, cooperation between Russia and Asian states has some difficulties, which hinder today the full exploitation of NSR.

First of all, the status of NSR is uncertain today and it is not clear whether it will be national or international. This fact raises some disputes between states, in particular, South Korea speaks about international regime, but China supports the Russia's opinion of national character of NSR. Japan has no determined position yet. We should understand that price policy, insurance and even place in the Arctic depend on NSR status [2].

Besides, it is obviously that every country in this group has its own national interests, including Arctic policy. A certain state focuses on specific goals and priorities that can hamper the common development of the Northern Sea Route. For instance, Japan and South Korea are close partners of the USA on international stage, but it influences sometimes collaboration with Russia.

One more sticking point is a huge risk for Asian countries to invest funds in NSR, which has a number of unsolved issues (infrastructure, ecology and so on). Despite all minuses of Suez Canal, this route is reliable and tested. That is why, Asian states can anytime stop investments in NSR if they recognise its ineffectiveness.

To sum up, I would like to say that Russian-Asian collaboration concerning NSR has a great potential because both sides keep clear objectives and each state recognises their 'functions' and possible benefits. Although there are some obstacles which complicate the NSR activity and can spoil the whole interaction between states. Anyway, NSR is able to provide prosperity and place in the world trade for each part in case of full realization.

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YOUTH COOPERATION DEVELOPMENT FACTORS WITHIN THE CONTEXT OF THE BARENTS EURO-ARCTIC REGION

Globalization covers all areas of our everyday life influencing every social group. Youth as a part of society has always been active and participated in various historical events ranging from local students' protests up to upheavals and revolutions. Development of globalization has led to the increase of youth importance. Nowadays youth plays an essential part in social development. It can be viewed as an indicator for various social processes especially migration and welfare level.

At the same time globalization has been affecting the steady development of technologies and growing necessity of natural resources and new logistic ways. As a result humanity turned its view to the Arctic region.

In this view youth of the Arctic region has become an important instrument and component of social and technological progress that can play its role in creating comfortable environment for life in the North. If northern states take every possible measure to make youth stay in the region, it can lead to sustainable development and prosperity of the territories.

In this article we present factors and conditions contributing into development and institutionalization of youth cooperation in the Barents Euro-Arctic Region (BEAR).

BEAR is the most populated Arctic region that has a good economic prospect: natural resources and logistic possibilities of the Arctic. Cooperation in BEAR started after signing Kirkeness Declaration in 1993 by the Foreign affairs Ministers of Finland, Sweden, Norway and Russia [3]. The main goal of the Barents Cooperation is a sustainable development of the region.

Youth cooperation is a prioritised direction of the cooperation in the Barents region. The youth cooperation started as single initiatives. Later it was transformed into stable and institutionalized collaboration. Youth of the region has actively been participating in events of the Barents Regional Council and Barents Euro-Arctic Council.

The main process of youth cooperation institutionalization in the Barents region covers the period since 1999 (establishing of the first Working Group on youth issues) until 2011 (the last meaningful changes in the structure of the youth cooperation – integration of two working group). That youth cooperation institutionalization was influenced by many factors both negative and positive.

The first and extremely meaningful factor is increased activity and institutionalization of youth movements on the global level. There can be found distinct examples that appeared in the 20th century. However, the beginning of 2000s is characterized by active establishment of the youth organizations. This is due to the increase in the number of international humanitarian organizations and other organizations [1]. Moreover, many youth organizations have made claims to the status of an actor in international relations, relying on their affiliation with major international organizations [2].

Within the global context of developing youth movements we can indicate the start of the youth cooperation in the Barents region. This has shown the importance of youth issues and cooperation for the Barents Councils. As a result youth issues have been prioritized in an agenda of the Barents region. All in all it has influenced accelerating and strengthening of the youth position within the Barents Cooperation. At the same time, there can be seen the continuity of the global and regional levels of the youth movements development. As well as at the global level, the youth movement in the Barents region developed in the structure of a major organization, due to which cooperation was able to develop to the stage of institutionalization.

At the same time, institutionalization of the youth cooperation in the BEAR has been proceeding within the context of the active youth programmes and projects development all over Europe. This factor has huge positive influence on the Barents youth cooperation giving legal base and additional opportunities for financial support of projects (e.g. European Youth Fund, Erasmus, Interreg III B and Tacis).

The next factor that had a significant effect on growth of youth movements all over the world and the Barents region is the development of technologies and the Internet. Wide spread and availability of information has transformed youth into one of the most informed social groups as young people are the most active and effective Internet users. The Internet lets young people easily and quickly find like-minded people, receive information about ongoing events, scholarships and grants, find sponsors for their projects, share ideas and discuss issues.

The main factor that influenced cooperation of non-state actors and participants all over the globe and at all levels is globalization. Permeable boundaries, common availability of information, unification of cultures, the English language gaining lingua franca status and other impacts of the process have transformed youth into one of the most mobile social groups and accelerated institutionalization process in the Barents region and all over the World.

Increase of youth mobility resulted from various possibilities of financing and sponsorship. Youth has become one of the main mediators for spreading culture and ideas all over the world. As a result, the importance of controlling of this social group and working out of political agenda is becoming an essential issue for every state because of the value of youth as an instrument of foreign politics, instrument of "soft" power. States instead of suppressing youth organize platforms that are sponsored and controlled by governments where young people can express and spread their ideas. This helps to create positive image of a state among young generation.

The existence of various social, humanitarian challenges and other modern phenomena that youngsters face daily is another factor that stimulates young people's interest in politics and civic activity at the global, regional and local levels [1]. In their activity youth organizations often prioritize such issues as environment, gender equality, human rights, etc. The appearance of the global communication means has created fertile soil for discussing these issued all over the world.

The factors described above can be applied for different levels of cooperation including Barents region. The following case is worked out on the basis of the Barents region features.

Youth cooperation in the Barents region has been developing in the context of highly diverted social environment and dissimilarities in opportunities for engagement in civil society. This condition is mentioned in several documents of the Barents Cooperation. This includes unequal access to higher education, difference of educational systems. This diversification appeared as a result of different historical paths of the states.

One of the most essential factors that plays a role at every level of the cooperation in the Barents region is peripheral location of the region. Subjects included into cooperation are located far from the capitals of the states. This feature assumes that young people in their intention to establish and maintain cooperation in the region face the problem of direct transport and air connection between the main centres of the Barents regional cooperation such as Murmansk, Umea, Kirkeness, Kajaani, etc.

In contrast to the peripheral situation in the region, there is steady development of oil, coal and timber mining industry. If "Russian" North has been occupied by mining industries for many years, mining in Norway, Finland and Sweden started not so long ago. On the one hand, northern societies gain advantages from this manufactures, e.g. the building of a social infrastructure that has a positive impact on youth. On the other hand, there is a growing concern about the environment in the region (it can be seen as an additional stimulus for the development of youth cooperation in the BEAR).

The territories of the Barents region are populated with different nationalities. First of all this factor is about Northern indigenous peoples such as saami, komi, veps etc. This feature of the region is prioritized at every level of cooperation including youth. It is reflected in different events directed to popularizing and saving cultures of the Northern people.

Summing up, the development and institutionalization of the youth cooperation in the Barents region has been proceeding simultaneously with the global level youth cooperation, that has an essential impact. Globalization plays an important role, as it erases borders and unifies social values creating grounding for international cooperation. On the contrary, the development is prevented by such regional features as diversification and peripheral situation of territories.

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FEATURES OF SELF-ASSESSMENT FORMATION IN CHILDREN OF EARLY AGE

Self-esteem is one of the important elements of self-awareness of any person. It begins to take shape in infancy, under the influence of an adult's assessment of the child, and continues to take shape throughout life.

Self-esteem is understood as a person's special ideas about their importance, the importance of personal activity in society, as well as evaluating oneself, one's personal qualities, feelings and emotions, shortcomings and merits. Self-esteem is central to the personality structure. It mainly determines how socially adapted a person is, is able to regulate his behavior and activities [3, p. 21].

The problem of self-esteem is relevant, since it is a key in the regulation of personal behavior. The relationship of a person with others, his criticality, exactingness to himself, attitudes towards success and failure in various spheres of life depend on self-esteem heavily. It influences the efficiency and effectiveness of human activity and the further socialization of his personality.

A small child, as he develops, enters into relationships with adults, with peers and with the objective world around him. The totality of three types of relations – to the objective world, to other people and to himself – constitutes the essence, the core of a person's personality. This idea is based on the theoretical principles of Russian psychology in the works of L.S. Vygotsky, S.L. Rubinstein, A.N. Leontyev, V.N. Myasishcheva, L.I. Bozhovich, M.I. Lisina and others. [2]

With a successful experience of communication between the child and the adults around him, by the age of one year, three lines of relations get tied into a "knot" (AN Leontiev), forming a stable structure. Its core is the child's relationship to himself, through which his relationship to the surrounding people and the objective world is refracted. [2]

In order to help build a child's adequate self-esteem, parents need to know and understand exactly how it is formed, what factors affect the overestimation or underestimation of children's self-esteem.

Self-esteem formation goes through the following stages:
• undifferentiated attitude of the child to the assessment of his actions by adults;
• the emergence of a differentiated attitude towards adults' assessments of their actions;
• the emergence of the ability to independently assess their actions (according to the polar principle: good – bad);
• the emergence of the ability to self-esteem not only actions, but 'and various kinds of emotional states;
• the emergence of the ability for self-awareness, ie, the ability to comprehend and evaluate their own inner life. [1, p. 7]

The attitude towards oneself begins to develop in the child already in the first months of life. Initially, it manifests itself in the experience of his subjectivity in the process of communicating with adults and is expressed in an active search for pleasant contacts with them, in protest against unwanted influences, in vivid emotional reactions to the attitude of adults to the initiative shown by him. The child's attitude to himself at an early age reflects a new level of his personality formation. He begins to pay more and more attention to the result of his activity, which acts as a regulator of this activity, and the assessment of an adult becomes for him the measure of success and failure in it. It is the achievements in objective activity and the nature of communication with an adult that the child's attitude towards himself begins to be mediated. [2]

In order for an adequate self-esteem to be formed at this stage of development, parents should pay attention to the child's achievements, encourage his efforts and successes, while not over-praising him. Excessive encouragement of a child's activities at this age can lead to an overestimation of his self-esteem, which can serve as a hindrance in his further interaction with society. Conversely, the lack of attention to the child by adults, ignorance of childhood successes and a critical assessment of his failures can lead to underestimation of children's self-esteem, which in turn can lead to reluctance to master various activities due to the fear of failure.

Against the background of a positive attitude towards the baby, the adult increasingly draws the baby's attention to the result of his actions: he praises in case of success, censures wrong actions, asks to correct them. Under the influence of such assessments, the child begins to develop a specific self-assessment, i.e. attitude to the result of their activities. The emergence of a specific self-esteem is associated with the fact that he begins to separate the attitude towards himself as a person from the attitude towards his specific actions. [2]

Thus, we can conclude that self-esteem as a form of self-awareness at an early age is formed under the influence of adults, in particular the child's parents. Their adequate, fair assessment of children's activities allows the kid to learn to separate the attitude to his personality from the attitude to his actions, bringing his self-esteem to a qualitatively new level.

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WATER TOXICITY AS A FACTOR IN INTEGRATED EVALUATION OF WATER ECOSYSTEMS' ECOLOGICAL STATUS

The problem of water pollution is challenging. Finding a solution to this problem would contribute into the theory of water resources management and would help improve the state of water ecosystems. In recent years, the water quality in many developed regions has been deteriorating. Both abiotic and biotic components are used to evaluate the quality of water ecosystems.

The abiotic component of aquatic ecosystems is traditionally evaluated via hydrochemical indicators. To obtain a more objective evaluation results it is necessary to use biological estimation methods in addition to traditional hydrochemical methods [1]. Bioindication and biotesting are biological methods for evaluating water quality.

Bioassay is a water quality assessment method implemented in the laboratory. It is based on the responses of aquatic organisms [7]. The main advantage of bioassay is an integrated assessment of water toxicity [3]. In this case, the water pollution is estimated directly with the help of biological effects. Different test objects are used to determine water toxicity. Each test object uses its own accredited methodology.

One of the most commonly used test objects is the crustacean *Daphnia Magna Straus*. The method of determining toxicity for this test object is based on determining the mortality rate of Daphnia when exposed to toxic substances [4]. The criterion for non-toxicity is the death of no more than 10 % of test objects in 48 hours. The criterion of acute toxicity is the death of 50 % or more Daphnia in 48 hours in the test sample.

When using a test culture of green algae *Chlorella vulgaris Beijer* in biotest studies, the water toxicity is determined by changing its optical density [5]. The criterion for water toxicity is a decrease of 20 % or more (growth suppression) or an increase of 30 % or more (growth stimulation) in the optical density of Chlorella grown for 22 hours.

The method for determining the toxicity of aquatic environments using *Paramecium caudatum* is based on the ability of test objects to respond to the presence of substances in the aquatic environment that pose a danger to their life [6]. The sample is evaluated based on the calculated value of the toxicity index. According to the value of the index, the analyzed samples are classified according to their degree of toxicity into 3 groups: permissible $(0,00 < T \le 0,40)$; moderate $(0,40 < T \le 0,70)$; high $(T > 0,70)$.

The main aim of this research was to develop a water quality classification model using toxicological characteristics.

The method of summary indicators was used to develop the model. The model included the following toxicological parameters: acute toxicity determined by the percentage of dead *Daphnia* in the test sample, acute toxicity determined by changes in the optical density of the *Chlorella*, and the toxicity index for *Paramecium*. At the first stage, priority parameters were selected for each test object. Five water quality classes were identified. For each class of water quality, borders were allocated for each toxicological indicators (Table 1).

Table 1 – Classification of water quality according by toxicological characteristics

Toxicity parameters	Water quality class				
	Very dirty	Dirty	Polluted	Moderately polluted	Clean
A	100–81	80–71	70–61	60–51	50–0
J	100–81	80–61	60–41	40–31	30–(-20)
T	1,00–0,86	0,85–0,71	0,70–0,56	0,55–0,41	0,40–0

Convention: A – death of Daphnia magna, J – change in optical density of Chlorella vulgaris, T – toxicity index of Paramecium caudatum.

Then each parameter was divided into intervals depending on the water quality class. At the third stage, normalized values of toxicological characteristics were obtained. At the last stage, integral indicator of water quality based on toxicological characteristics was calculated (Table 2).

Table 2 – Normalized values of toxicological characteristics and calculation of the integral indicator

Parameters	Water quality class				
	Very dirty	Dirty	Polluted	Moderately polluted	Clean
A	1–0,800	0,800–0,700	0,700–0,600	0,600–0,500	0,500–0
J	1–0,675	0,675–0,500	0,500–0,342	0,342–0,250	0,250–0
T	1–0,860	0,860–0,700	0,700–0,550	0,550–0,400	0,400–0
$Q_{тх1-3}$	1–0,778	0,778–0,633	0,633–0,494	0,494–0,383	0,383–0
$Q_{тх1-2}$	1–0,738	0,738–0,600	0,600–0,471	0,471–0,375	0,375–0

Convention: A – death of Daphnia magna, J – change in optical density of Chlorella vulgaris, T – toxicity index of Paramecium caudatum. Q_{TX1-2} – integral indicator toxicological parameters used death of Daphnia magna and change in optical density test object of Chlorella vulgaris; Q_{TX1-3} – integral indicator toxicological parameters used death of Daphnia magna and toxicity index of Paramecium caudatum.

The proposed classification model based on toxicological characteristics can be used for integrated evaluation of the ecological status of water bodies. Currently, the author, together with the colleagues of the Department of applied and systems ecology of RSHU, has developed a classification model of integrated evaluation of the ecological status of water ecosystems by using of hydrochemical, hydrobiological and toxicological parameters. This model was applied on lakes in the North-West of Russia, located in the Pskov and Leningrad regions [2].

Thus, the inclusion of toxicological parameters in the evaluation of complex ecosystem properties makes it possible to obtain more accurate results and determine the level of possible contamination of water ecosystems.

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## LIFE QUALITY AND REASONS FOR MIGRATION OF NOTHERN CITY DWELLERS (ON THE EXAMPLE OF THE KOMI REPUBLIC)

The problem of sustainable development of the Northern regions is a priority and strategic task of the Russian state not only due to the necessity to develop the wealth, but also to strengthen the country's defense capability, protect geopolitical interests, including the physical presence of Russia on these territories. Therefore, special attention should be paid to improving the northerners' quality of life. At the same time, for a number of years we have faced a stable outflow of population from the Northern regions, which can be clearly seen on the example of the Komi Republic.

Thus, according to the local organization of the federal state statistics service for the Komi Republic [1] only in 2019, the migration loss was 3195 people and 1472 in 2020. The natural population decline in 2019 was 1973 people, including 1080 (more than half) of urban population. With the population of the Republic of 820473 (according to 2020 data) these losses of human resources are quite large.

Along with the rapid aging of the population, the Komi Republic is facing the same rapid depopulation (table 1). [2].

Table 1–Total population of the Komi Republic for 1991–2020
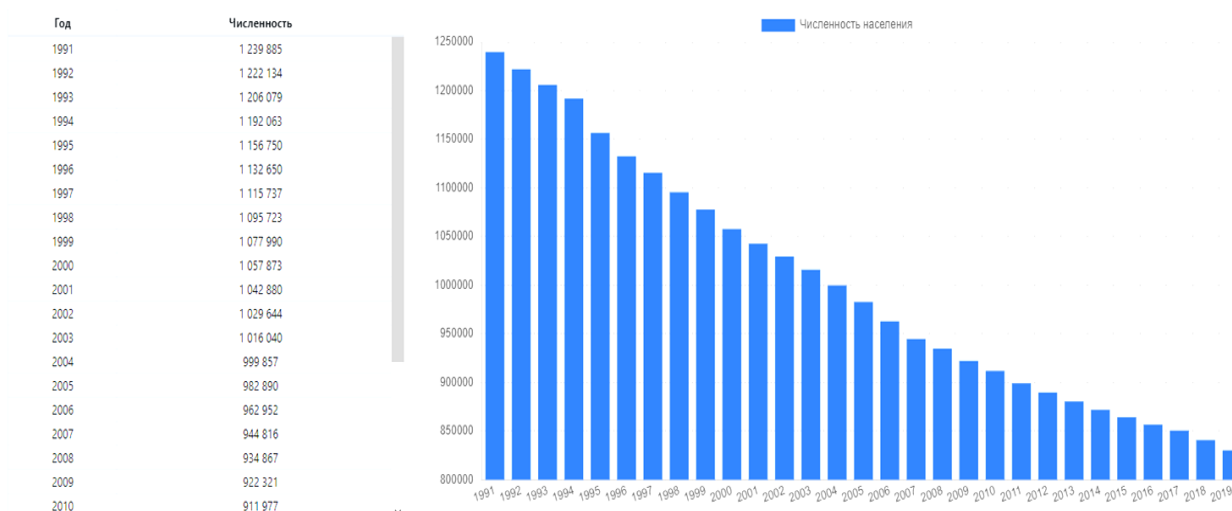
Migration occurs both within the Republic (moving from villages to the city and villages extinction: 78.22% of the population of the Republic live in the city), and involves leaving the Republic for other regions of Russia.

To what extent is this outflow caused by unfavorable ecologic, climatic or social conditions, and how do Northern citizens themselves assess the quality of their lives? The aim of the research was to study these questions by means of questionnaires, interviews and statistics analysis.

The novelty and practical significance of this study is obvious. Unlike most existing works on this issue (3), devoted to objective indicators of the estimating ecology, demography, strategic development of the Northern regions, health, physiology and quality of life in the North, this particular research was devoted to

studying subjective evaluations of the residents of the Northern cities of the Republic. These concerned the quality of life, and often didn't not coincide with objective indicators and estimations.

As a result of the study, 140 people were interviewed: 86.5% women and 13.5% men; age: 17-25 years-58.7%, 26-30 years-4.8%, 31-40 years-22.1%, 41-50 years-10.6%, 51-60 years-3.8% from Syktyvkar, Vorkuta, Ukhta.

The following trends were identified.

- 54.8% of citizens are satisfied with their life in the North, 45.2% are not satisfied, but 11.5% of those who are satisfied are the ones that have already left the Komi Republic and live in other cities.

- 82.7% of all respondents would like to move to another city. Among the reasons for leaving the North are the following: few employment opportunities – 62.5%, ecology and climate – 46.2%, not developed leisure facilities – 41.3%, low standards of living – 40.4%, poor medical care – 37.5% poorly developed service sector – 36.5%, transport logistics – 31.7%, low quality of education – 31.7%.

- Among the cities to move to, St. Petersburg remains the most preferred one (as a city closer to the North-West in terms of climate) – 34.6%, three times less northerners choose Moscow (only 8.7%), but the majority choose various regions of Russia, including the southern ones (Belgorod, Crimea, Kazan, etc.) – 54.8%.

- That is, the population of the North (probably thanks to the Resettlement Program) is ready to leave, and many citizens consider the North as a temporary place of residence. The reasons that keep people in the North for a certain time include: work, family, psychological fear of the unknown and fear of losing their jobs.

But when choosing a new place of residence, Northern citizens choose large cities, rather than villages or small provincial towns, focusing on the social criteria as the most essential one for the life quality. Climate and ecology, which were the second most important determining factor when leaving the North, are almost in the last place:

1) many employment opportunities – 75%,
2) well-developed leisure sector – 71.2%,
3) high standard of living – 69.2%,
4) well – developed service sector – 67.3%,
5) good quality of education – 57.7%,
6) good medical care – 47.1%,
7) good transport logistics -27.9%,
8) good ecology and climate-18.3%.

Though the situation with the garbage landfill in Shies, of course, also affected the choice to leave Syktyvkar.

The northerners have also developed their usual "peaks" of departure: a child finishes school and goes to another city, and parents leave with him\her (especially it is typical for Vorkuta), the "Northern pension" is earned and there is nothing else to hold from moving. Due to the pension reform in Komi, for example, over the past year, the departure of the middle working-age population has been indicated. They are no longer waiting for the "northern" pension, but are ready to build a career in a new place.

Thus, we see that the climate and environmental challenges that create stressful living conditions for the citizens of the North, who, are not mostly indigenous inhabitants, are aggravated by social factors. And it is in search of a comfortable life of higher quality that the northerners, who once came to the North to develop these territories, "return" to other regions. All in all it results in low density of the population and threatens to depopulate the Northern territories in the near future and weaken Russia's positions in the North.

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HISTORY AND BACKGROUND OF THE EAST ASIAN COMMUNITY

The Asia-Pacific region has recently become an increasingly active actor/subject of international relations. Researchers make various forecasts about what processes will take place in the region, what scenario will develop further integration, what countries will play a leading role in East and South-East Asia, demonstrating unprecedented economic growth rates since the second half of the 20th century. Now we see a diversity of various integration entities in this region – ASEAN (ASEAN+, ASEAN+6), APEC (not an integration entity, but also a very important organization for the Asia-Pacific region) and, of course, the East Asian community or the East Asian summit.

The idea of creating a single "all-Asian" space has always existed in the Asia-Pacific countries. Moreover, the East Asian community project can be considered a kind of embodiment of this idea of creating a purely "Asian" organization.

Thus, the main purpose of this article is to analyze the history, stages and background in the formation of the East Asian community.

There are quite a large number of opinions about who initiated the creation of the East Asian community. Nevertheless, there is no single vision of who initiated the creation of this community. There is an opinion that it was Japan, Korea, the Philippines, or ASEAN as a whole.

It is also considered that the idea of forming a free trade zone was first proposed by the Japanese economist K Kojima in 1965. However, it has only been implemented in non-governmental regional economic organizations, such as the Pacific economic Council and the Pacific economic cooperation Council. [1]

Since the early 1980s, Malaysian Prime Minister M. Mahathir has advocated the «asianization of Asia», proclaiming the «*look East*» policy, according to which Asian developing countries should adopt the Japanese model of economic development, and Japan should become the center of regional economic cooperation.

Initially, in his opinion, the creation of the «East Asian economic group» was to protect the rapidly developing economies of Southeast Asian countries from US influence in the region and gain greater independence. At the time, Malaysia sought to move Australia and New Zealand beyond economic integration.

Singapore's initiative to establish a free trade area Association (AFTA) was greatly supported in Southeast Asia in the early 1990s, and the ASEAN countries signed the Singapore Declaration in January 1992. The campaign to create a free trade zone of the ASEAN countries was ineffective. The period for the creation of AFTA was constantly pushed back due to the specifics of the economic development of the ASEAN countries. The participating countries were more tied to Japan and the United States than to each other. [2]

The project of the East Asian economic grouping was reborn ten years later – the President of the Philippines proposed to form a North-East Asian free trade zone consisting of Japan, the Republic of Korea and China.

The revival of the project was associated with the consequences of the Asian financial crisis (1997-1998), when it became clear that APEC could neither withstand financial shocks, nor offer specific projects to eliminate their consequences. Of course, most Southeast Asian countries quickly recovered from this crisis. This can be attributed not only to the assistance provided by international financial institutions (including the IMF), but also to the specific actions of the governments of these States.

So, at the ASEAN+3 summit in Manila in November 1999, the countries announced coordination in the areas of Finance, currency and taxation. At the ASEAN +3 Finance Ministers' meeting in May 2000 in Chiang Mai, Thailand, the main topic of discussion was the development of regional financial mechanisms to strengthen financial stability in East Asia. It was decided to make the first financial agreement in the region under the name «Chiang Mai initiative». The participating countries intended to create mechanisms in the region that would complement the IMF's emergency loans to prevent financial crises. However, the implementation of the «Chiang Mai initiative» was made dependent on the decisions of the IMF. Under the

Chiang Mai initiative, bilateral agreements were directly linked to the IMF's authorization to open large batches of credit lines. [2]

Thus, it is worth noting that the ASEAN+3 mechanism has become one of the most promising cooperation projects in the Asia-Pacific region. But the Asia-Pacific countries still continued to return to the idea of creating a common «Asian» space due to the rapid development of Asian economies (especially the economies of China, Malaysia, Thailand and Singapore), as well as the growth of international trade and financial cooperation in the Asia-Pacific region. All this calls for closer ties between the countries of the region in the context of a gradual recovery from the global economic crisis of 2008.

Thus, on December 14, 2005, the Founding summit of the East Asian community was held in Kuala Lumpur, where the heads of the 16 founding countries signed two documents: the Founding Declaration and the Declaration on the prevention, control and treatment of avian influenza.

The Founding Declaration noted that the summit of the East Asian community is a forum for dialogue on a wide range of issues in various fields: economy, politics and other issues that meet the common interests.

At the same time, the activities of the EAC are aimed at «stimulating a broad strategic dialogue and ensuring cooperation in solving political and security issues» [3] along with this, important tasks were set for the region – eradicating poverty and reducing the development gap between countries through the creation of new capacities and infrastructure projects, technology transfer, investment expansion and trade liberalization.

It is interesting that the United States initially refused to join the East Asian summit, since it did not sign the fundamental Treaty of friendship and cooperation in Southeast Asia of 1976, according to which the participating countries pledged not to use force in the region. In addition, Russia signed such an agreement, which, according to some experts, only deepened Russia's cooperation with the Asia-Pacific countries.

Thereby, it can be noted that the summit of the East Asian community was another step in bringing integration processes in the Asia-Pacific region to a higher regional level. Prior to the EAC Summit, the trend towards regional integration was observed only within the framework of the Asia-Pacific economic cooperation Forum. Nevertheless, the APEC Forum could not become a sufficiently effective integration entity, often demonstrating the features of a discussion club when making decisions and general recommendations, when the mechanisms of both internal and external economic policy remained with national states and governments.

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DEVELOPMENT FEATURES OF THE SOCIO-ECONOMIC ENVIRONMENT IN THE NORTH OF RUSSIA: A RETROSPECTIVE ANALYSIS

The North of the Russian Federation covers more than 60% of its territory with its impenetrable forests and snow-covered deserts and includes about 30 tundra regions. All of them belong to extreme places of residence

of the indigenous population due to the unstable natural environment and low level of comfortable adaptation to the existing conditions there. Since the area under consideration is vulnerable, as well as a resource treasure, a "safety cushion", a carrier of exceptional traditions of small-numbered residents of Russia, this topic is relevant due to the need for balanced development and development of the harsh Northern region.

As it has already been noted, the Russian North area contains huge reserves of unique mineral deposits (fuel, magmatic, mineral raw materials, hydroelectric). In addition, it hosts more than 250,000 indigenous peoples with their distinctive way of life. Since territories with such "investment and cultural heritage" have always attracted the attention of both the previous political elite and modern leaders, the purpose of this work is to examine the historical experience of the socio-economic development of the Russian North in the Soviet and post-Soviet eras.

In the course of its implementation, the following tasks were defined: to consider the features of the socio-economic development of the North in the Soviet era; to characterize the Russian state strategy for the development of the social and economic Northern space at the present stage; to compare the Soviet and post-Soviet practices for the development of the North.

The Soviet government was interested in conquering the harsh territories of its state back in the 20s of the last century. However, a progressive shift in the study of the North occurred during the Stalinist era, when the Gulag system was created there. In fact, it was at that time when large-scale construction of enterprises for the extraction of coal, oil, gas, and a transport highway for the export of "resource goods" began in the Northern regions. In addition, single-industry towns began to appear around the established factories. Thanks to the emergence of city-forming companies and the infrastructure that serves them, there was a strong economic connection between the districts, as well as employment among the population. Recognizing the importance of this area in economic, social and strategic terms for the country, the Soviet leaders considered the goal of developing the Northern territories in these positions as one of the main political directions. Therefore, the government outlined tasks primarily related to the development of rational methods for regulating social relations in the North, normalizing the precarious economic situation and ensuring the smooth functioning of the Northern military bases.

Despite this discovery, there were difficulties with financing and supplying the North, which resulted in political leaders having to discuss this topic for several years. Nevertheless, in 1958 a Commission on the problems of the North was created under the Presidium of the USSR Academy of Sciences, with one of the goals being to introduce new principles of economic development [2, p. 9]. In order to somehow manage the remote Northern regions, it was decided to divide the country into 21 economic regions. Such an innovation allowed not only to control extreme zones, taking into account their climatic and geopolitical features, improve internal communication and social relations, but also to form a single state "economic body", where a higher person was responsible for the functioning of each "body".

If we talk about social reform, the Soviet governmental policy was fluctuating.

On the one hand, activities aimed at maintaining the stable existence of the indigenous peoples were carried out. (the equalization of rights, the emergence of cultural bases for solving pressing issues of foreigners, the opening of new schools).

On the other hand, collectivization, urbanization through directed migrations, the presence of collective farms, and globalization have divided ethnic groups. An attempt to modernize the tribal system of the natives failed – most of them could not settle down in the new area, thus not preserving their national culture. In addition, insufficient funding, active industrial development, and lack of medicine affected the residents' health: there was a high sensitivity to colds [3, p.95]. However, the demographic aspect was gaining the greatest "popularity" in the social sphere of the USSR. Forced relocations, repressive state transformations, depriving the indigenous population of traditional crafts, and uncomfortable natural conditions caused an increased migration outflow from the North to other territories of the Soviet space.

That was the state strategy for the prosperity of the North in the Soviet era. Its main results were the creation of economic districts, which allowed for some time to unite the center and its suburbs, and at the same time lay the industrial foundation there, recognition of the original way of life and culture of indigenous people, by creating educational centers, publishing literature in their native language. But it was impossible to eliminate economic and social problems completely that had worsened in the North. Ideological (forming a person of a socialist worldview – no national remnants) and political (communism, exploitation of resources by the rich, intermittent work, intractability of political leaders) tendencies of the Soviet state hindered the rise of its "undervalued" Northern regions.

Over years, the Russian state continues to study the specifics of the Northern territories, as they still retain the status of "industrial centers" with a rich historical heritage of small peoples. In this regard, at the present stage the goal of implementing new activities that can overcome the backwardness of the North has become

important. However, to achieve the desired result, it is necessary to deal with the current unresolved issues of the previous era.

The Northern regions of Russia contain a sufficient number of agricultural settlements that contribute to the destruction of cultural and historical heritage elements – indigenous peoples are moving away from their usual work to more advanced one because the new world needs extra hands.

Also, the demographic question is still to be solved in the country's modern politics. Among the reasons for this phenomenon, we should highlight the natural conditions that are not quite favorable for a full life (the appearance of new diseases), forcing people to leave their homes, and the lack of a reliable educational infrastructure for developing the potential of able-bodied youth. For example, 78,014 people arrived in the region of study in 2017, and 97,893 left it [1, p. 45]. Young people, leaving areas of traditional residence, are trying to adapt to new urban conditions. But this is not easy for them. In the regions of the Russian North, there are not enough multi-disciplinary institutions that skillfully combine classes in both Russian and national languages of indigenous peoples. Therefore, there is an acute problem of preserving not only their traditions and customs, but also their native dialect, because the northerners do not have confidence in realizing their potential with the use of familiar speech installations. This situation forces the younger generation to choose low-paid professions (loader, salesman), and some people remain unemployed.

Touching upon the topic of economic development in the Northern regions, it should be noted that it is uneven.

In some ways, there are supported regions (Murmansk and Tyumen regions) that not only grow at the expense of their own resources, but also affect the consumer market of the country as a whole [2, p.5]. But there are also depressive ones that are not supported by the state due to the high costs of smoothing out deep financial and later social contradictions there. As a rule, such objects are located on the outskirts of the state. They have a certain potential, but due to geographical and geopolitical features, they are not able to reveal it in full. After all, the harsher the territory is, the more funds are required for its development and reform. In addition, the regional legislation of such places of residence does not have a clearly formulated program, a market economic order [2, p. 7] that can modernize the economy, and, to some extent, interest the political elite in financing this particular region. Thus, the economic sphere of the Northern zone, where up to 20% of the gross domestic product is produced, contains the largest centers for the extraction of natural resources, is heterogeneous [2, p. 4]. Various subsidies for certain harsh territories have led to the lack of established internal communication between the districts. The North of the Russian state does not have a developed transport infrastructure.

As we can see, the economic situation in the post-Soviet era has worsened. No radical measures were taken to eliminate the economic heterogeneity of the Northern area. Regarding the social dimension, there is an even greater oppression of the population living there due to the anthropogenic activities.

The Soviet and Russian policy of reforming the North has many common and different features.

The authorities of the USSR and Russia considered the North to be a resource base protected from external threats, which houses unique ethnic groups. Due to the fact that its "secret" was revealed, political leaders sought to develop this territory and extract sufficient resources. But the goals were implemented with varying success.

If we touch on the social sphere, which implies the security of indigenous peoples in the North, in Russia it has a true ideological content compared with Soviet times.

In the 21st century, in relation to the northerners, there was a transition from the paternalistic concept to the democratic paradigm [4, p. 101]. The developed Federal laws of the Russian state imply the development of educational (specialized universities, literature in numerous dialects), social (establishing cultural national centers, benefits, preferences, open vacancies in the field) spheres, and the healthcare system (new medical centers, increase in qualified specialists). The previous era was interested in the problems of indigenous people and tried to eliminate them in this way, but one of the aspects of Soviet ideology was the displacement of national "remnants". This was considered as a prerequisite for the formation of a person's socialist worldview. In the Russian state, any ideas about the full existence of ethnic groups in the North are welcome and approved. They are implemented gradually, but still have a place to be. In addition, social entrepreneurship has become widespread in the Russian Arctic and near-Arctic regions. The created tandem of business and public organizations helps northerners in matters of general significance (life, construction, housing, transport, tourism). However, the demographic issue remains open, but the regional authorities are trying to stop the migration of northerners (high salaries, benefits). Thus, one of the tasks related to the formation of social stability of the North in Russia has much more positive results than in the previous era.

As for the development of the tundra zone economy, the situation is still critical. If in the Soviet period, thanks to the system of administrative zoning, the Northern territories were managed taking into account their characteristics, then in the current system, the established economic regions ceased to exist. In addition, on the

borders of the polar and circumpolar zones there is no developed logistics. In this respect, the policy of the USSR turned out to be more appropriate and large-scale.

Summing up the comparison of the historical experience of socio-economic development of the North in the Soviet and post-Soviet times, I would like to add that the goal of both authorities was the same, but the tasks and results of the study are different. In the first case, the main focus was only on the profitable component of the Northern regions. The life and adaptation of the indigenous population to changing conditions was of little interest to the Soviet authorities. The result is the beginning of a developed infrastructure and social disparity. In the second one, the Russian state is trying to eliminate the contradiction between the industrial centers in the North and the small peoples living there. This is reflected in the implementation of compensations, bills that support the local way of life and create comfortable living conditions. In other words, the social sphere in the Russian Northern regions is better formed. Their economic system is being reformed more slowly and with disappointing results.

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CENTER-REGION RELATIONSHIPS IN THE CONTEXT OF TRUSTING THE GOVERNOR: THE EXPERIENCE OF THE KOMI REPUBLIC

Regional policy has always been a cornerstone of our country's development. Its competent implementation should harmonize the relations between territorial subjects and the center, as well as between the regions themselves, and thus ensure the prosperity of the state in all. This direction of policy is aimed at ensuring actual autonomy of regions, realization of their goals and interests, and support of self-government development. The regional issue implies the adoption of a certain system of measures of state influence on the regions, which is implemented simultaneously by federal and territorial bodies. The regional issue implies the adoption of a certain system of measures of state influence on the regions, which is implemented simultaneously by federal and territorial bodies. The Center should also perform the function of resource redistribution between regions without depleting them.

Today, there exists a quite popular point of view that the regional policy in our country is different from the situation described above. Many people see the center as a machine that pumps out taxes, natural and other resources from the regions and gives them nothing in return. All interaction with the regions comes down to a game of one gate, in which the only winner is the center. For example, according to N. Lapina, the Kremlin's policy towards the regions pursues political goals: "aims at redistribution of resources in favor of the elite of the federal center and creation of a more "manageable" Federation"[1]. This position gained special popularity during the regional elections of the Heads of the subjects and parliaments of the subjects in 2020. For example,

in the Komi Republic, it was actively used by the opposition, which spoke with slogans "Taxes to the Republic", "Stop feeding Moscow!" etc.

Nevertheless, it should be noted that there is another opinion that the Center properly performs its functions: i.e. regulates financial inflows and outflows, creates jobs in the regions, markets for regional goods, etc.

Speaking about manifestations of "Center-Regions" problem directly in the Komi Republic, first of all it is necessary to pay attention to the level of trust of the population of the Republic to the acting regional authorities, namely to the Heads of the region. After all, they are the officials called to protect the interests of the subject in the system of federative relations.

As an example, let us turn to the events of recent years. After the arrest of V.M. Geizer, the support of citizens to the heads of the Republic sharply declined. At first, disputes over the fairness of the charges against the former head of the region did not subsidize. Many people believed that Geyser was the victim of behind-the-scenes Moscow intrigues. The MEDUZA news agency quotes the opinion of LDPR deputy M. Bragin, who claims that by arresting almost 20 officials in Komi, including V. Gaizer, the Kremlin wants to "distract the attention" of Russians from other problems [2]. It should be mentioned that during his tenure, the former head of the RK was considered (conditionally) "to be own", because he was born and grew up in the Komi Republic itself.

After some time S. Gaplikov was appointed as the IA Head of the Komi Republic, and in 2016 was elected in the office of the Head of the Komi Republic. It should be noted here that the turnout at these elections was 40.67% of voters [3]. This is an evidence of the electoral crisis, which was caused both by the corruption scandal mentioned above and by the personality of the new Head of the Region candidate sent from Moscow. Some people believed that the center would send a talented manager. Others were convinced that the "Moscow appointee" would become just a Kremlin instrument used to increase control over the republic.

At the end of his term S.A. Gaplikov did not have a high level of trust of citizens. The information agency "KomiOnline" in its note dated 25.12.18 refers to the news portal of RBC and states that the Head of the Komi Republic Sergey Gaplikov is among the governors whose negative assessments exceed the positive ones during the year and more [4].

V.V. Uiba, who was sent by the federal center to limit the spread of coronavirus infection, came to replace S.A. Gaplikov. V. Uiba won the elections of the Head of Komi held on September 13, 2020. The turnout was 30.16%. As we can see, the crisis of electoral processes in the Republic has only increased. Even more dissatisfaction of active citizens of the Republic was caused by the rejection of the candidacy of Oleg Mikhailov by the Election Commission. Thus, journalist Alexey Beshkarev commented situation in this way: "It is an obvious drain on the strongest challenger. Nobody seriously thinks that he was rejected for some other reasons... The people will not forgive anything".

All of the above mentioned brings us to a logical conclusion. The modern political regime tries to reduce the amount of resources, and most importantly, the influence and independence of regional political elites [6]. A kind of Moscow project to place "their" people in senior positions in the regions for greater centralization, first of all, arouses strong criticism from proactive citizens. Secondly, it slows down the already badly functioning democratic system of our country. In such an obvious attempt to manipulate territorial subjects, the acuteness of "Center-Regions" problem is manifested, and regional perception of this phenomenon is clearly reflected at least in the electoral activity of citizens, which was shown by the example of the Komi Republic.

The attitude of the citizens of the KR towards the leaders of the region, originally sent from Moscow, reflects their attitude towards the federal center. And it is formed, among other things, on the basis of competent or illiterate regional policy.

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JAPANESE SOFT POWER

After the end of the Second World War, Japanese government had to adjust their policy to absolutely new reality and change the so-called «aggressive» way of behaviour at the international level. When Shinzo Abe came to office he proclaimed the strengthening of using soft power in foreign policy. Japan aims to save its national identity and raise the interest in its cultural features.

Behind Japanese soft power the idea of absorption of skills from Western countries and dilution with national traditions lies. As a result, the image of the mysterious Eastern country, that has its own cultural and historical resources, has appeared.

Since the second half of the 20th century, Japan has started its active policy of getting rid of the status of the Military state. The Olympic Games in Tokyo in 1964 was the starting point. This event strengthened the image of the economically developed state. At the same time the propaganda of the Japanese language, literature, art and culture started. Moreover, Japan started taking high positions in the sphere of high technologies [1].

J. Nye highlighted Japan as the country with a great cultural potential but at the same time he wrote about the limitations which include:

1. Focus on maintaining and conservation of cultural traditions;
2. Military background of Japan, which raises concerns among Eastern countries.
3. Demographical problems;
4. Language barrier.

Institutions play a huge role in soft power promotion.

Thus, Cool Japan is the project that was created to promote Japanese business and basic sectors of Japanese mainstream culture (anime, manga, video games, fashion, and cuisine). This project aims at such states as the USA, the Republic of Korea, France, China, etc. [1]

Cool Japan consists of people from different countries who specialize in various spheres. All these people are ambassadors of the project. Thus, in 2018 45 representatives were mentioned among whom there were Japanese people, Brazilians, Americans, British people, etc. Moreover, in 2016 over 200 events were organized all around the world. These events were classified into eight categories: basic, tourism, traditional culture, cuisine, mass-media content, fashion, design and others [3].

Both sectors (government and private) are the partners and investors of Cool Japan. "Cool Japan public-private partnership Platform" consists of 12 ministries, 5 public institutions, 45 private organizations that are connected with the content, food industry, tourism, production etc. [3]

In 1972, The Japan Foundation was created under the direction of the Ministry of Foreign Affairs. This Foundation is a special organization for development of cultural exchange with other countries. The organization has become independent since 2003 and it allows planning the activity on a wider scale and involving finances from various sources.

The Japan Foundation is sponsored by the Government's budget and private donations.

The Foundation has its main office in Tokyo, two branch structures in Japan (Institute of the Japanese language in Urava and Institute of the Japanese language in Kansai), and 25 overseas offices in 24 countries.

The Japan Foundation is the only organization that carries out comprehensive cultural exchange activity between Japan and other countries. It proclaims its goal as to contribute to building the foundations of harmonious coexistence of different nations. To that end, Foundation is working in three areas:

1.   Exchange in the sphere of culture and art. This area is divided to exchange of workers of culture and cultural cooperation.

The Japan Foundation sends specialists from Japan abroad to provide foreigners with information on Japanese traditions, daily life, sport and other spheres of Japanese culture. More important, the organization invites the specialists in cultural sphere to Japan, organizes seminars and other events.

2.   Research on Japan and intellectual exchange. The Japan Foundation supports researchers whose work is connected with Japan, as this is essential to understanding Japanese culture abroad.

The Foundation provides grants to overseas researchers. It allows holding their scientific work in Japan. Moreover, this organization promotes higher education institutions that explore Japan.

3.   Teaching the Japanese language.

The Japan Foundation sends specialists in teaching the Japanese language abroad and trains new specialists [4].

To conclude, I want to say that Japanese soft power has strong roots. Nowadays we may see its influence everywhere: from Eastern to Western countries, from big cities to provincial towns. Globalization has made it easier to promote national traditions and culture.

However, to make soft power unique and recognizable a country needs to create institutions. Thus, we see that Japanese experience in usage of soft power is successful. Various exchange programs are conducted every year and this strengthens the position of Japan at the international level. Thus, Japan has positive image that the country has succeeded to create.

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ENGLISH TO SMALL CHILDREN: OBJECTIVES AND CONTENT OF STUDY

A foreign language in the system of preschool education and training plays a significant and very important role. The natural mechanism of language acquisition at an early age, the child's imitative abilities, his natural curiosity, and the absence of language barriers constitute the basis for early start of a foreign language learning.

The learning of foreign languages in preschool age improves the quality of foreign language teaching at the next stages, helps to get a larger volume of lexical and grammar material, linguistic information. In the system of continuing lifelong education, early learning of a foreign language will strengthen the developmental, educational, cultural and cultural orientation of education and training. An early start of learning prevents the psychological barriers witch arise when you start learning a foreign language at the age of 10 or 11.

Learning a foreign language has a great intellectual, educational and moral potential: it stimulates speech and general development, introduces the culture of another people, improves educational skills, i.e. prepares for systematic learning at school; it fosters independence, sociability, perseverance, hard work, and activity of children.

The integration of schools with pre-school institutions in one educational complex ensures the achievement of basic communicative competence, i.e. readiness and ability to carry out adequate communication in a foreign language.

Therefore, the English course objectives are the following:

• children's acquiring of such a volume of lexical material which would provide them the so-called communicative minimum – "World of childhood",

• formation and development of sustained interest for English as a means of communication and source of humanitarian knowledge,

• developing the ability to learn, training the techniques of learning activities,

* improving the ability to work in a team,

* formation of friendly attitude to other people,

* development of children's thinking, emotions, imagination, and memory,

* formation of a conscious attitude to the native language,

* creation of a base for children's further linguistic and philological education.

As a result of studying English children should get an understanding of the language being studied; master general learning techniques; understand and generate foreign language utterances in accordance with the specific situation, speech task, and communication intent; speak and behave, taking into account the rules of communication and national and cultural characteristics of the country of the language being studied.

Speaking. By the end of the kindergarten, preschoolers should have developed skills for solving communication problems in specially constructed game situations (question-answer unity, request-response, order-fulfillment, and other replicas). They must be able to express agreement, approval, disapproval, etc.

The practical goal of teaching monologue speech assumes that preschoolers should be able to express themselves logically and consistently in accordance with the proposed situation within the framework of the topic and selected speech samples recommended by the program. The volume of monologue is 5-6 phrases.

Children should also be able to communicate in dialogues at an elementary level with adults and peers, including English native speakers, within the topics and situations of communication indicated in the program. The number of replicas is 3-4.

Listening. It plays a significant role in real communication. Therefore, the program for teaching small children should focus listening training on a practical goal. Children should be able to understand foreign language speech at a normal pace in the presentation of the teacher and in the sound recording, built on the program language material that reflects the game and everyday sphere of activity. By the end of training, preschool children should have a level of understanding of foreign language speech that allows them to understand the questions addressed to them by the teacher and friends in the group, to express their understanding with the remarks of agreement and disagreement, approval, disapproval. Listening training should be conducted on the appropriate text material, which can be a simple statement, a detailed statement of a descriptive or plot nature. The sound duration is 0.5 minutes.

Learning to read and write in the kindergarten is not provided.

Each kindergarten class should contain a specific phonetic and lexical-grammatical material and provide a system of exercises and training games for the development of pronunciation and lexical-grammatical skills.

Phonetics. At the first stage, it is planned to master the articulation base and intonation design of speech. This work can be carried out at a special stage of the class – phonetic training, which is performed in the form of onomatopoeic games, or in the form of articulatory gymnastics, or in the process of learning rhymes.

Vocabulary. All new words are introduced through the teacher's speech. The meaning of a word is revealed through an object or action and through translation. New vocabulary should be fixed through communicative-justified repetition, for example, to invite children to call an animal, ask friends to do something, etc. The vocabulary after a year of training must be at least 300 lexical units. In one class, 6 or 7 new words are introduced. Then these words are repeated in a game, song, or story. Lexical units include nouns (animals, relatives, days of the week, months, games, dolls, professions), numerals, verbs, prepositions (on, in), adjectives, adverbs of time.

Grammar. The formation of an elementary level of communicative competence involves the development of grammatical skills that make up the material basis of the speech. Mastering the grammatical side of speech is based on speech patterns that are used functionally, i.e. to express the speaker's communicative intent.

The English course should consist of some topics each implemented through a series of classes (approximately 10 classes per topic). Each class lasts no more than 30 minutes in accordance with the age characteristics of small children.

The names of topics should cover the most common conversational topics of children aged 4-6 years, namely, "My toys", "Domestic and wild animals", "My family and I", "My body and appearance", "Holidays and traditions. My birthday", "Clothes and food". "Sports and games", "Seasons and weather", "My town",

"We are going to school". All topics are united by a common theme – "the world of childhood". Test events can take place in the form of dramatization. Such fairy tales as "The Mouse and its tail", "Three little pigs", "The Turnip", "Snow girl", "A house in the wood", "Little Red Riding Hood", "Three bears" can be offered for staging.

In the conclusion we should note that the maximum effect in realizing the capabilities of preschool children will be achieved only if the methods and forms of teaching a foreign language correspond to their psychophysiological characteristics, i.e. training should be carried out in the form of games, nature excursions, and subject classes. In a game, a child understands the need to acquire new knowledge and methods of action. In fairy-tale situations, the emotional sphere of the child develops. Vocabulary, speech patterns, phonetic and intonation elements are repeated and fixed. Besides learning English can be accompanied by non-linguistic practical activities, such as drawing, application, modelling, designing and construction, physical exercises, walking and excursions.

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THE FAR NORTH EXPLORATION IN SCIENTIFIC RESEACH OF D.I. MENDELEEV

The subject the Far North exploration appeared in the scientific papers of Dmitry Ivanovich Mendeleev, one of the most well-known and talented Russian scientists. In the process of researching Mendeleev's treatise "About the researching the North Polar ocean" was studied and analyzed.

In the end of the XIX century Dmitry Ivanovich Mendeleev worked in the Ministry of Maritime of the Russian Empire as a special consultant. The scientist was personally acquainted with the Vice-admiral Stephan Osipovich Makarov. The scientist and the admiral, who got acquainted in 1890, when S.O. Makarov was an inspector of naval artillery, spoke highly about each other. Their cooperative work initiated a new and important business – the exploration of the Far North [2].

One of the first cooperative creations of Mendeleev and Makarov, in which both the scientist and the admiral took a very active part, became a project of the icebreaker "Yermak". Mendeleev recalled, "My participation in "Yermak" creation was considerable…Thanks to me S.O. Makarov got the opportunity to make on order". He wrote later to the admiral who had initiated the project, "Your thought is brilliant and sooner or later it will result and develop into a matter of greater significance. The powerful icebreaker will greatly contribute to the prosperity of the Russian trade, as it will extend navigation for several weeks and connect ports at the mouth of the Yenisei and Lena with Northern Ports of European Russia" [1] [2].

In connection with the idea of using the icebreaker in Arctic exploration, Mendeleev wrote, "A strong ship and the parts of free water – these are the first means to overcome the obstacles of the Ice ocean".

D.I. Mendeleev developed a research program during sea navigation, made a detailed evaluation for the purchase of scientific instruments, including a unique pendulum for pioneer measurements of gravity at high latitudes and high-precision astronomical and magnetic theodolites.

In February 1899, built to Russian order at the English shipyards of Newcastle, "Yermak" broke the ice of the Gulf of Finland, solving several tasks along the way saving ships from ice captivity and rescuing sailors, arrived in Kronstadt. Mendeleev greeted Makarov with a telegram, "The ice blocked Petersburg, you won, congratulations! I expect the same success in the polar ice, Professor Mendeleev".

The arrival of "Yermak" made it possible to start navigation in the port of Saint-Petersburg unusually early that year. Admiral Makarov became a hero of the day, but neither he nor Mendeleev were deluded by these relatively easy victories. They were very concerned about how the icebreaker would behave in the Arctic. The admiral and the scientist prepared the icebreaker thoroughly and comprehensively for its first meeting with Arctic and worked out the test program carefully. But then there was an unforeseen complication: a serious quarrel between Mendeleev and Makarov.

The divergence of views began when Mendeleev proposed that the icebreaker should try to cross the North Pole into the Bering Strait on its first voyage. The scientist believed that since the shortest route from the

European part of Russia to the Far East lies through the Central regions of the Arctic, all forces and technical means should be devoted to the study of the circumpolar space, to the creation of a high-latitude shipping line. Makarov, on the other hand, was of the opinion that at first the icebreaker should go to the Kara Sea in order to lay a navigable route between European ports and the mouths of the Ob and Yenisei rivers. Makarov considered the study of the circumpolar space to be of secondary importance and considered it possible to go to the north as far as circumstances allowed. Life showed that Makarov was right.

The second discrepancy concerned the choice of swimming tactics. The admiral intended to go through the ice ahead, and the scientist was convinced that the ice should be bypassed as much as possible, and if it was to break through, then not right through, but with the help of explosions. In that case, Mendeleev was certainly right. In addition, Mendeleev proposed to break through special tunnels under the ice (also with the help of explosions) and use them to pass ships through huge ice masses under the ice itself. The scientist personally developed the project and blueprints for an underwater vessel to pass through such holes in the ice (in fact, Mendeleev created a submarine project).

And finally, the third reason was associated with a different understanding of the expedition head's role. Makarov was convinced that all the administrative and scientific issues that would arise during the voyage should be solved only by him. Mendeleev, on the other hand, did not admit the thought that during the voyage he would be subordinate to the admiral, and therefore insisted that all scientific issues would be resolved independently by the head of the scientific group, who would have an equal right with the head of the expedition in choosing the route. Affected by the fact that one of them was a civilian, and the second was a military man, for whom the need for one-man command in any project was not under question. Probably both were right and wrong. A compromise solution could be found, its possibility was proved by many Soviet Arctic expeditions that went down in history, in which the head of the expedition, the captain of the ship and the scientific director interacted perfectly.

In that case, the conflict ended with the fact that Mendeleev and the scientists he invited refused to participate in the expedition.

Makarov was very upset with the disagreement with Mendeleev. Bitter words appeared in his notebook: "Mendeleev has left – so there is no one to say a good word to me".

Looking ahead, it must be mentioned that, despite the discord, Mendeleev kept following the fate of "Yermak", and when numerous ill-wishers assaulted Makarov after unsuccessful voyages in the Arctic, Mendeleev supported the inventor in every possible way, protected him from attacks and actively defended "Yermak".

Makarov was well aware that he would never have a more benevolent and wiser like-minded person, and in April 1901 he took a step towards reconciliation by sending the great scientist a copy of his newly published book "Yermak in Ice" with a dedication full of deep respect and gratitude. That was how that spat was put an end to.

"Yermak's" voyages to the Arctic revealed a number of critical flaws in the design and technical equipment of the ship, which was quite natural – that was the first experience of free navigation in the Arctic ice. However, Makarov's opponents took advantage of those failures and achieved a ban on further tests.

After Makarov's dismissal, Mendeleev, having studied the information about the first test of the icebreaker, proposed to test "Yermak" in the Arctic again and expressed a desire to personally take part in the expedition. Before a new test of the icebreaker, he proposed to transfer the boilers of "Yermak" to liquid fuel, which made it possible to increase dramatically the autonomy of navigation and reduce the crew in half. In the heavy northern ice, Mendeleev planned to use the tactics that he had proposed even before "Yermak" was launched: breaking the path for the icebreaker with dynamite explosions and constant exploration from airships were necessary conditions for successful navigation. It is worth mentioning that even powerful high-latitude vessels cannot do without ice exploration.

Mendeleev developed several new, different projects of a new icebreaker, which took into account the identified shortcomings of the initial version of "Yermak", but even after their presentation to the public, the government banned further tests. Even Mendeleev's authority and influence did not help, since the Empire was devastated after the unsuccessful Russo-Japanese War. All funds were spent on the restoration and construction of new military ships. It was no coincidence that Mendeleev expressed a bitter reproach to the naval command, "If even a tenth of fund that was lost at Tsushima was spent on the Pole reaching, our squadron would probably have come to Vladivostok, bypassing the German Sea and Tsushima".

So what prevented Mendeleev from realizing his most daring plans for the development of the Far North? First, the Emperor and his entourage had no time for geographical discoveries and research. Mendeleev's engineering projects were viewed as fun, since he was already known to the world as a chemist – the creator of the periodic table of chemical elements. Secondly, the scientist could find support only in the person of the Chairman of the Council of Ministers and a prominent state and political figure of Russia S.Yu. Witte, but the

latter, even before the Russo-Japanese War, switched his attention to the construction of railways throughout the Empire. And, finally, the treasury simply did not have enough funds to implement the idea of laying navigable routes in the Arctic.

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THE HISTORY OF THE DEVELOPMENT AND LIFE OF PEOPLE IN THE NORTH

The zone of the North covers 70% of the territory of Russia and is a great storehouse of mineral resources, the largest and richest in the world. The strategic importance of the North of Russia is especially great in the context of the global commodity crisis, when the funds of the main minerals (primarily oil and gas) are intensively exploited and will soon be exhausted.

The Northern territories are now home to about 25 million people, which is 17.8% of the country's total population. The average population of the Northern territories is approximately 2 people per 1 square km.

Our country is huge. But it wasn't always so big. First of all, it occupied only the South-Western part of the modern territory. The rest of the space up to the Arctic and Pacific oceans was unknown to the Russians. For many centuries, the territory of Russia expanded to the North and East.

The Russian North usually refers to the vast territory in the North of the European part of the country, including the lands of the present Vologda, Arkhangelsk, Murmansk regions, the republics of Karelia and Komi. The Russian North in the past also included the Vyatka land (present-day Kirov region), as well as the Perm territory now belonging to the Urals.

The Russian North was the first geographical area that became part of the ancient Russian state as a result of colonization. At the beginning of Russian colonization, this region was called Zavolochye. Since the XVI century, the name Pomerania was established. During the Imperial era, the name Pomerania was gradually replaced by the purely geographical name "North".

What attracted people to the North? First of all, fur was the main value for the Russians. The scale of fur trade in the Zavoloch region between the XI and XIIIth centuries can be judged from the archaeological finds of Veliky Novgorod. In addition to furs, Zavolochye attracted Russians with an abundance of salt. Another Northern trade of national significance is the use of resin for the lubrication of shoes, wheels, doors, in shipbuilding and leather craft. With the arrival of the Russians on the North Sea coast, large-scale production of walrus bone began. In addition to bones, marine animals were valued for their fat. Valuable fish species were also mined in the North.

Pearls were also mined in the North. Pearl shells were found in the mouths of the small Northern rivers. For many centuries, industrial production of pearls has been carried out here, and it has become the most popular jewelry in Russia

The grandiose advance of the Russians to the North itself is almost not reflected in the Chronicles and testimonies. In fact, the ancient chroniclers, who describe grandiose battles, exploits and crimes in detail, somehow did not notice the slow, noise-free "great deeds" movement to the North.

The first mention of Arctic research is recorded in the Nikon chronicle in 1032 – Russian navigators began to explore the coast of the Arctic Ocean. Then the Northern territories gradually began to develop – on the one hand, the White Sea and other polar territories were settled up to the present YANAO, on the other – the Cossack ataman Semyon Dezhnev opened a passage between Asia and America.

The first plan for the development of the Far North was developed in 1894 by the government of the Russian Empire at the suggestion of Finance Minister S. Witte. In 1913-1915, for the first time it became possible to complete the voyage through the Northern sea route – the expedition was able to pass from Vladivostok to Arkhangelsk.

In Soviet times the development of the Russian North continued. Since 1923, 19 polar radiometeorological stations have been built during 10 years. In 1930-1940ss, there were many expeditions to the North, the Russian pilots made heroic flights across the North Pole. Soon Russia became a leader in the development and exploration of the North Pole.

In 1932, the USSR began to develop the Northern sea route settling and developing the Arctic at time same time. The ports of Igarka, Dixon, Tiksi, Pevek, Naryan-Mar, Norilsk, Vorkuta and others were being built. Large oil and gas fields were discovered in the Western Siberia.

The largest oil and gas fields – Urengoyskoye, Yamburgskoye, and Bovanenkovskoye – were discovered in the 1960s. In the 1980s, some deposits were discovered in the Arctic shelf. The USSR had the Arctic flotilla. But as everywhere, with the advent of the 90s, the situation became worse: the fundings for the Russian Arctic regions were reduced, small cities and towns were dying out, and the population was moving to other regions of the country.

In 2001, the experimental new drifting station "North pole" was opened.

In the summer of 2007, the Russian polar expedition "Arctic-2007" took place. The results of the expedition were the following: soil and flora samples were taken from a depth of 4,261 m, and the flag of the Russian Federation was hoisted on the bottom of the Arctic Ocean.

The Russian North has always been and remains a national project for Russia. Our people have been developing this region for centuries. The Pomeranian people developed this harsh region, created settlements, established economy, extracted fish and sea animals. The Arctic contributed to Russia's economic potential.

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IS LIFING AN ILLUSION OF EDUCATION OR A KEY OF GROWTH IN TERMS OF CHANGING?

In Russia lifing is known as an illusion of education which only has negative influence on the education. This instrument is usually used in America. The article covers the effectiveness of the use of the educational methodology element (lifing).

Terms used:

LIFING is an illusion of education. Trainers do not teach the staff. They usually give them the general information and motivate staff to change but don`t tell them how to.

In the company, where I work as a business trainer, we use the P. Y. Galperin education theory. According to this theory we should teach staff, but not change the staff by motivating them to change. In the company`s point of view, the motivation to change has at least one risk: staff can become over-motivated and it is not good. That means that people won't become good specialists in the fields they work in. They will start looking

for another position instead. The staff can begin to think that it can help to implement their new ambitions. So we believe that staff motivation changing has some risks and no limits which don't let us measure the results of the training event. We call staff motivation to change the illusion of education or lifing. That is why we don't have such an event in our work schedule. But today in the time of the terms of changing the question "Is lifing an illusion of education?" is as unobvious as ever before.

What is the illusion? It is enough to motivate people; they will do the rest on their own. The main thing is to give them a magic push, and then they will go and get the necessary knowledge themselves. For example, 4 days of training, and the result is an understanding that you need to learn how to solve conflicts. And the person goes to look for tools to resolve conflicts. Why is it an illusion? There are probably some people who will go and find something themselves. The illusion is everyone will do it and they will find the same things, the same tools.

Here is another example. The coach talks about the training with the topic of motivation. – How did it go? – I spent the whole day showing people that material motivation (money) is not the most important thing. The participants had left with the understanding that there are other tools. – What tools? – They'll find it themselves. What's important is they wanted to and realized that money is not everything.

The question is what will they find? And will they find anything at all?

Awareness of the problem is the solution. "Do you see the problem? Do you understand it? Let`s solve it!" Unfortunately, this pattern is down.

Opening yourself up is the same as improving efficiency. You understood yourself means that you improved your performance. It is also not true.

Many personal growth trainings started with the word life in their title. As you understand trainers don't really develop people using such training. Based on this illusion of education we make methodological mistakes during the training. Participants can be developing but out of our control or they can resist because they could come to the event with other goals in mind. In the company, we decided to call such events "LIFING" or one of the illusions of education.

This year is completely different. In 2020 many companies weren't ready for the terms of changing. So was ours. The staff was not prepared for the change. They couldn't change so fast, , it was very hard to continue working without these changes. Now people should be more responsible than ever. They got much more working duties. And the main thing is that stuff earns less money for the same job or even doing more during the working hours.

All the training events we have had are becoming unsuitable. More than this we don't have enough time and experience to prepare a new educational program because the educational center faced these dramatic changes for the first time as everybody else. We must realize that staff doesn't really want to change. They don't understand why they should do it. So the terms of changing demand a new approach to learning.

Working in America several years ago I noticed how American trainers motivate to change the foreign staff before the educational training begins. They did lifing as we call it and I believe they did it consciously. I remember how one representative of head managers led such an event. Her name was Jan. She told us about the importance of freedom and being a good role model during teaching teenagers. At this event, she didn't talk about how to achieve this goal, she didn't give us any tools, and she didn't even ask us about our own ideas. She started her speech sitting quietly on a chair. it seems she barely whispered and everybody listened to her very carefully. But the spirit of the end of her performance was different and much more powerful. At the end she was standing on the table and screaming so loud that one could hear her far away from the educational center. I asked her after "As a trainer, why did you decide to make this event? What are the goals? Wouldn't it be more effective to start from the education part instead of just wasting time on talking and motivating". Her answer was efficient. She said that in America they believe that teachers, trainers, or coaches, generally speaking, people connected to education, firstly have to help learners to get ready for changes before start working on those matters. If you have no wish to change there would be no tools which could help you to become different person in any field you want to be realized. It is 100% necessary, she said, if you, for example, have foreign staff in your company because the foreigners always struggle with the changes they meet in a new country, new mentality. It helps staff to start looking for tools that help to adapt to the culture they plan to work in. Also, it is a guaranty that people will understand the problem we want to talk about much better and it means they will work more enthusiastically using the tools which we provide them. They will understand how important to use the instruments because they will be charged emotionally and physically after "Lifing" training.

In 2020 we started to apply the elements of lifing before the training in our company basing on my experience. It gives us even more results than we could expect. I would say it helps a lot. We don't believe now that it is just a complete waste of time. At present, we have got a necessary tool of education that helps people to understand the usefulness of the changes. Now people who come with the incomprehension of

changing, unwillingness to change, or aggressions caused by the terms of changing are easier to accept the tools that we learn in the education.

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COMPETITIVENESS AND JUSTICE IN THE LIFE OF THE PEOPLE AND THE ENTERPRISES IN THE NORTHERN REGIONS OF RUSSIA: THE PROBLEM OF «NORTHERN PRIVILEGES»

The North is valuable property and decoration of Russia. Our people could master and aggregate this huge severe space in some time. The main spiritual aspiration of this feat was to bring Christianity to people, who "sat in darkness" (compare the Gospel by Matthew, chapter 4, verse 16), to fill these desert lands with a prayer and work. "Monks killed nobody, they came without arms, came to this lonely places where it was possible to be closer to God, and through their spiritual experience, through the beauty of their internal life this area began to attract the inhabitants who were coming here not for find material benefits, but to touch spiritual experience of the Saints saving here their souls", – the Patriarch of Moscow and all Russia Kirill says [3, page 6].

The Russian people cannot live without a great idea. The priority of the spiritual over the material, life in truth, love between generations and the people was initially created and has always inspired the Russian civilization. Today it is necessary to carry it out not through revolutions and wars, but through right thoughts and words. "And the science shouldn′t serve progress, but transformation; it should show the way to the holy world", – a hieromartyr Illarion (Troitsk) said [2].

Let's consider the system of so called "northern privileges" to the population and its influence on competitiveness of the northern regions of Russia from the spiritual point of view[1]. These guarantees include the raising coefficients to a salary, an additional labor leave, the reduced duration of the working week for women, a payment of the journey to the vacation place and back. All this is assigned to the organizations and lead to additional expenses for them: about 10-15% to wage fund.

The problem consists of the following: the enterprise are obliged to incur these essential expenses by the legislation in some territorial subjects of the federation, but are not obliged in others. Thereby the principle of unity of the economic space, equal conditions and equal opportunities which is enshrined in the Constitution of Russia and in the federal law "About Protection of the Competition" is broken.

At the same time in the North the enterprises usually have the raised expenses in connection with adverse climatic conditions, low population density, spatial remoteness and inaccessibility and also higher average salary.

The question was brought up many times on various scientific and public platforms, but is hasn′t been still solved thoroughly.

The empirical analysis has shown that the specified economic injustice has really a negative effect on the efficiency of the enterprises, especially on the development of small business. In trade and some other industries the profitability of assets is lower than average in Russia. In the North the specific weight of the unprofitable enterprises is steadily higher: 36 against 32% [1, 4].

For the specification of the situation we have conducted a survey of the experts in the Komi Republic. In total 40 people have been interviewed. It was found out that the problem really exists. Small enterprises use sometimes such ways of survival as evasion from granting privileges. Some enterprises practice involvement of workers from other regions and from abroad by a shift method and also from among prisoners. All this

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[1] The North for simplification of the empirical analysis is understood in this report as territorial subjects of the Russian Federation whose territory according to the current legislation belongs completely to the category "the Far North and the areas equated to it": the republics of Karelia, Komi, Sakha (Yakutia), Kamchatka, Arkhangelsk, Magadan, Murmansk and Sakhalin regions, Khanty-Mansi, Yamal-Nenets, Nenets and Chukchi autonomous areas.

obviously violates the interests of workers in the regions of the North, their rights to rest and restoration of forces.

Also, it was found out also that workers with a low compensation and those who have many children can not always use the payment of the journey to the vacation place. This privilege is also inaccessible to those who cannot leave their house for a long time.

Thus, the need for settlement of this situation exists. The possible ways for this purpose are as follows.

The first is formal and radical. Some people demand all the costs of the "northern privileges" to be completely compensated to all enterprises from the federal budget. However, it looks impossible and inappropriate concerning many rich resource-export enterprises.

The second way is a parity, a compromise one. The expenses should be divided gradually between all the participants of these relations. The payment of the journey to the vacation place, for example, should be carried out by the state. At the same time it should be provided not to all, but the most needing people. And those, who can′t travel, should get a compensation for sport and medicine. The payment of an additional holiday will remain a burden of the organizations. But it will be quite logical to exempt these sums from taxes.

At last, the third way which has to be carried out gradually is a transformation of the economic system from self-love, rivalries and greed into cooperation, mutual service and modesty.

The enterprises without external coercion, but by the internal philanthrophy of the heads and the founders have to provide the employees with worthy conditions and compensations. Between the organizations there should not be a competition as a war for survival. But there should be clear understanding of the mission and aspiration to do the undertaken work perfectly. In other words, the society has to assimilate to a human body in which there is no competition between separate parts, but each part performs its functions and receives the necessary resources according to the requirements.

In such economy the main factor of success will be, as well as now, the internal qualities of the person, but not so much knowledge and skills, but his spiritual and moral shape: sacrifice, mercy, patience, abstention, humility.

It is thought that the North with its thirst for purity and mutual assistance should be an inspiration source to such transformation. Obviously, the time of recognition of errors of the one-sided materialism, a turn to the person as the value but not as a tool of economy, more reasonable balancing of spiritual and practical interests, caretaking of a family as a primary community of people has came today.

We are convinced that Russia can and should to take a firm course towards creation of a highly moral society. We suggest to accept the words of Jesus Christ as the national idea: "Lay not up for yourselves treasures upon earth, where moth and rust doth corrupt, and where thieves break through and steal: But lay up for yourselves treasures in heaven, where neither moth nor rust doth corrupt, and where thieves do not break through nor steal: For where your treasure is, there will your heart be also" (The Gospel by Matthew, chapter 6, verses 19-21).

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INTERCULTURALISM AS A CONCEPT OF MANAGING CULTURAL DIVERSITY IN THE EUROPEAN UNION

Migration processes are one of the most important factors of the world development at present time. In the era of globalization and integration, the mutual penetration of cultures is growing. Increasing migration flows are undoubtedly affecting Europe as well. Over the past decades, there has been a process of transformation of monocultural states into multicultural ones. However, the emergence of multi-ethnic societies not only expands the world's cultural diversity, but also destabilizes it. The issue of managing such socio-cultural diversity has always been and still remains an urgent problem for the countries of the European Union.

For many years, migration processes in EU have been manifested almost exclusively in the economic sphere. This was primarily influenced by the favorable development of the Eurozone economy, as well as the desire of migrants to find employment opportunities. Since 2014, the flow of migrant refugees from the Middle East and Africa has increased. This fact was influenced by regional conflicts, terrorist activity, economic crises, low living standards of the population, etc. In August 2015, the European Union faced a new challenge – the migration crisis, which resulted in a huge flow of refugees from the East, which later modern scientists called "the new great Nations migration". Migrants who were forced to leave their homeland were unable to integrate into European society and accept its values.

Today the dynamic world thrives on an intercultural plasticity. Since we live in complex and ever-changing societies, we should recognize the importance of communication, dialogue and interaction between different ethnic groups, as well as the particularities of social, political, economic, and cultural relationships, while enhancing our abilities to understand other identities.

According to the first World Migration Report published by the International organization for migration in 2000, about 18 million non-European citizens lived in 15 EU member states. The same Report 2020 claims that more than 82 million international migrants lived in Europe in 2019, which is almost 10 percent more than in 2015, when 75 million migrants lived in the region.

It became vital to develop a unified concept for the successful inclusion of a significant number of foreign-born citizens in the European community. In this regard, at the beginning of the twenty-first century, many European states declared a policy of multiculturalism. But in 2010-2011 the leaders of some of these countries declared the failure and ineffectiveness of this approach. This has called into question the validity of a multicultural approach as a basis for migration policy. At the moment, the leading European countries are searching for new ways out of this crisis.

In this regard, it seems relevant to research the concept of interculturalism as a policy of managing cultural diversity.

The idea of pursuing interculturalism in a European context has had a relatively long institutional history, but after 9/11 events it came to the fore.

The value of 'interculturalism' can be asserted in the light of three contemporary developments:

1. Population movement across national borders, arising from the EU policy of free movement of labour, and the increasing inflow of immigrants and refugees from outside the EU.

2. The process of EU enlargement. The number of member states increased from twelve in 1993, to fifteen in 1995, and to twenty-five in 2004. Seven of the ten countries which joined in that year were formerly part of the Soviet bloc, with very different social, cultural, and to an extent religious history.

3. The expansion of the EU's overseas economic and political interests [2, p. 11].

Intercultural dialogue was seen as a way of addressing the challenges that arose from the clashes between representatives of different social, cultural and religious groups, in an environment where there was a fear of growing xenophobia and segregation exploited by extremely right-wing nationalist parties.

In 2008 Council of Europe endorsed the intercultural dialogue idea and published a White Paper on Intercultural Dialogue "Living Together as Equals in Dignity". The White Paper was preceded by a consultation which posed a discussion of series of questions and problems. Moreover, it proposed a preliminary definition of intercultural dialogue as 'an open and respectful exchange of views between individuals and groups belonging to different cultures that leads to a deeper understanding of the other's world perception'. The key elements were 'exchange' and 'understanding', which aimed to learn how to live together peacefully and constructively in a multicultural world and develop a sense of community and belonging [1, p. 33].

However the White Paper found a real uncertainty as to what intercultural dialogue meant in practice. It therefore stuck with a basic, previously proposed formula: 'Open and respectful exchange of views between individuals, groups with different ethnic, cultural, religious and linguistic backgrounds and heritage on the basis of mutual understanding and respect', with interculturalism in this sense seen as an alternative to multiculturalism. The consultation had revealed that previous approaches to the management of cultural diversity were no longer adequate to societies in which the degree of that diversity was unprecedented and ever-growing.

After the recent European experience with its Muslim population migration, in fact, interculturalism is seen as a sort of half-way point or compromise between assimilation and multiculturalism, filling in the disadvantages of a multicultural approach.

Nevertheless, like any other concept interculturalism has not only its supporters, but opponents as well. One of the famous theorists of multiculturalism Will Kymlicka in a review of the European debate about interculturalism argues rightly that the promotion of multiculturalism must be set in its political context. Taking the White Paper as an example, he contends that that intervention represented an attempt to 'construct a new narrative in which interculturalism emerges in Europe from the failed extremes of assimilation and multiculturalism'. [4, p.163] However, the researcher recognizes that the need to overcome multiculturalism is impractical, since there are no empirically proven data on the ineffectiveness of this approach. His point of view is shared by such scientists as N. Meer and T. Modud. In the same vein, Meer and Modood contend that the Council of Europe made little or no effort to promote the principles of interculturalism in their own countries. They may have shared the view that multiculturalism had to be politically dislodged, but they certainly did not have any deep interest in interculturalism to replace multiculturalism [5, p.236].

To sum up, the interculturalism idea emerged in Europe at a specific point in time and in a specific context where it was conceived as an approach to the managing increasingly complex and ramifying diversities. Intercultural dialogue refers to a 'tool for inclusive democratic participation and empowerment of citizens, in particular in relation to common goods and public spaces', and argued that it might 'significantly contribute to the improvement of democracy and the development of greater and deeper inclusivity and sense of belonging', not least in tackling extremism and radicalization. Despite this, there is considerable uncertainty as to what interculturalism actually is, and how it should go about doing its work. Finally, intercultural dialogue would encounter many practical difficulties (language difference, structural inequalities, xenophobia, etc.), and 'intercultural competences' would have to be learned, and spaces for dialogue created in a political culture valuing diversity.

The International Conference on Interculturalism and Multiculturalism (ICIM 2019) was held in Porto from 28 to 30 March 2019 [3]. It aimed to create a wide-ranging space for the debate of ideas, concerns and work methods on the contemporary intercultural situation. This approach to the diversity implied in the intercultural concept opens new paths to examine the motivations, characteristics and conventions of cultural interactions.

The desire to study and explore these processes and concepts, despite all the difficulties and debates, proves the importance and need to develop a single effective approach to the policy of managing cultural diversity in the European Union, which in the future can become an empirical example for other regions of the world.

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VORKUTA: FROM A COAL STONE TO A GREAT TOWN

Nowadays, Vorkuta is one of the most famous towns in the northern part of Russia. As it is known, Vorkuta is one of the main territories of coal production. Every year this type of mineral resource provides heat for citizens, which creates comfortable conditions in their houses. Obviously, coal in Vorkuta has a huge role in people's life. So, it is hard to think that Vorkuta can exist without coal. By the way, the article will be concentrated on the establishment of Vorkuta. For more effective implementation of the problem, it is important to focus on steps of Vorkuta's foundation, so the best way is to analyze the most substantial aspects of it. To bring further light on them it is necessary to emphasize some points. Thus, the purpose of the article is to answer one crucial question if there was a reason for Vorkuta founding.

To begin with, particular attention is paid to coal's researchers. Frankly speaking, the fact that there was a mysterious "fire stone" in the Pechora region was known for a very long period. To be more exact, it is important to know that in the 19th century there were the first scientists who found coal in that region like T. Bornovolokov, A. Dengin, A. Keyserling and E. Hoffman. Then, in 1920, the Northern scientific and fishing expedition was organized, which was entrusted with the geological investigation of the Pechora river basin. As a result, the expedition exceeded all expectations. As a famous researcher A. Chernov concluded, "Thus, at present, the vague contours of the large Carboniferous basin, which is naturally called the Pechora basin, are beginning to appear in the North-East of the European part of the USSR."

In 1937, the construction of Kapitalnaya mine № 1, which is one of the largest in the Komi Republic, was launched on the left bank of the Vorkuta River. By decree of the Presidium of the Supreme Soviet on January 9, 1940, the area near the village of Kapitalnaya mine was transformed into the village of Vorkuta in the Bolshezemelsky district, the center of which was the village of Hosedo-Hard of Nenets national district of the North-West region. Then, in October 1940, Vorkuta was transferred to Kozhvinsky district of the Komi ASSR.

On December 28, 1941, the first train of coal was sent from Vorkuta to blockade Leningrad by the North Pechora railway. In the middle of summer 1942, the highway was put into permanent operation on the Vorkuta–Kotlas–Konosha section [1]. Thus, those steps became the crucial moments for creating an important Soviet town with a great production of coal.

However, there was a hard period in Vorkuta. In 1930s Vorkuta became the GULAG, which was one of the largest in the state. Many people from different professions became victims of that tough Soviet system. In fact, Vorkutalag included more than 70000 prisoners, who were employed in coal mining and mine construction. The main characteristic of Vorkutalag was harsh climate and very tough administrators of GULAG, for instance, L. Tarkhanov and M. Maltsev [2]. One may appropriately quote what I. Sulimov, who was the prisoner of that one, said about the conditions in that zone of GULAG, "The cold in the prison wards is terrible, since water in the Pechora was only 1-2 degrees, and the air temperature was about zero"[3].

On November 26, 1943, by decree of the Presidium of the Supreme Soviet of the Russian Soviet Federative Socialist Republic, the village of Vorkuta was granted the status of a city, after that it began to grow rapidly, reaching the 100-thousandth mark in terms of population in the late 1970s when L. Brezhnev was the leader of the USSR. Therefore, at the peak of economic development such enterprises as dairy plant, cold storage facility, large poultry plant, brewery, factory of large-panel house-building, 2 woodworking plant, cement plant, concrete products plant functioned in Vorkuta. There were farms with cows and pigs, own greenhouse, where they grow fresh vegetables. Furthermore, builders in Vorkuta constructed 13 mines, which were great

for such a small town. To sum up the points, evidently, Vorkuta developed as rapid as possible, and the most important aspect was that in every decade in USSR's existence, the population of Vorkuta increased up to almost 250,000 citizens.

Nevertheless, after the collapse of the Soviet Union and the crisis in the mining industry, many residents left the city for the southern regions of the country. Rudnik, the first settlement on the site of the current city and once a major urban area, is now completely abandoned. Unfortunately, no one lives in this settlement.

At present, Vorkuta is still one of the most famous northern towns in Russia. In addition to it, there are lots of events in Vorkuta like Miners' day celebrated in the end of August, different activities for the youth, for instance, intellectual game like "What? Where? When" or joke challenges like KVN. Moreover, in Vorkuta, everyone can see many monuments, for example, a monument to A. Chernov is in the center of Vorkuta or even a monument to V. Lenin, which is near the main theatre. The last but not the least is that Vorkuta has such beautiful buildings that constantly remind people of Vorkuta's history.

To sum up, Vorkuta has left huge historical heritage to its citizens, considering the difficulties, the city has overcome and especially taking into consideration its severe geographical position. Moreover, it is very important to understand how many victims there were in Vorkuta GULAG. Finally, it is very pleasant to conclude that there was a reason for Vorkuta founding.

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EFFECT OF INTERVAL HYPOXIC TRAINING ON ATHLETIC RESULTS OF HIGHLY QUALIFIED SWIMMERS

The concept of education implies, in addition to the usual general pedagogical significance, in system of physical culture and sports: speed, agility, flexibility, strength and endurance. Swimming is a cyclical sport therefore the endurance is the main physical quality in swimming. That, the body's ability to resist fatigue for a long time.

Classical literature on physical culture and sport offers only those options for the development or education of endurance that revolve around to the performance of a long continuous, variable or interval work. These types of physical exercises are well known and require only the specific knowledge of a specialist in sports activities. However, modern sport is a struggle for hundredths of a second and it needs serious scientific biomedical support [1, 4].

To adapt the swimmer's body better to the upcoming extreme loads and to resist fatigue successfully, interval hypoxic training was included in the training process. They are conducted in the pre-competition period. This has contributed to an increase functional state short-term of cardiovascular and respiratory systems an athlete in the competition period which in turn promotes achievement\attainment maximum results in competitions [1, 2, 5].

In view with the foregoing, the relevance of the study of hemodynamic changes during interval hypoxic training in swimmers in the pre-competition period is due to a high competition in this sport, and, as a result, by the search for new and most effective methods of their adaptation to the lack of oxygen delivery and providing

muscle activity the execution competitive exercises, as well as the creation of alternative additional means of preparing athletes for competitions in the implementation structure various training micro-, mesocycles and in the absence of the possibilities of using hypobaric hypoxic hypoxia during training camps [3, 5].

Organization and research methods. The study was conducted in Syktyvkar on the basis of the MAI SSOR «Akvalider» and of the Department of comparative cardiology of FRC of Komi SC of UrD RAS. The researching object was athletes of the sports school. They were males (9 persons) and females (3 persons), aged from 13 to 21 years old; sports qualification at the moment of beginning of the study – 1 category (4 persons), candidate for master of sports (7 persons) and Master of Sports of Russia (1 person). The athletes specialized in different sports disciplines of swimming. A design of interval hypoxic (isocapnic, normobaric) training was developed, to conduct the study. During the study, heart rate and arterial blood saturation (SpO2) using a portable pulse oximeter were evaluated every minute. The obtained data were entered into tables and on their basis graphs of changes in heart rate (HR) and oxygenation in the two-weekly cycle of IHT in hypoxic respiration and normoxic respiration intervals between respiratory sessions were built.

Besides, control tests were carried out one day before the start of IHT and the next day after the end of those training. Also, two weeks later championship of northwest federal district was completed where results were fixed and were compared to the first and second control testes by the tables points of FINA. For this the arithmetic average, the error of the arithmetic average and standard deviation were calculated for each control test, after that obtained results were compared with using the t-student criterion.

Research results and discussion. As the subjects underwent a 14-days course of intermittent hypoxic training, a clearly lower decrease in SpO2 and an increase in heart rate occurred, while (judging by the regression coefficients), the effectiveness of the compensatory reaction of the heart to lowering blood oxygen saturation increased. The short-term preconditioning effect of the hypoxic factor was accompanied by the bradycardic effect of the heart. It should be noted that on the 14th day of IHT, the chronotropic response of the heart remained unchanged; arterial blood oxygen in this case approached the background values. During the 14-day IHT, acute hypoxia did not cause significant differences in heart rate from background values, but signs of increased sustainability and resistance to developing body hypoxemia persisted as the duration of the hypoxic load increased.

As a result of comparison of averages using the t-student criterion were identified significance differences at the level p<0,001 (on the FINA points system) between the average results of first control test and the average results of the championship of the northwestern federal district; were identified significance differences at the level p<0,01 between the second control start and championship of the northwestern federal district. There were no significant differences between first and second control tests.

Conclusion. Judging by the results of the study, it can be assumed that the IHT of this mode only briefly retains the effect of increasing the resistance of vegetative functions to hypoxemia and hypoxia of load by highly qualified swimmers. Consequently, the IHT has limited capabilities in increasing the stability of the body of swimmers, where the specificity of the training and competitive process involves a large amount of work in conditions of limiting hyperpnea and oxygen delivery to working muscles.

However, a fact can be established, that changes in this mode IHT caused significant shifts in the work of the cardiorespiratory system, thereby accelerating the processes of adaptation of the swimmers' body to the upcoming limit competitive load, which is due to the overload effect. In turn, these shifts made it possible to improve significantly the sports results which athletes showed at the competitions in comparison with the results they showed at the control start before the interval hypoxic training.

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ИННОВАЦИОННЫЕ ТЕХНОЛОГИИ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ И ПЕРЕВОДА

INNOVATIVE TECHNOLOGIES OF TEACHING FOREIGN LANGUAGES AND TRANSLATION

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PHONOLOGICAL CHARACTERISTICS OF AUSTRALIAN ENGLISH

About 80% of the Australian population speaks Australian English. It is different from British English. It is important to know the phonological differences between these two languages in order to be correctly understood.

The aim of this article is to determine phonological characteristics of Australian English. Our study was intended to establish and describe the varieties of Australian English and to identify the differences between them, identify the reason for the appearance of Australian English and to define the key features of Australian accent. The solid sampling method was used in this study.

The earliest form of Australian English was spoken by the children of the colonists in early New South Wales. This first generation of Australian-born children created a new dialect of English that became the dialect primarily spoken in Australia. The Australian-born children in the new colony were exposed to a wide range of dialects from around the British Isles, in particular from Ireland and South East England. The Australian-born children in the colony created the new dialect from the speech they heard around them. There were other significant populations of convicts from non-English speaking parts of Britain, such as the Scottish Highlands and Wales [1, p.155-184].

The Australian gold rushes saw many external influences on the language. The first of the Australian gold rushes, in the 1850s, began a large wave of immigration, during which about two percent of the population of the United Kingdom emigrated to the colonies of New South Wales and Victoria. According to linguist Bruce Moore, "the major input of the various sounds that went into constructing the Australian accent was from south-east England" [2, p. 69].

In terms of pronunciation, three varieties of Australian English can be distinguished. These are: Broad Australian, General Australian as well as Cultivated Australian.

Roughly speaking, General accents represent the most common type of English spoken in Australia. Broad accents are usually described as more extreme (and associated with more working-class speech), while Cultivated Australian accents are a prestige variety somewhat closer to the British Received Pronunciation (although actual speakers of the latter are in the minority).

The Australian accent is for the most part non-rhotic. This means that the pronunciation of the /r/ sound will never occur at the end of words. Where an American will say three separate sounds for the word car /kar/, an Australian native speaker will only say /ka:/. This is a key feature that only occasionally has exceptions.

Sometimes native speakers will pronounce the /r/ sound at the end of the word if linking two words closely but only if the next word contains a vowel sound at the start. For example: "The car is running on empty" could be received as /kɑːrɪz/, the last /r/ sound of the word "car" is pronounced because a vowel will follow it in the next word and because the speaker is linking words together closely and fluently.

The more cultivated the accent, the more the listener will hear a /t/ in all or most positions of a word. However, articulation of an explosive /t/ without voice vibration will not create natural speech patterns for Australian English. Even a "well-spoken" Australian native speaker will show some pronunciation variations. Most Australians will show instances where the /t/ sound is deleted or flapped.
/t/ deletion
Australian speakers are likely to delete the /t/ sound at the end of words, just like speakers with an American accent. When the /t/ sound is deleted a glottal stop is inserted in its place [3, p.341-350].

/t/ flapping

Australian accent also features flapping. This is the softening of /t/ in the middle of words or at the end of words between vowels.

When the "t" sound is flapped, it will sound a lot more like a soft /d/ sound. When native speakers flap the "t" it usually results in a vowel change at the end of the word. Therefore "letter" /lɛtə/ may sound like "ledder" /lɛɾʌ/. *Yod*

When an Australian native speaker pronounces words that contain a "consonant letter + u" (for example words like music, Tuesday, tune) they will insert a yod. A yod refers to the phonetic sound /j/ which you hear at the start of the word "yes".

Diphthongs are present in many languages and are created when two vowels occur side by side on a syllable. We hear the timing differences on vowels most when we hear the Australian diphthongs. They are wide, for example in RP "day" is /deɪ/, whereas in Australian it is /dæɪ/. These are often the hardest to pronounce accurately for the speakers of languages that have a small number of vowels [3, p.341-350].

Of all accents of English, Mainstream Australian English is one of the most expansive in terms of vowel sounds. Where General American accent has a total of 16 vowels, Received Pronunciation (Standard British) and Mainstream Australian English both hit a total of up to 20. The timing of Australian vowels is one of the most important features. Although Australian native speakers share many of the vowels of both British and American English, the duration of the vowel and the mouth shaping can differ significantly. This can be noticed for the most part with long vowels. Long vowels in Australia are longer in duration than any other English accent you have ever heard.

"I"

Australian English truly takes on a life of its own when it comes to the pronunciation of words and this is why most people with Australian accents sound so distinctive. One of the most noticeable features is the different sound for the 'i' in words like 'night' and 'like'. Instead, it sounds like a less pronounced 'oi', (e.g. 'noight') [4].

"A"

The soft 'a', which can be heard in words like 'cat' and 'hat', is usually pronounced similar to 'eh'. As such, this means that the word 'cat' sounds like 'ceht', while the word 'hat' sounds like 'heht'.

To sum up, Australian English was born thanks to Britain's colonization of this continent. There are a huge number of differences in the accent of British English and Australian. They are needed to be known if you will be in Australia [4].

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PHONOLOGICAL CHARACTERISTICS OF CANADIAN ENGLISH

The interest in the variability of English and its dialects has always been explained by structural heterogeneity and complexity of the language. The variability itself is caused by numerous amount of inner factors that have a direct influence on it.

Approximately one-third of the world's population or 1,6 billion people speak English, although it is the native language of only 380 million people. Like most other languages in the world, English has a wide variety of dialects and Canadian English is one of them [2, c. 87]. This language owes its existence to important historical events, such as the Seven Years' War, which opened most of Canada for British-speaking settlement. The American Revolution had a huge influence as well, as it made the first large group of English-speakers move to Canada [4]. This event and other ones determined the patterns of English-speaking settlement in Canada, which influenced the current form of Canadian dialect. As for the time being, English spoken today by most Canadians is clearly a type of North American English that was unintentionally made as a hybrid of English with a distinctive blend of American and British features.

To justify this fact we provide the following examples. In words like "class", "dance", "bath", Canadian English as well as American uses the vowel [æ], like in the word "trap". In the British language the lengthened and furthered-back vowel [a:] is used. In the opinion of Walter Spencer Avis, one of the foremost Canadian linguists, this difference is what gives Canadian speech its typical "American" colouring.

Nearly every non-Canadian notices the way in which Canadians pronounce the "ou" sound in words such as "*house", "out", "shout", and "south"* [2, c. 88]. The diphthong is not [aʊ] as in most other dialects but [ʌʊ]; that means that, it begins with, not the vowel sound of "*father"* or "*balm"*, but a centralized vowel like the [ʌ] in "*love"*, or a stressed form of the [ə] at the beginning of "*above"*.

Canadian Raising is the unique feature in Canadian English that characterises the pronunciation of diphthongs. Canadians actually pronounce both diphthongs, rather than one, by making the first part of the diphthong far more noticeable. This mostly happens when the vowels are followed by a voiceless consonant such as p, b, t, k, and so on.

A typical feature of Canadian pronunciation is the so-called "intrusive" [r]. The sound [r] usually appears after a long vowel before a consonant in words where historically it should not exist; For example, the word "*khaki"* is an Indian word meaning 'dust', that is pronounced differently from the British and American versions. It is pronounced as [ka:'ki] by the English people. Means there is, no [r] in it. The Americans use a spelling pronunciation, with [æ], rhyming with tacky. Canadians, probably, first heard the word from Britishers and, growing accustomed to the british dropping the 'r' before a consonant, placed an [r] sound, and made the word ['karki] – similar to car key.

The American voiced pronunciation of the unvoiced [t] in the intervocal position is also common in Canada. The [t] sound, when it occurs after a stressed vowel in the middle of a word, as in city, better, Ottawa, battle and party, sounds more like a /d/: "siddy," "bedder," "Oddawa," "baddle" and "pardy", so it can be almost homophonic. This voicing of the [t] is not "sloppy speech". Linguists tend to call this method as "flapping". Jack Chambers, a Canadian linguist and a well-known expert on language variation, claimed that the appearing of this feature dated back to Victorian views of the Canadian dialect were, on the whole, not very favourable.

The deletion of a [t] in certain positions, especially after an "n", is also widespread in Canada and the United States. So winter sounds like (or almost like) winner, centre like cenner, twenty like twenny, international like innernational, and interested like innerested.

As for the particularities of Canadian English word stress, its tendencies are not perfectly studied yet. Nevertheless, it is already known that in words borrowed from French and in women's names ending with [i:n] the stress falls on the final syllable, while in British it falls on the first, for instance: bal'let, Ei'leen. In some words of Latin origin ending with -ate, such as "frustrate", the stress falls on the first syllable [1, c. 10]. Sometimes this specific trait makes canadians sound a bit like americans. Peter Trudgill and Jean Hannah, as the sociolinguists, raised this topic in their book, as well. Having confirmed, that this Canadian standard of stress is based on the American norm, they also noticed that in some words the stress follows the British model, for example in words like "co'rollary" and "ca'pillary". Unfortunately, that is all for features of Canadian English stress that the western philologists have pointed out yet.

Taking the above into account, we can conclude that Canadian English is a very complex independent dialect sharply different from British and American ones at least in the phonological way. While the dialect keeps developing, it attracts the attention of more and more researchers by its eccentricity and uniqueness: this uniqueness can help you easily distinguish a canadian if you are aware of specific features of his dialect.

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THE IDEA OF HISTORY IN SHAKESPEARE'S HISTORY PLAYS

1. The majority of Shakespeare scholars agree that Shakespeare presented an original vision of history in his historical plays, though he had completely borrowed the factual material from the historical books of the XVI century. The aim of this paper is to characterize the main factors that influenced Shakespeare's vision of history and to reveal some differences between the Tudor historiography and the playwriter in their interpretation of the same material. The research is based on Henry VI and Richard III, two plays which, from our point of view, demonstrate these differences most clearly.

2. There were two schools of historiography in Tudor England, the medieval Christian and the humanist. The first was dependent on the ideas of providentialism and shared the believes in demonic beings, the second followed the ideas inherited from Italian humanists. Among all ideas, providentialism was especially influential in Tudor England, and, according to M. Barg, it was a decisive factor for Shakespeare too, especially while he was working on his first tetralogy [1]. We can see it in the scenes of curse and prophecy which are of great importance in every of Shakespeare history plays. For example, Henry, being aware of Richard's motive to kill him, begins to prophesize that people will dread the day when Richard was born (Henry VI, part 3, Act V, Scene 6). In the finale scene of Richard III, Richmond fighting against Richard is perceived as not so much fighting for the crown, but as carrying out God's will to liberate England from the tyrant (King Richard III, Act V, Scene 5). At the same time, in Henry VI there is a scene that allows us to talk about a more sophisticated attitude of Shakespeare to the ideas of providentialism. In Act 2, scene 4, Queen Margaret makes York wipe himself with a handkerchief dipped in the blood of his son Retland. Both York and Margaret refer to divine providence: the queen sees in York's mournings for his son a recompence for the death of her son, and York is confident that he will be revenged in the future [4]. Later, both clans will continue to feud revenging for their relatives and calling for divine powers. The victory, though, passes from one family to the other. In other words, Shakespeare shows that each family truth is relative and questions providence as an impartial judge of human actions.

3. The belief in evil spirits, which was characteristic for the century, has also left its mark on Shakespeare's history plays [2, с.10]. Shakespeare uses many supernatural motives while describing Richard's appearance. The character is described as a person who had been within his mother's womb for two years and emerged with teeth and shoulder-length hair. In the XVI century people called such children changelings. They were believed to be fairies left in place of stolen human infants. Richard is compared to a lizard or to a toad, animals believed to be undead creatures in Middle Ages. Demonic features in the portrait of the character underline his unhuman nature as appearance was associated with the state of the person's soul. With such details, Shakespeare shows Richard III not as a tyrant, but as a devil created to make pure evil. In his interpretation of Richard, Shakespeare followed the historians of his century who had demonized the king. However, with the same details he has managed to create the most terrifying image of the king in the memory of posterity.

4. Though evident providentialism in relation to history and belief in supernatural forces are very characteristic to Shakespeare, his humanistic approach in the interpretation of historical events is of most importance. In his vision of history, the playwright follows Niccoló Machiavelli and presents history as a series of successful or unsuccessful political decisions and actions taken by sovereigns. From this perspective, the

personality of the king and his human features acquire primary meaning. Henry VI is a weak ruler unable to keep up with the times and make decisions worthy of a monarch, and as a result, he loses his throne. He cannot recognize in the yorkists the enemies of the state. His weakness and apostasy were the main reasons the Wars of the Roses spread out.

Richard, in contrast to Henry, represents a completely different type of ruler: he is shown as a bloodthirsty tyrant who completely rejected moral norms in order to achieve his goal. The methods he used and the ideas he defended led him to final collapse. Like many humanists, Shakespeare sees the king as the main driving force of history. However, in the way he interprets the king's personality influence on politics, the playwright seems original. Unlike Machiavelli, Shakespeare does not separate personal and social sides in the king's personality, in his opinion they cannot be divided, because one affects the other. It takes him to the opposite of Machiavelli's conclusion: if a sovereign rejects the norms of morality and general human values, he falls. His personal eroding leads to the suffering of his people and collapse of the state.

5. Another historical aspect touched by Shakespeare is the role of masses in social relationships. It was deeply studied by V. Komarova [3]. A popular rebellion, as Shakespeare stages Jack Cade's uprising (Henry VI, Part II, Act IV), is harmful and inefficient in solving problems: when the mob tries to solve some social problems on its own, it turns into a bloody massacre. This position was shared by the absolute majority of the playwright's contemporaries: they saw the structure of society as a stable pyramid, with populus at the bottom and the king at the top. While the king ruled, the populus ought to obey. At the same time, the characters of London citizens in Shakespeare's Richard III are interpreted in another perspective. Witnessing terrible events, as the death of King Edward was, and being observers, they give wise comments and predict future misfortunes (King Richard III, Act II, Scene 3). Ordinary people express submissive agreement with the events taking place, and, though being silent, they become shrewd judges of their rulers.

6. Shakespeare history plays cannot be interpreted as a simple reflection of the ideas of the century. The playwright developed his own vision of history which is a unique combination of different ideas. The peculiarity of his vision of history is the emphasis on the role of the individual: the strength of the state is based on the strength of the sovereign though it does not mean that in achieving goals he can completely neglect morality. According to Shakespeare, a person is included in the general system of the universe, in which reliance on providence should not exclude strong personal qualities. Working all together, they determine the individual's fate. Disregard of this law of the universe is punishable by catastrophic consequences, as it happened to Henry VI and Richard III.

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AFRICAN AMERICAN VERNACULAR ENGLISH

English is the national language of Great Britain, the United States of America, Australia, New Zealand, and most population of Canada. One of the official languages of India and 15 African States. Nowadays, people inhabiting these countries, have their own pronunciations and spelling of words which are considered their

national language. The study of dialects provides invaluable material not only for studying the origins of the language, but also historical past, to assesse and understand the features of language variants [1].

Accounting date makes it possible to understand so-called «deviations» from the rules of pronunciations and grammar, and this rules themselves, it can be a good basic. For studding the formations and development of word meanings.

African American Vernacular English or Black English is one of the dialects of American English, and in sociolinguistics the terms «Black Spoken» are used along with this term. These terms are considered scientific, and the word «ebonics», which has recently appeared and is very widely used (mainly in the United States).

African American English – AAE (ebonics), on the other hand, one of the dialects of American English, that is used by the African-American population is specific place and circumstances [1].

Grammatical features of the African-American dialect. Instead of the sixteen tenses of standard English, (ebonics) stand out system consisting of five present tenses. Let's consider the examples.

1. The past tense is formed by the adverbs surrounding the verb: «last night», «three years ago». For example:

Yesterday I feed the cat and wash the dishes and sweep the floor.

2. Negation in all tenses, grammatical forms, and forms can be expressed in the form ain't. For example:

a) She ain't that beautiful. We ain't going nowhere.

b) I said, «I ain't run the stop sign», and he said, «you ran it!», «I ain't believe you that day, man».

3. It is ok to used double and triple negation is normal. For example:

a) I ain't never got no job.

b) Pilate they remembered as a pretty woods-wild girl «that couldn't nobody put shoes on».

4. Most time the verb «to be» is absent their where it is necessary.

For example:

a) He a man.

b) The coffee cold.

c) She singing.

d) He gonna go.

Before verbs ending with – ing. For example:

a) I tell him to be quiet because he don't know what he talking about. I mean, he may say something's out of place but he cleaning up behind it and you can't get mad at him. Before adjectives and words denoting the location: For example:

a) He all right.

b) And Alvin, he kind of big, you know?

c) She at home.

d) The club on one corner, the Bock is on the other.

Before nouns (or phrases containing nouns).

For example:

a) He the one who had to go try to pick up the peacock.

b) I say, you the one jumping up to leave, not me.

5. In the present tense, verbs in the 3 person singular do not have the ending – s. For example:

a) John run.

b) She write poetry.

6. The future tense is formed BY using the verb forms (gonna/gon'/(goin').

For committed actions the 3 form of the verb is used also without the auxiliary have. For example:

a) He been here.

b) You done the work.

7. Continuous Aspect.

Actions that are happening usually or repeatedly are most often expressed by the verb «be». For example: She be working all the time. [2].

8. The word steady is also can used by marking to actions that are happening during continues tense. For example:

Ricky Bell be steady stepping in them number nines.

The current language situation in the world is constantly changing, as a result of which languages or their new dialect forms appear, having their own laws and rules, subject to deep study and research. These unique language innovations represent a kind of «innovation» that takes place before the eyes of history and emphasizes the unusual nature of man, the innate ability to create a language.

The results of this study can be used:

1) in the process of learning English and intercultural communication;

2) application of knowledge of dialect features when working as a translator;

3) registration of correspondence, execution of translations;

4) direct contact with a native speaker;

5) tourism. [1].

Modern technology is accelerating the convergence of languages. Many local dialects have disappeared in the United States in this century. For example, there are only a few phonograms with the voices of the inhabitants of San Francisco at the beginning of the century, in which you can hear a completely exotic dialect. This dialect has disappeared. But "black English" remained. It is hardly necessary to publish general educational documents on ebonics. Its use is also inadmissible for political, business or technical correspondence, which was the reason for the forced filtering. However, is it necessary to forbid composing and printing poetry and prose, singing songs on ebonics, which many consider the best way to express emotions and feelings?

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SOME PECULIARITIES OF PUN IN THE TEXT OF WORK OF ART

Among all literary techniques, pun is one of the most versatile, unusual, and complex according to the techniques of its stylistic formation, so it determines the relevance of its study.

The purpose of the work is to study the features of puns and to analyse French puns.

The text segments that convey a pun in the texts of works of art serve as the object of the study.

The works of V. V. Vinogradov, S. N. Vlakhov, A. M. Lomov, and A. P. Skovorodnikov served as the theoretical basis of the research.

When studying this literary device, we used the following methods: sampling, analysis, classification, comparison.

There is no consensus among scientists about the origin of the appellation of this device. The general versions proclaim that the word «pun» (fr. «calembour") came from an old German book containing an anecdote about a priest from Kalenberg, or from the French «calembrediane», which means «a joke, an empty talk» and «bounder» – «lies, nonsense», or the Italian expression «calamo burlare» – «to joke with a pen» [5, p. 396].

A pun is also called a wordplay, a word-game, a double meaning, or a verbal quip. In the French dictionary «Petit Robert», the pun is defined as «Jeu de mots fondé sur des ressemblances de sons et des différences de sens» [7, p. 356] (a play on words based on similarity of sound and difference of meaning), other researchers interpret this term differently, but they all agree that the pun focuses on the linguistic binarity of meanings. In our opinion, it is correct to interpret pun as «a play on words based on the use of different meanings of the same word or words that sound similar in the same context, creating a comic effect».

To form a word game, the following conditions must be accomplished: 1) the presence of a word or an expression in the text that can be interpreted in at least two ways; 2) the attribution of these words or their sequence to the same object of speech or context [2, p. 224]. When these conditions are met, a logical error occurs and defines a pun: the object-situation of the original expression correlates to two objects-situations of reality. According to V. V. Vinogradov, pun contains two components: a lexical base that allows to start a «game», and a

«shapeshifter» that completes the pun. When the second element – «shapeshifter» – is implemented in speech and mentally correlated with the lexical basis, a comic effect occurs. It is important that the lexical basis or the pun stimulator does not have to be in the same context with the key element (shifter) of the word game, it can only be implied [4, p. 82].

From a linguistic point of view, the mechanism of pun formation is quite complex. The main linguistic phenomena necessary for the formation of wordplay are polysemy, homonymy, and paronymy. S. N. Vlakhov and S. V. Florin believe that puns can be built on: a) phonetic basis; b) lexical basis; c) phraseological basis [3, p. 243]. According to the classification of the Great Soviet encyclopedia, puns can be grouped according to the following methods of formation: a) comparison of homonyms; b) consonance of words in a narrow context; c) comparison of homographs; d) collision of homophones; e) destruction and reinterpretation of stable phrases and phraseological units; f) different meanings of a word or a phrase; g) comic etymology [1, p. 382]. The German linguist L. Reiners [6, p. 164] suggests the following classification of puns: 1) a word game that arose due to the ambiguity of the sound of one word; 2) a word game that arose due to the consonance of two words; 3) a word game based on the transformation of words where finally a part of one word becomes similar to a part of the another; 4) a word game created by the consequence of palindromy. Skovorodnikov denotes the lexical side of the pun's functioning as «basical». He distinguishes polysemic, antonymic, homonymic, and paronymic puns [4, p. 83].

In our opinion, the most complete classification is the one of the Great Soviet encyclopedia, so we took it as the basis for the analysis of puns. To this classification we added several ways of formation described after the releasing of the encyclopedia. These are those ways found more often in French than in Russian: paronymy, violation of lexical compatibility of words, consonance of words in a narrow context, word transformation, as a result of which a part of one word becomes similar to a part of the another, antonymy, polysemy.

In the further analysis of examples of puns from the works and sayings of French poets, writers and philosophers we determine its basis and the method of formation.

In the expression of Sigmund Freud «Monsieur le conseiller, j'étais au courant de votre antésémitisme, mais j'ignorais votre antisémitisme» the wordplay with a lexical basis is formed by means of the paronyms «antésémitisme» and «antisémitisme».

Let us consider the following example: «Si je suis élu je serai immortel; mais si je ne suis pas élu, je n'en mourrai pas» (André Roussin). The lexical pun is based on a comparison of contextual antonyms (although they do not relate to one part of speech): the adjective «immortel» and the verb «mourir».

In Jean Racine's masterpiece «Les plaideurs» we met these lines: «On en verra les pièces. Pour nous justifier, voulez-vous d'autres pièces?». They include a pun with a lexical basis, built on different meanings of the noun «les pièces»: «the details» and «the coins».

The works of a more modern author Marie Treps contain many puns, such as «Seule la charge d'un marcassin en viendrait à bout, or, je ne dispose que d'un mocassin». The wordplay has a lexical basis, it is based on paronomasia, or the consonance of two words in a narrow context – «marcassin» and "moccasin».

Jacques Prevert's pun «De deux choses lune. L'autre, C'est le soleil» has a phonetic basis, the method of its formation is the collision of homophones. Words with the same sounding are played on – «l'une» and «lune».

The pun «Pistolet, tire-toi!» written by William Shakespeare is based on the ambiguous sound of words and contains an anthroponym – the ambiguous name of the hero «Pistol», the essence of which is replaced by the meaning of the noun «pistol» – «a gun».

In the expression «Si tu parles à ton eau de Javel pendant que tu fais ta lessive, elle est moins concentrée», the comedian Pierre Legare used a lexical pun based on polysemy: the meanings of the word «concentré» are played out: «concentrated (e.g., concentrated juice)» and «concentrated – focused on, centered on». At the same time, we can say that it is based on a violation of lexical compatibility, that is why this pun has a dual nature.

Paul Bocuse's pun «A 14 ans, j'avais mes deux Bacs: celui d'eau chaude et celui d'eau froide» is formed by means of homonymy: the nouns «bac» – «a diploma» and «bac» – «a washtub, a reservoir". The original meaning of «diploma» is replaced with a secondary one by the subsequent explanation «celui d'eau chaude et celui d'eau froide».

Marie Treps' pun «Arrosoir et persil» is quite interesting too, it has a phraseological basis: it is formed by destroying and reinterpreting the stable phrase «au revoir et merci». This expected «au revoir et merci» is replaced by a completely unrelated phrase.

In a pun by Alexandre Dumas «J'aurai montré du moins comme un vieillard en sort» we meet a collision of homographs «un vieillard en sort (engl. an old man comes out of it) and «un vieil hareng saur» (engl. like an old herring saur), when putting the emphasis on a particular word, the phrase can be understood in different ways.

At the request of king Louis XIV, the Marquis de Bievre invented the pun «Le roi n'est pas un sujet». It has a lexical basis and is formed using polysemy: the meanings of the word «sujet» are played out: «a plot, a theme» and «a subject of the country».

«C'est véritablement la tour de Babylone; Car chacun y babille, et tout du long de l'aune «- this is a line from Moliere's play «Tartuffe». This lexical pun is formed by means of a comic etymology of two words: the anthroponym «Babylone» and the verb «babiller» (engl. to babble).

In this fragment from the analysis we demonstrated the most interesting cases of puns. Selecting puns for analysis we found that the French language is dominated by puns based on the comparison of homophones. Puns based on the ambiguity of the word's sound caused the greatest difficulty as they are much less common than, for example, those based on homonymy.

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SOME PECULIARITIES OF LITERARY TRANSLATION
(ON THE EXAMPLE OF AMELIE NOTHOMB'S NOVELS)

Literary translation is an integral part of the language process. It must observe the complete transfer of the meaning of the original work, therefore the task of the translator is not only to reflect the author's idea as much as possible, but also to make the text understandable to the reader. An essential aspect in translation remains the importance of conveying the style of the author of the work and the nuances of the text. Therefore, studying the features of translation is relevant in modern linguistics and translation studies. And it is Amelie Nothomb who attracts researchers to study the features of literary translation.

Amelie Nothomb, born in 1966, is a French writer, the author of numerous works. All her childhood, as well as her youth, Amelie spent in various countries: Japan, USA, Bangladesh, since her father was a famous diplomat. Amelie Nothomb conveyed all her experience in her famous novels, which have been translated into many languages of the world. She has become popular thanks to such works as "Hygiene and the Assassin", "Fear and Trembling", "Tokyo Fiancée", etc.

Her creative writing and style are widely studied by linguists. In her article "Linguistic ways of expressing emotions in French literary text" I.V. Romanova examines in detail the ways to adequately convey emotions. The researcher notes that "the basis of the coherence of a literary text is emotionality, since emotional processes motivate cognitive activity by participating in the processes of meaning formation, which ensures the unity of the text" [2]. The works by Amelie Nothomb are filled with emotional expressions and cues, and the most common emotions are joy and surprise. Emotions in all of her works are accompanied by various means of artistic expression, stylistic devices, as well as phraseological units. And you need to pay special attention to their correct translation, since discrepancies can often be found in the original and target languages.

The theme of "otherness" is very often investigated in her works, since Amelie Nothomb has lived in Japan for a long time. This feature especially attracts researchers not only from the point of view of literature, but the language as well. Indeed, many concepts are very difficult to translate, you need to select an equivalent or introduce

a neologism. In her articles, O.A. Kulagina describes the features of transferring the notion "otherness" in the works "Fear and Trembling" and "Tokyo Fiancée" [1]. The researcher assigns translation a less prominent place in his analyzes. But it is precisely this very aspect that allows the reader to better understand the problem of "East and West". The author of the article notes that the texts of the works contain a lot of stylistic devices that would be interesting not only from the point of view of literature, but also from the point of view of translation.

Also, the explanation of the features and comparison of translations helps to better understand the relationship between the author and the hero. In her article "The author and hero in the novel by Amelie Nothomb " Life Form" ("Une forme de vie")" researcher M.V. Samsonova analyzes the translation of the work in order to study in more detail the hero and the author's participation in her work [3]. Such research helps to reveal all the details of the work.

Thus, in the works by Amelie Nothomb, there are many topics and details for studying the features of literary translation. Translators try to find equivalent expressions, create neologisms in order to preserve the author's thought, as well as her style. It is this type of translation that prevails in the works by Amelie Nothomb. This is due to the desire of the translator not only to correctly translate the novel, but also to emphasize events that are especially significant for the reader. But at the same time, they often enhance the original text with their own, already known to the reader, stylistic devices, which are either not present in the work, or are not expressed so clearly. So the works by Amelie Nothomb can attract researchers not only in terms of literature, but also in terms of studying literary translation and language.

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FUNCTIONAL AND STYLISTIC FEATURES OF MARKED LINGUISTIC UNITS IN THE SCIENTIFIC FUNCTIONAL STYLE OF SPEECH

Ever since the founding of stylistics, researchers know the opposition of the emotional and the intellective. In this light, the dichotomy "the language of fiction – the language of scientific literature" has been studied for many years. In the first, imagery is the fundamental means of expressing thoughts, in the second, as many researchers believe, imagery is excluded as a phenomenon, since it violates the norms of style. Nevertheless, like any other functional style, the scientific functional variety of the literary language is a product of living human speech and, in addition to the intellective function, contains elements of the communicative function, since the presence of units of just the first function can lead to the creation of a code.

It is necessary to find out what the lexical composition of the scientific style of speech is, in order to determine how appropriate expressiveness is in the style of scientific prose. M. N. Kozhina asserts the dual

nature of the vocabulary of the scientific style "terms / academic vocabulary" [2, c. 120]. Thus, our goal is to analyze those linguistic units that are not included in the framework of these two layers of vocabulary.

M. N. Kozhina proposes to divide the emotional-evaluative vocabulary according to the method of achieving expressiveness: words that are already evaluative in their semantics; polysemantic words that do not carry connotations, but can develop extensive polysemantic connections [2, c. 143].

A classification of this kind is of exceptional importance for the scientific style and for our research in particular. There are several reasons for this.

First, the ratio of functionally stylistically colored and emotionally expressive vocabulary can act in a scientific style as a system of oppositions. The intellective function in the case of a scientific style is expressed by the parameters of terminology and academic vocabulary. So, emotional-evaluative vocabulary will be composed of two groups of words: words that contain con can develop idiomatic connections in the communicative function and the function of impact. The content of these vocabulary layers in a scientific text can cause conflict.

Secondly, the phenomenon of intellectualization consists in the subordination of all words to the conceptual content of a scientific text. In this case, it seems to us necessary to trace the behavior and functioning of the marked linguistic units.

We believe that marked units can be present in scientific texts. Their presence depends on the communicative setting of one or another register of scientific speech. We must also consider the fact that language is a diachronic phenomenon. The literary language is developing and some types of scientific literature use means of expressiveness. For example, A. I. Komarova argues that many authoritative journals publish articles that are characterized by stylistically marked vocabulary [3, c. 148].

The analysis was carried out at four levels of the scientific functional style of speech, presented in the doctoral dissertation of A.I. Komarova [3], and further developed in the Ph.D. thesis of V.V. Khurinov [5] and monograph by A. A. Lipgart [4].

The material for our research was the original English-language academic texts [6;7;8;9;10;11;12;13]. It is important to note that we will use the term "academic" instead of "scientific" because we are dealing with the humanities.

The first register is made up of the so-called "definitional texts". With a view to explain certain special notions in a concise form, they contain lexical and syntactic means that should strictly correspond to the system of statement rules in accordance with the characteristics of a particular conceptual sphere. The functioning of nouns and adjectives is characterized by the complete conceptual conditioning of the text. The nominative character of definitional texts is also reflected in the use of verbs. An important feature is the lack of synonymy and polysemy. However, there is an abundance of phrasal verbs in definitional texts, for all the severity and regulation. Their presence contradicts the general setting of terminological dictionaries. The use of phrasal verbs, at first glance, tells us about linguistic marking, since their meaning is not the sum of a monolexemic semantic verb and an adverb or a preposition, but constitute an idiomatic unit of the language.

Analysis shows that most phrasal verbs are not used in their nominative meanings, in spite of this, they all convey the same content regardless of context.

At the colligation level, they are typically used either with a direct object or with a preposition and a direct object. It is significant that a special lexical unit serves as a direct object, due to which the phrasal verb itself is subject to intellectualization.

Semantically phrasal verbs can be characterized as non-idiomatic. Their meanings are intuitive, since they are easily isolated from its constituent parts.

The analysis of phrasal verbs allowed us to conclude that their presence, in general, does not contradict the general setting of the definitional texts. Their use is due to the fact that in some situations only they can accurately convey the necessary conceptual content, and their replacement with other equivalents can lead to the emergence of objectionable connotations.

Encyclopedic academic ones are somewhat different from the variety which was discussed above. First of all, it is necessary to outline the ontological differences between the zero and first level texts. Terminological dictionaries reflect only a part of the conceptual sphere that relates to science. The presentation of the fundamentals of the subject remains without the accompaniment of the methods by which these very foundations are obtained. Thus, a full scientific presentation requires touching upon methodology. Proceeding from this, in addition to the terms justified by the conceptual orientation of the academic register, the texts of scientific articles contain a large number of lexical units that describe the research process. Such words contain information describing methods of collecting, accumulating and processing data.

The most significant difference is the extremely small part of the academic expressions recorded in the thesaurus of general academic vocabulary. Compilers of academic vocabulary thesauri select material without taking into account the linguistic organization of the texts, but according to their subject matter. However, we

must take into account that the words of the general vocabulary in combination with the terms form a concept-oriented unit. Also, the release from the installation on the nominative nature of the judgment contributes to the fact that the texts acquire a more natural look from a general linguistic point of view. There are more personal forms of verbs, which changes the syntactic structure of the text. However, this does not violate the logical connection between the members of the proposal, which is characteristic of academic texts. A similar process takes place in connection with complex substantive units. The result of the approach of the first level texts to the general linguistic standards is the appearance of synonymy, which does not complicate linguistic relations.

The settings for the next type of text are similar to those for terminology dictionaries. Stylistically neutral texts are characterized by the presentation of well-known scientific facts and their explanation. The main difference is the extensive presentation and coverage of a wider set of issues.

There is an increase in words characteristic of the communicative function at the noun level. However, these words do not carry an idiomatic connotation. They usually play the role of examples or metalinguistic explanations.

Discussing nouns in this kind of academic register of speech, it is important to say that A. I. Komarova notes the growth of synonymy and polysemy at the level of nouns [3, 114-117 C.]. However, when analyzing the texts of monographs and textbooks, we did not find such a tendency in nouns; on the contrary, we noticed that authors often use the same words without replacing them, in particular terms.

In comparison with the texts of the previous levels, qualificative relations in the second level are more developed and the number of descriptive adjectives increases.

Among adjectives, the use of synonyms is observed, among which, as a rule, there are neutral words.

The group of adjectives describing the general linguistic functioning of which is characterized by emotional coloring requires a separate discussion. In the communicative function, such adjectives serve to express emotional assessment, however, in an academic text that implements the intellective function, a functional and stylistic reorientation of the speech use of adjectives of this type occurs. They are forced to submit to the stylistic orientation of the text and, thus, lose their individual characteristics. That is, upon examination, we see that no emotional connotations are added to the informative side of the nouns that these adjectives describe.

A distinctive feature of the verbs in this type of texts is the increase in the parts of speech of this type, inherent in use in the general language. Polysemous verbs are not found in their nominative meanings.

The next type of "stylistically marked academic texts" is a border register, which is characterized by a partial functional-stylistic reorientation, combining elements of all three functions.

There are nouns belonging to the communicative function, which are part of phraseological units in varying degrees of idiomatic connectivity, or are used in figurative and metaphorical meanings.

Another feature that confirms some complication of linguistic connections is the implementation of several meanings of words within the same text.

The emergence of closer idiomatic connections of words in the composition of lexical and phraseological combinations violates or complicates the direct correlation of lexical units with objects of extralinguistic reality. Examples of such a more developed idiom in this text are phrasal verbs, as well as morphosyntactic and lexico-phraseological models with very common verbs.

Phraseologically related, as well as metaphorical uses of words are the linguistic feature that separates academic texts from this variety.

Synonyms in this type of academic texts go beyond neutral, although here we can find a number of completely neutral synonyms. Nevertheless, there are few such neutral synonyms, comparable to emotionally colored synonyms, which were practically devoid of other texts of the academic style. In the above text, either both synonyms function – both more neutral and stylistically marked; or connotative words and phraseological expressions, the meanings of which in stylistically neutral academic texts are usually conveyed using less emotional and less idiomatic language means.

As for the qualifying relations, they are deepening – this is evidenced by the increased number of descriptive adjectives. As we can see from the above examples, these adjectives carry a certain emotional connotation.

Despite such a number of marked linguistic units, we, first of all, must take into account the ratio of special and emotional units. In such texts, special content prevails, which makes it possible to classify this type of text as an academic functional style of speech.

The academic style, like any other functional style, is a complex phenomenon. The specificity of the intellective register, which distinguishes it from other functional styles of speech, is the combination of linguistic elements representing the three main linguistic functions. Considering that the basis is precisely the communicative function, which is primary for any work of speech. The intellective function acts as a limiter of idiomatic connections and deepening the conceptual content of lexical units.

Another feature characteristic of the academic register of speech is its functional and stylistic heterogeneity, which is precisely explained by the combination of all functions in one style. This heterogeneity is expressed in the proportions of the elements of different functions, thereby allowing the academic style to be divided into several specific registers, depending on their communicative task.

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INFORMATIZATION OF EDUCATION: NEW CHALLENGES IN 2020

In the 21st century, innovative technologies play a decisive role in many life processes. The changes taking place in the world along with the development of information technologies have also affected the education system. To begin with, it is worth understanding what the informatization of education is. I found the definition of this term in one of the dictionaries. [1] This is the process of providing the education sector with methodology and practice for the development and optimal use of modern information technologies focused on the implementation of the psychological and pedagogical goals of training and education. This process initiates, firstly, the improvement of the educational system management mechanisms based on the use of automated data banks of scientific and pedagogical information, information and methodological materials, as well as communication networks; secondly, the improvement of the methodology and strategy for the selection of content, methods and organizational forms of training and education that correspond to the tasks of the student's personality development in modern conditions of informatization of society third, the creation of methodological training systems focused on the development of the intellectual potential of the student, on the formation of skills to independently acquire

knowledge, carry out information and educational, experimental research activities, various types of independent information processing activities; fourthly, the creation and use of computer testing, diagnostic methods for monitoring and assessing the level of knowledge of students.

Knowledge, skills, abilities, traditionally considered the basis of a particular profession, today, unfortunately, can no longer provide preparation for effective professional activity. The problem of preparing school graduates for possible competition calls into question the changes in approaches to training teachers who will work in a new educational environment that ensures the required results. A modern teacher needs not only to have knowledge in this area, which is included in the content of informatics courses taught in pedagogical universities, but also to be a specialist in the creation and application of new technologies in their pedagogical activities to solve professional problems in the learning process.

In practice, the means of information and communication technology in this environment often act as a tool for pedagogical innovation. So, according to E.V. Chernobay, the familiar word processor is usually used instead of a typewriter, without thinking about the fact that it can be used as a tool for practicing writing and numeracy skills, for performing exercises when teaching language to schoolchildren, as well as for formation of the experience of creativity in children [2]. The main goal of informatization of education is the ability to navigate in the modern information flow, to be adapted to the new realities of the information society. According to V. Boev and T. Zakharchenko, it is obvious that educational content has turned into a factor of prerequisites for the transformation of the teaching mentality [3]. This tendency directly testifies to the forthcoming increase in the status of the teaching profession, which in the future may help to overcome significant contradictions between the participants in the educational process. Online learning is now supported with a variety of tools. These include platforms that students are already familiar with, such as Facebook, WhatsApp or Skype, which serve to save teachers time and for online assessments. However, the society was not well prepared for the conditions associated with the coronavirus pandemic in 2020. Although there has been a sharp increase in interest in using online technology, it cannot be said that the process and training tools were fully developed. Alisa Bezman, director of research at the Edutainme project and one of the founders of the Troitsk blended learning project "TroEktoria", said that the developing trend of personalization will not happen yet, as there is not enough data for it [4]. Thus, it is possible to identify other gaps in the system of universal distance education:

- teaching with the help of information technologies reduces live communication between the teacher and the student, as well as between the students themselves;

- the principle of saving one's energy, characteristic of all people, begins to work: downloading or copying various ready-made files from the Internet, which does not contribute to efficiency in learning;

- this learning process does not provide an opportunity to voice their own thoughts out loud, which automatically orients students to electronic prompts;

- development of psychological dependence on computers, smartphones and other similar equipment.

These disadvantages can be traced, for example, in the universities of the constituent entities of the Russian Federation. In March 2020, the Komi Republic issued a Decree of March 15, 2020 N 16 On the introduction of a high alert regime (as amended on September 30, 2020) [5]. In such conditions, the organization of work and management of higher education institutions turned out to be insufficiently developed and elaborated. In the Komi Republic, the use of distance technologies was carried out in a fairly short time, which contributed to the disorganization of the educational process. First of all, students of schools and universities were affected. Thus, the system of distance education "Moodle" at SSU named after Pitirima Sorokina showed an insufficient level of preparation of teachers and students for this type of education.

Practice shows that the solution to the problem of education is based on the professional training of teachers, as it is necessary, especially in a crisis situation. Each teacher must learn to work with information technologies so that they coincide with the goals of studying his discipline and allow students to develop harmoniously, taking into account the individual characteristics of each. Also, for the most effective correction of this situation, several methods can be used, such as:

1. Control over the development of the distance education system;

2. Improving the work of distance technologies to increase the quality of higher education in the context of the coronavirus pandemic by making corrections to the current higher education system;

3. Development of the Federal State Educational Standard, with timely amendments, based on the proposals of students and teachers;

4. Combining distance learning and face-to-face training suitable for all students.

Since the use of modern teaching aids, such as information and communication technologies, provides an excellent opportunity for his successful professional activity, as well as for achieving educational results in their modern sense. To our regret, the current teacher is more ready to use new teaching aids in the traditional system of teaching children, which does not allow achieving the greatest effect from their application, therefore it is

extremely important for the teacher to build his professional activity in the conditions of a modern educational environment focused on achieving new educational results.

As for the authorities, it is that they should pay attention to their "gaps" in the legislation and to the learning process in different educational institutions. Thus, the state will be able to identify shortcomings in the distance education system and correct them in the near future, thereby transforming the learning process in higher educational institutions. Also, the Government of the Russian Federation will be able to coordinate the higher education system and go along with modern technologies, developing society in the right direction.

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SPEAKING NAMES IN J.K. ROWLING'S NOVELS "HARRY POTTER"

If you ask which book is world famous, most people will say that it is J.K. Rowling's novel "Harry Potter". The writer created her own magic universe that never ceases to captivate the hearts of readers with its novelty and depth of thought. However, J.K. Rowling's books are interesting not only for their philosophical content but also for their stylistic features. Numerous metaphors, comparisons, and epithets allow the reader to vividly imagine what is happening. One of the most striking stylistic figures in J.K. Rowling's books is speaking names. Each character in her universe is named for a reason. Being the most important means of expression, speaking names are inherently linked to the content of the work. The semantics of the name reflects the personality, appearance and behavior of the characters, their interests and fears, as well as their origin. Such a stylistic figure helps the writer to express his idea more clearly and accurately, to give the reader a hint of further development of the plot.

Using J.K. Rowling's work as an example, let us consider how the semantics of proper names is related to the characters. The relevance of the research lies in the fact that it will allow readers to perceive the work more meaningfully, be aware of its internal links. It will help to develop readers' logic and imagination.

The purpose of this work is to consider the role of speaking names in a literary text and analyze the semantics of proper speaking names in J.K. Rowling's novels "Harry Potter".

The theoretical basis of the research was the works of L.G. Bezrukova, M.V. Sokolova and others.

The object of the research is proper names in J.K. Rowling's novels "Harry Potter".

This article provides the analysis of the semantics of the names of some characters who play the great role in the novels: Albus Dumbledore, Severus Snape, Dobby, Bellatrix Lestrange. The following methods were used in the research: linguistic study of the etymology of proper names, the search for logical connections between the etymology of proper names and the characters.

The given interpretation is not the only correct one. The results of the study are of presumed nature. For this study, the French-Russian, the Latin-Russian, the etymological dictionaries were used.

In a literary text, the semantic stress of proper names increases significantly. They reflect the meaning laid down by the author. In stylistics such names are known as speaking names. The logical meaning of this lexical stylistic device denotes certain concepts. It can be closely related to the traits of character, occupation, habits, addictions of a literary personage.

L.G. Bezrukova distinguishes proper names according their content structure: symbolic names, characteristic names and portrait names. Symbolic names are expressive, catchy names that accurately characterize the personage. Due to their originality, they are quickly remembered by readers for a long time. Over time they can become common nouns. Characteristic names reflect the internal peculiarities of characters: their temper, patterns of behavior, dreams, hopes, fears. Names-portraits are aimed at some external attributes, such as appearance, speech, gestures [1, p. 20]. This research reveals characteristic names.

In a literary work, speaking names perform numerous functions. The characterizing function dominates other functions as the internal form of the speaking names is in close ties with their content. Speaking names allow to characterize the person and emphasize certain aspects that distinguish him from other characters. The author can also resort to historical and literary allusions hoping that the readers have the sufficient cultural, historical and social experience to recognize the associations he put in proper names. The author hopes that the reader reveals internal links between the form and content of a proper name.

The culturological function of "speaking names" means that the author relies on the cultural and historical outlook of the readers implying the certain allusions towards historical and cultural phenomena.

The attractive function of speaking names allows the author to entice the attention of readers as catchy, expressive names arouse interest among readers and evoke a desire to learn more about these characters.

The emotional function of "speaking names" also evokes an emotional response among readers. M.V. Sokolova underlines that with the help of such a name, the author enhances the impression that the character could make on the reader [3, p.20].

The evaluative function is of great importance as it helps readers to penetrate into the writer's inner world, to realize his values. With the help of this function, the author conveys his positive or negative attitude towards the character.

The anticipation function can be also emphasized. It allows the reader to foresee the character's traits before reading the whole work. It gives the reader the opportunity to perceive the work from a wider perspective.

J.K. Rowling's novels "Harry Potter" are rich in heroes. Such abundance of proper names gives the linguists the solid ground for analysis.

The name of the headmaster of Hogwarts, Albus Percival Wulfric Brian Dumbledore, is semantically explicable. The word "albus" is translated from Latin as "white", especially relating to clothes or pearls [2, p. 53]. This color is known as the symbol of purity, wisdom and kindness. Also, "Alba" is known as one of the kings of Alba Longa that can be correlated with the social status of the director [2, p. 53]. There is also a version that this name arrived from the word "Albion", an ancient and poetical name for Britain that corresponds to the ambiguous and unclear nature of the character [5]. "Percival" is the name of the knight of King Arthur's roundtable. It underlines his noble and glorious fate. The Anglo-Saxon name "Wulfric" means "wolf power" or "wolf ruler". It's also the name of the British hermit saint of the 12th century who was famous for his miracles and prophecies [5].

In the 18th century the word Dumbledore meant "bumblebee". J.K. Rowling notes that she associates the director with bees. He imagines him "wandering around the castle and humming to himself". Such a name can be met in Thomas Hardy's novel "Under the Greenwood Tree". In Chapter 4 he calls bumblebees as "dumbledores" trying to find the word imitating the sound of an organ. We can also suggest that the part of the character's surname arrived from the French word "or" that means "gold" that is also suggestive of his noble, wise nature [4].

Severus Snape is one of the most contradictory characters of the novel. The name of the character arrived from the Latin word "Severus" that means harsh and strict [2, p. 926]. It reveals his threatening manners. However, there are also some saints with such a name: St. Severus of Alexandria, Severus of Reims, Severus of Barcelona and others [7]. This fact can be correlated with his loyalty to Dumbledore and all-consuming love towards Lily. The surname of the character is also of linguistic interest. J.K. Rowling says that Snape is an English village in North Yorkshire. Probably, it can be correlated to his half-blood nature. From Old Norse the word "sneypa" means "to outrage, dishonor, disgrace" that coincides with Snape's attitude towards other people. As Severus Snape is an ambiguous character, the semantics of the name can include several meanings that reveal his nature from different sides.

J.K. Rowling's novels also illustrate the whole kaleidoscope of magic creatures. Dobby is one of the most famous and favorite ones. According the etymology in the British dialect the word "dobby" means "a fatuous person, fool". It can be suggestive of his naive nature and eccentric behavior. Also, in some parts of Yorkshire and Lancashire "Dobby" is used to name a Brownie that completely reflects his magic origin [8].

Negative characters are also vividly drawn in J.K. Rowling's books. Bellatrix Lestrange, a cruel and violent woman, one of the most devoted Death Eaters is the bright example of the writer's mastery. The semantics of her name deserves our special attention. The name "Bellatrix" arrived from the Latin word "bellatrix" that means "a female warrior". It corresponds to her bloodthirsty nature. The surname 'Lestrange' can refer to Roger L'Estrange, a 17th-century English journalist. He was against religious tolerance [9]. It completely coincides with her attitude towards Muggles and half-blood wizards. The name and surname of the character draw a vivid portrait of a merciless, fierce and savage woman.

The example of analyzed speaking names proves that they reflect the author's worldview, values and ideals, as well as the general idea of the literary work and its particular aspects.

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FUNCTIONS OF ENGLISH EUPHEMISMS IN POLITICAL DISCOURSE OF MODERN MASS MEDIA

These days, mass media remains one of the main sources of information. It is always up to the public to decide whether to believe the information received or not, but there is no doubt that every day millions of people are somehow provided with the news which media sources produce. Unfortunately, one may face distortion or veiling of the truth in the press, radio, or television.

The aim of this article is to bring to light some main functions of English-language euphemisms in the political discourse of modern mass media. The following article speaks volumes about this tool – euphemisms – of hiding unpleasant facts of reality. First, it is useful to understand clearly the meaning of this linguistic device. Merriam-Webster website claims that Euphemism derives from the Greek word euphēmos, which means "auspicious" or

"sounding good." The first part of "euphēmos" is the Greek prefix eu-, meaning "well." The second part is "phēmē," a Greek word for "speech" [1]. Next, it is better to see how modern dictionaries interpret this linguistic device. Online Cambridge Dictionary defines euphemism as "a word or phrase used to avoid saying an unpleasant or offensive word" [5]. One can also see the following definition in Merriam-Webster online dictionary, "the substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant." Finally, Henry Watson Fowler – an English schoolmaster, lexicographer, and commentator on the usage of the English language – says that "euphemism means the use of a mild or vague or periphrastic expression as a substitute for blunt precision or disagreeable use." [4, P.6] Based on all these definitions, it is possible to claim that euphemisms are words or expressions used to substitute something that may be considered impolite or even offensive.

Euphemism is an essential linguistic device for modern mass media, whether it is a TV channel, a web-site, or a newspaper. It is worth saying that papers are still quite popular these days though they tend to become digital. Nieman Journalism Lab – a website reporting on digital media innovation – claims [6] that the famous Guardian has made some profit. It is a breakthrough for this outstanding daily that finally has [3] 55% of its revenues in digital. This very example means that though transitions to digital may be hard for "traditional" newspapers, it is still possible to keep the audience involved and interested.

As it is clear from the Guardian's case, mass media has to go digital but also it has not to forget about using some necessary linguistic devices to bring the news to the world and be able not to lose face. To be able to see the use of euphemisms and their functions nowadays English mass media, the articles of several online British and American newspapers were chosen via continuous sampling method. The English-language online newspapers under study are related to 2019 – 2020 so the topics are relevant to current events.

This article is dedicated to a certain type of euphemisms – political ones. There is a direct link between a language and politics because communication helps to inform, persuade, and give instructions. The linguistic and communicative features of euphemisms that are used in political communication have been examined in this very article. The usual functions of euphemisms are the following: 1) avoiding taboo; 2) being polite; 3) hiding the truth; 4) adding some humour [2, P.543]. As for the newspapers, euphemisms serve to influence the public opinion and that is why this linguistic device is a powerful enough tool for the ones using it.

Political euphemisms represent a means of transferring a pragmatic strategy of speech communication, since their use in political discourse is aimed to avoiding the truth. Thus, with the help of political euphemisms, one can report on the problems of reality (military actions, crisis, terrorism, etc.) without a negative reaction from the addressee who would not be told the fact of the matter. This function of political euphemisms in newspapers is helpful nowadays when people have to be careful about their words not to be judged for and hated by the public and not to start panic and fear among the readers.

Euphemisms are of great use in newspaper articles on political topics. Some extracts from British and American digital newspapers are given further as examples to prove that use of euphemisms in modern mass media sources is still frequent.

An American news website, Fox News, in its article from the 2nd of November 2020 said that "the poll had found Trump **had edges on** two issues: protecting jobs, and law and order. Biden held a major advantage on handling the COVID-19 pandemic." Here the euphemism "to have edges on something" is used not to intensify Trump's strength because his opponent was described as holding "a major advantage". Here the second word combination is more direct than the first one. That is why one may suppose Fox News being supportive towards Joe Biden and trying to show him in a better light.

One more example of a political euphemism was found in a British website of the Mirror newspaper. Its article from the 2nd of November 2020 told, "Mr Johnson apologised for the "anguish these measures will impose", particularly to businesses which have been hammered by restrictions. But in a speech to MPs, he restated his view that it would be a "moral and medical disaster" if the Government failed to impose **tougher measures**." Here the Mirror does not say directly what exact measures the Government is going to impose. The article does not aim to spread panic among the readers who are already tired and nervous of all the necessary restrictions, that is why nobody described the Government's plans in details.

Next, on the 17th of July 2020, The New York Times's website covered an analyst's – Colin Powell – opinion on Iraq invasion and his warning the former President, George W. Bush, that things in Iraq could go horribly wrong. The former secretary of state said that "**removing** Saddam was the easy part…" Thus, Powell avoided saying directly about killing the former President of Iraq. It is a usual function of euphemism – to replace the words about death with milder ones with vague definition.

What is more, a British news website, BBC News, in its article from the 23rd of October 2020 reported on the presidential debate in Nashville where one of the candidates, Donald Trump, said that "**catch and release** only worked for migrants with the "lowest IQs" who followed the rules and turned up in court". Here not everyone would understand the meaning of euphemism "catch and release" describing the immigration policy of catching

border crossers and then freeing them pending a court hearing. So we may suppose that it is the way to hide the truth, because the meaning of this euphemism may be a bit vague.

The next example of a political euphemism was taken from an article by an American news website, CBS News, that on the 30th of September 2020 told about the debates between two candidates for being the next American president – Joe Biden and Donald Trump. CBS said, "during the debate, Biden also accused Mr. Trump of **dog whistling**, saying, "This is a president who has used everything as **a dog whistle** to try to generate racist hatred, racist division." Here the euphemism "a dog whistle" means a political message which is intended for a particular demographic group and can only be understood by it. Thus, Biden managed to avoid insulting his opponent by hiding the direct sense of his words, by concealing the truth.

To sum everything up, it is worth highlighting that due to the latest technologies, the public is now remotely affected by various mass media sources including the Internet, the popularity of which makes traditional printed newspapers go digital. If one compares nowadays mass media with the one of the previous century, it will be possible to see that they continue to shape and influence the public opinion and maybe even do it more effectively. Euphemism as a linguistics means plays an important role, because newspapers often avoid mentioning some names directly not to offend these people, especially when an article concerns political discourse. That is why, the appearance of substitutions, hints, and omissions is inevitable in mass media. The public who receives some information from media sources should be careful and try to distinguish euphemisms for the sake of politeness and correctness from those that hide some facts of reality even if these are the cruel or brutal ones.

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AFRICAN-AMERICAN VERNACULAR ENGLISH. PHONETICS

Our article is devoted to African-American Vernacular English (AAVE), it is also called Black English, American Black English, Afro-American English, Black English Vernacular (BEV) and Ebonics. As we know, Afro-American people speak their own English – Ebonics. Of course, we can not say that AAVE is a language. Black English is a dialect. It is a mixture of culture, politics, ethnic and social aspects. In this article we will describe only the phonetics of Black English, because the whole dialect is a broad topic, and it can not be completely discussed in one article.

African-American phonetics is not uniform and has many territorial dialect differences. Also, there are no strict rules for the phonetics of Ebonics. It makes the speech of its speakers individualized relative to speakers of standard American English. There are the main features in vowels:

1. Possible diphthongization of monophthongs ("win" in Black English sound like [wiən]) and monophthongization of diphthongs and triphthongs ([raɪs] (rice) is [ra:s]) [3, c. 19];

2. Pin–pen merger: before nasal consonants ([m], [n], and [ŋ]), [e] and [ɪ] are both pronounced like [ɪ~ɪə], making "pen" and "pin" homophones ([pɪən]) [3, c. 19];

3. The distinction between [ɪ] and [i:] vowels before liquid consonants is frequently reduced or absent, making "feel" and "fill" homophones [3, c. 19];

4. The letter "o" tends to be pronounced as [ɔ] instead of the standard [ʌ] in words like "money", "worry" and so on;

5. Pronunciation of the auxiliary verb "do" as "da" and the pronoun "you" as "ya". For example, "What da ya think?";

6. Possible nasalization of vowels, especially if the vowel is followed by the sounds [m] and [n]. Often [m] and [n] are not pronounced, only giving a nasal color to the preceding vowel (e.g., "find" may be pronounced [fã:]) [3, c. 18-19];

7. Possible emphatic vowel extension with the addition of various musical tones;

Consonants:

8. There is no rhotacism. It means that [r] after vowels and at the end of syllables falls out (similar to British English). For example, "sister" may sound like "sistah" [2, c. 119-121];

9. The tendency to pronounce interdental English sounds [ð] like [v]/[d] and [θ] like [f]/[t], especially in the middle and end of words (e.g. "this" as [dɪs], "the" as [de], "thin" as [fɪn] and so on) [2, c. 117-119];

10. It is possible to use an explosive consonant – glottal stop, usually in place of occlusive consonants (for example, "se*t*back", "fi*t*ness", "ba*ck*ground", "cli*pb*oard" and so on);

11. Some final consonants may be deleted (although there is a great deal of variation between speakers in this regard). Most often, [t] and [d] are deleted. More rarely, [s] and [z] [3, c. 18-19];

12. Pronunciation of the final velar [ŋ] as the alveolar [n]. For example, the suffix -ing is pronounced with [n] instead of [ŋ]. This change does not occur in one-syllable content morphemes such as "sing", which is [sɪŋ] and not [sɪn] (However, "singing" is [ˈsɪŋɪn]) [2, c. 121-122];

13. Possible devocalization of voiced consonants at the end of words (similar to the Russian's deafening). For instance, "bread' can be pronounced like [bret] [2, c. 116];

14. Free permutation of adjacent consonants (most often – explosive and slotted): [grɑ:ps] instead of [grɑ:sp]; [ɑ:ks] instead of [ɑ:sk]; [krips] instead of [krisp] etc. [1, c. 92-94];

15. For younger speakers, [skr] occurs in words that other varieties of English have [str]. For instance, "street" is pronounced [skrɪt] [2, c. 123];

16. Variation in the pronunciation of sounds [d], [t], [l], [n]. So, the sound [l] may be more palatalized than in standard American English, may be pronounced as retroflex, and at the end of the word – as velarized.

All in all, Afro-American Vernacular English is actually quite wide and vague in terms of phonetics. It involves many different things that are usually considered to be incorrect by orthodox English phonetics rules. Due to historical reasons, Afro-American people didn't use to receive proper education in the English language, that is why their dialect does not possess high grammatical and phonetic standards and it is the reason why Ebonics is different from other dialects.

Apparently, since American Black English settled down a long time ago, barely anything can be done about it. The only way to move to the normal English language is to receive an education. However, it's still extremely hard for those who speak American Black English to get rid of their dialect, since these people were basically born with this variation of the language.

Fortunately, these days, modern American schools provide enough education for Afro-American children, which makes them understand the language better.

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PECULIARITIES OF PHRASEOLOGICAL UNITS IN THE ENGLISH LANGUAGE

Idiomatic expressions tend to complicate the process of perception and comprehension of speech not only for those who study foreign languages but also for the native speakers. The difficulty lies in the fact that their components, components of phraseological adhesions in particular, are devoid of nominative power, they are non-motivated [4, p. 121], and therefore it is impossible to identify the meaning of such word group only on the basis of its constituent elements.

Verbal imagery of idiomatic expressions and polysemy of their components can also impede proper comprehension of originally intended semantics which constitute one of the key aspects of effective verbal communication. A good command of the language cannot be achieved without a thorough understanding of typical structures, linguistic features and idiom formation algorithms which are covered in this research.

The research aims at studying the characteristic features of English idiomatic expressions.

Theoretical framework consists of writings by N. Amosova, E. Arsentieva, V. Vinogradov, A. Kunin, N. Shanskiy, Ch. Bally, V. Zhukov, F. Fortunatov, A. Shakhmatov and other.

Originally the term «phraseology» was suggested by Ch. Bally, a Swiss linguist, who is now regarded as the founding-father of modern phraseology. He classified idioms according to the stability of their lexical components; he described their internal and external features and provided grounds for in-depth study of idioms in the context of linguistics [1, p. 121].

Over time, phraseology has become a separate discipline with its own subject and object, areas of research, conceptual framework and unique methods of research. Phraseology largely relies on terms and concepts drew from lexicology, stylistics, semantics, grammar, morphology, etymology, geography and history.

The terms «phraseme» or «idiom» in the modern sense were far from the only ones used to describe such a phenomenon. Linguists who have studied the matter also defined it as a «set», «fixed», «solid» and «regular» phrase.

Despite various terms the general idea was the same – an idiom is a word combination elements of which cannot be omitted without distortion of the meaning.

The essential characteristics of an idiom are:

1. The idiom's components lose their own meaning thus the phrase itself becomes semantically unmotivated, metaphorical. According to Y. Maslov, the term «motivation» is used to denote the relationship between the word and its form, it is the reason why a certain word is being expressed the way it is.

2. Lexical components of the idiom are stable, therefore, as a rule, we cannot change the order nor replace its elements.

3. The grammatical form of the idiom is also fixed and unchangeable.

One of the most common and widespread classifications is that of V. Vinogradov which was further developed by other linguists. He describes three types of idioms in terms of their semantics:

1. Phraseological fusions – structurally stable and non-motivated expressions whose general meaning isn't related to such of their components, e.g. «dead as a doornail», «apple sauce», «a piece of cake», «when pigs fly», «to miss the boat», «once in a blue moon», «a hot potato», «to peas in a pod», «silver lining», «a white elephant», etc.

2. Phraseological unities – word-groups whose components are semantically independent; the general meaning of the expression is deducible from the meaning of its components [4, p. 151], e.g. «to fall into a rage» (to become angry, furious), «to change one's mind» (to change one's opinion), «to get on one's nerves» (to annoy sb), «to lose one's head» (to lose control), «to show one's teeth» (to act in an angry manner), «to cut short» (to interrupt sb's talking), «to spill the beans» (to reveal a secret), «to sit on the fence» (to put off making a decision; being indecisive), «a fish out of water» (about someone who is feels uncomfortable in a certain situation), «to stick to one's guns» (to be true to one's beliefs), etc.

3. According to V. Zhukov, phraseological combinations – fixed expressions that contain both bound and free words [6, p. 120], e.g. «a bosom friend»; «a pitched battle», «the final straw», «Sisyphean labour», «to hold a grudge», «to make haste», «to render assistance», «to meet requirements», «to draw a conclusion», «to take a fancy», etc.

4. N. Shanskiy also describes a fourth group referring to the works of F. Fortunatov [2, p. 121]. Phraseological expressions – semantically divisible fixed word combinations consisting of free words [5, p. 121]. They include sayings, proverbs, aphorisms, e.g. «still waters run deep», «all that glitters is not gold», «time is money», «easy come, easy go», «better late than never», «a watched pot never boils», «appearances can be deceptive», «no gain without pain», «the show must go on», «fortune favours the brave», etc.

A. Kunin also distinguishes English idioms from the point of view of their origin. Native English idioms form the largest group. Origin of suchlike idioms is, as a rule, related to the traditions customs and beliefs of English people, famous English people, widely known facts or important historical events, e.g. «to bite off more than one can chew», «to have a bee in one's bonnet», «to pay through the nose», «baker's dozen», «good wine needs no bush», «sit above the salt», «peeping Tom», «to have kissed the Blarney stone», «to carry coals to Newcastle», «according to Cocker», etc.

The English language also abounds in borrowed idioms:

1. International idioms related to antique mythology, literature, and history, e.g. «Achilles' heel», «the apple of discord», «Lares and Penates», «the thread of Ariadne», «winged words», «Augean stable», «a labour of Sisyphus», «a labour of Hercules», «like a Trojan», «Homeric laughter», etc.

2. From French, e.g. «après moi, le déluge» (fr. after us, the flood), «burn the candle at both ends», «the game is not worth the candle», «appetite comes with eating», «gilded youth», «castles in Spain», «make a cat's paw of sb», «punctuality is the politeness of princes», «Buridan's ass», «let us return to our muttons», «the fair sex», etc.

3. From German, e.g. «blood and iron», «speech is silvern, silence is golden», «the mailed fist», «storm and stress», etc.

4. From Spanish, e.g. «the fifth column», «tilt at windmills», «blue blood», «the knight of the Rueful Countenance», etc.

5. From Russian, e.g. «the Sick Man of Europe» (about the Ottoman Empire).

6. From Danish, e.g. «an ugly duckling».

7. From Dutch, e.g. «forlorn hope» (nl. lost troop), «still life».

8. From Italian, e.g. «every dog is a lion at home».

9. From Chinese, e.g. «to lose face».

10. From Arabic, e.g. «Aladdin's lamp», «the old man of the sea», «Ainaschar's dream» [4, p. 116-123].

11. From Latin, e.g. «sub rosa» (lat. under the rose); «terra incognita» (lat. unknown land), «advocatus diaboli» (lat. Devil's advocate), «sal Atticum» (lat. Attic salt), etc.

To sum it up, idioms is a complex multidimensional linguistic phenomenon that is often disputed even to this day. They constitute an integral unique layer of the English language that reflects history, economics, social and political life alongside with mentality and cultural features of the speakers.

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PECULIARITIES OF AUSTRALIAN ENGLISH VOCABULARY

The main purpose of the research is exploring the current state of the language. The main task is identifying the peculiarities of Australian vocabulary, dialect expressions and words.

Relevance: Australian English is not only everyday oral speech. It is also widely used in state institutions, educational institutions, Australian is the language of the media and fiction. With the development of society, language is also developing. It is necessary to track language variants, its complexities and peculiarities in order to stay up to date. Each territorial version of the English language is not only a spatial projection of the language, but also a projection of social, cultural and historical ways of world's development. Therefore, a correct assessment of all these factors can shed light on the complexity and identity of the linguistic situation in Australia. What is more, relations between Russia and Australia are becoming increasingly important: Russia's days are passing in Australia, branches of Russian universities are opening there, and economic relations have been developing for 200 years.

Considered one of the major variations of the English language, Australian English is the official language of Australia, having originally deviated from British English in the 18th century. It has been recognized as being distinctive from British English for almost 200 years and emerged as European settlers from Britain, Ireland and Germany mixed with one another.

Generally speaking, Australian English takes features from both British and American English, so it is sometimes considered a combination of the two variations. However, it is important to understand that there are a number of unique features as well.

In terms of spelling, Australian English most closely resembles British English. The 'u' is retained in words like 'colour' and the 'ise' ending is used instead of the Americanised 'ize' suffix on words like 'realise'/'realize'. Yet, there are plenty of exceptions to this. The word 'inquire' is often used instead of 'enquire', which resembles American English, while the word 'program' is used instead of the British English 'programme'. Furthermore, even though the British English spelling of 'labour' is most common, the Australian Labor Party's name has an Americanised spelling instead.

Much like with British English, Australian English has irregular past tense and past participles of verbs like 'spell' and 'smell', so they become 'spelt' and 'smelt', respectively. However, like with American English, Australians are more likely to say numbers like 1,100 as "eleven hundred", rather than "one thousand, one hundred".

When dealing with collective nouns, Australian English has more in common with the American version of the language. For example, both Australians and Americans would say "the football team has scored a goal", whereas in British English, they would say "the football team have scored a goal".

Interestingly, the naming of rivers follows either American or British conventions, depending on where in the country you are. For most of Australia, the American naming convention is used, so the word 'River' appears last, as with the Hudson River or the Mississippi River. To give an Australian example, it would be the Darling River. Yet, in Southern Australia, the British naming system is used, with the word 'River' appearing first, as with the River Thames. Therefore, the river mentioned above would be called the River Darling. [2], [4]

As far as everyday vocabulary is concerned, Australian English once again shares words and phrases with both British and American English, but also has some terminology of its own.

Perhaps the most obvious examples of Australian words which are now recognised in other variants of the language are 'outback', used to describe a remote location, and 'barbie', used instead of the noun 'barbecue'. An example of an Australian-only expression, meanwhile, would be 'doona', which is used instead of the word 'duvet'.

Like in British English, Australians say 'aluminium' rather than 'aluminum' and 'mobile phone' instead of 'cell phone'. Australian English also utilises the words 'anti-clockwise' instead of the American 'counter-clockwise' and 'petrol' instead of the American 'gasoline'. The cover on the front of a car is called a 'bonnet', rather than a 'hood', while an Australian will typically say 'holiday' instead of 'vacation'.

Nevertheless, Australian English vocabulary differs from British English in many ways and Australians sometimes use American English words instead. For instance, Australians will usually say 'soccer' instead of 'football' and 'overalls' instead of 'dungarees'. A 'lorry' is referred to as a 'truck' and the word 'pants' is used in place of 'trousers'.

Moreover, there are some phrases which are common in both British and American English, but which very rarely feature in Australian English, if they are used at all. These include the word 'abroad', where an Australian would usually say 'overseas', and 'village', as even small settlements in Australia are usually called 'towns'. [1]

Last, but not least, it is important to learn a few slang words that are widely used in Australia. Below, there is a list of the most common Australian slang words and phrases, along with a quick description of what they mean, or how they are utilised in conversation:

    amber – beer or lager;
    aussie – an Australian person;
    drongo – used in place of words like 'idiot' or 'moron';
    fair Dinkum – true, or genuine;

gander – to have a look at something;

G'Day – literally means 'good day' but is used as a general greeting;

give it a burl – give it a try, or have a go;

hooroo – goodbye;

oldies – parents;

pom/pommie – a British person (this word can cause offense as it is generally used in a derogatory manner);

reckon – used similar to 'absolutely';

ripper – similar to words like 'great', 'fantastic' and 'awesome';

she's apple – it is fine / it will be okay;

tucker – used to describe food of any type;

yabber – talk, or chat. [3]

Conclusion. The study allowed us to trace the trend in the development of Australian English, to identify its lexical features. The article also compares Australian with the British and American versions of the language for a more visual depiction of its unique expressions and slang phrases, characteristic only of it.

It is worth noting that in the 1980s Australian English has hit the international headlines. Films like Gallipoli and My Brilliant Career have won critical acclaim and found large audiences in the United Kingdom and the United States. There is not and cannot be any doubt that there is a great respect for Australian English in the English-speaking world.

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SOME LINGUISTIC FEATURES OF ANGLICISMS IN MODERN FRENCH MEDIA

Modern society lives in the age of intense information development when the mass-media are turning into an indispensable component of human life. At the same time, the English language is expanding the sphere of its influence on other languages in the global information space. Such course of events is manifested in a large number of English-language loan words and is accompanied by the reduction of the national media product share in the domestic market. The French language is not an exception in this context. Due to the influx of loan words in it, the French language even acquired such term as "franglais" which means the French language containing many English words and expressions. Thus, we can come to the conclusion that consideration of the problems associated with the theory and practice of borrowing is especially significant in the current context.

The aim of this work is to identify and classify the linguistic features of the assimilation of Anglicisms in modern French media.

The object of the research is English loan words in the French language.

The research material consists of 9 articles from the electronic version of the magazine "Paris Match". A sample of 49 Anglicisms was selected from these articles.

The term "borrowing" in modern linguistics has both a wide and narrow interpretation. In a wide interpretation, borrowing is the element of a foreign language (word, morpheme, syntactic construction, etc.) transferred to another language as a result of linguistic contacts, as well as the very process of transition of elements from one language into another [1, p. 21]. In a narrow interpretation, borrowing is understood as a foreign word that is subject to assimilation. This opinion is highlighted in the works of M.S. Romanova, V.M. Aristova, L.P. Krysin.

In this work we will rely on a narrow interpretation of the term "borrowing", i.e. as on a foreign language word which development is characterized by its presence in the special etymological dictionaries.

Making up a significant part of the French vocabulary system borrowings take roots differently in the new language. On the one hand, they can preserve to a greater or lesser degree the originality of the sound, graphic and / or grammatical form of the source language. On the other hand, they can completely obey the new system.

In terms of the method of assimilation of a foreign language element, I.I. Chernysheva distinguishes two types of lexical borrowings which, in turn, are subdivided into smaller types:

Direct borrowing – a word of the donor language included in the receiving language with minimal changes;

Complicated borrowing – the reproduction of the substantive side of a word from the donor language using the means of the receiving language:

a) calquing – the translation of a word from the donor language at the morpheme level;

b) half-calque – the free translation of morphemes of a word from the donor language;

c) semantic calque – the acquirement of a new connotation by the word of the receiving language under the influence of the donor language [1, p. 28].

This classification will be logically supplemented by another type of borrowing – phraseological calque – a word-by-word translation of a phraseological unit.

Words borrowed from other languages do not remain unchanged for a long time. These words gradually adapt to the system of the borrowing language, i.e. undergo the process of acquisition, assimilation and finally become its integral part.

Assimilation can manifest itself at various levels of the language: phonetic, lexical-semantic, grammatical and graphic-orthographic.

Phonetic assimilation of borrowings is manifested in the fact that a foreign phoneme from another language that does not exist in the receiving language is replaced by the phonetic equivalent of the donor language that is closest to it in sounding [2].

Lexico-semantic assimilation is the assimilation of a loan word to the lexical-semantic system of the donor language [2].

Grammatical assimilation is the adaptation of a loan word to the morphological standards of the donor language [2].

Graphic-orthographic assimilation is the borrowing of graphic and alphabetical symbols, diacritic and punctuation marks in the process of interlingual borrowing [2].

In the work we analyzed articles from the electronic version of the magazine "Paris Match", selected and classified anglicisms according to thematic criteria. Anglicisms acquired by the French language are most often found in daily communication on various topics such as tourism, sports, culture, fashion, cooking, household appliances, economics. For example: "food, food products": *hamburger, fast-food*; "clothes, fashion and beauty": *top model, Le tee-shirt (T-shirt), look*; "occupation": *american housewife, bodyguards, job, start-up*; "monetary units": *dollars*; "medicine": *coronavirus*; "economics, politics": *leader, Business, télémarketing*; "cinema, television, music": *Pretty Woman, film, Erin Brockovich, Ocean's Eleven, Ocean's Twelve, Wonder Woman 1984, Top Gun 2, Fast and Furious 9, thriller , fan-club, guarden-party, blockbuster, studio*; "communication tools, computer technologies and Internet technologies, mobile communications": *selfie, Instagram, Smartphone, forums, tech, notebook, cloud computing, drone*; "titles of divers awards": *l'Oscar*; "names of cities, streets, etc.": *de Hollywood, Silicon Valley*; "names of divers companies and institutions": *Pixar, Disney, d'Amazon Web Services, Burger King*; "nationalities and ethnic communities": *américain*; "language": *pidgin english*; " characterization, evaluation ": *crucial*; "slang of the youth": *bitch, OK, hyper, djeuns.*

With the help of a statistical analysis of the selected material we determined the most common type of borrowing. As a result, the most common groups are "cinema, television, music" (25%) and "communication tools, computer technologies and Internet technologies, mobile communications" (16%). The rest of thematic groups are 10% and less than it. Such a variety of thematic groups, in our opinion, is explained by the fact that in modern life, English is the language of international communication and science. Accordingly, the majority of modern cinema and technology novelties are nominated in English.

We note that the analyzed units are gradually undergoing the process of assimilation. Let's consider them in detail.

Julia Roberts, Celle qui reste l'une des actrices les mieux payées de Hollywood n'a pas raté le virage des séries [3].

The noun "Hollywood" retains its spelling and meaning. At the same time, we note that this word undergoes phonetic and morphological assimilation. Thus, it participates in the word-formation process of the modern French language. An example is the adjective "hollywoodienne" created in French.

Comme vous, comme moi, elle s'avoue "suffoquée par les médisances lâches qui se profèrent sur ces forums" [3].

The noun "forum" was already used in French but the meaning "Espace virtuel sur Internet qui permet de dialoguer en temps différé par change de messages écrits lisibles par tous" was borrowed from English. In addition, this word is pronounced according to the rules of the French language.

Quant aux fans braillards et obsédés du selfie, elle les trouve "effrayants" [3].

The noun "selfie" used in this example becomes the masculine noun. It denotes a reality for which there is no nomination in French: "Autoportrait numérique, généralement pris avec un smartphone et publié sur les réseaux sociaux". We also note that the component "self" is one of the most productive in terms of word formation. In particular, in French there appear following words with this component: *self-inductance, self-induction, self-service, self-trimmer, self-excitation, self-government.*

Après le triomphal "Erin Brockovich", de Steven Soderbergh, qui lui vaut l'Oscar de la meilleure actrice en 2001, suivi des fameux "Ocean's Eleven" (2001) et "Ocean's Twelve" (2004), des blockbusters, la star n 'a plus de soucis d'argent [3].

In the given example, English borrowings are associated with the film industry. In particular, the titles of the films in which J. Roberts played are mentioned.

In addition, the borrowing "blockbusters" which denotes the name of the film's genre is also used in magazine articles on cinematography. This noun is masculine in French. In addition, this word has undergone phonetic assimilation since the stress falls on the last syllable.

Non, elle ne plaisante pas. Une pure "american housewife"! Difficile, pourtant, d'imaginer qu'elle mène son petit monde sans personnel domestique, elle qui ne débarque jamais à Paris sans ses deux bodyguards, son jet privé et deux nounous pour ses enfants. La routine hollywoodienne [3].

The phrase "american housewife" is not assimilated in the French language since it denotes a national reality, i.e a person with specific qualities that are valuable in the given society.

Julia Roberts, toujours pretty! <...> Pretty Woman approche de ses 53 ans [3].

In the above example, the borrowing "pretty" belongs to foreign words since it preserves the foreign shape and pronunciation. In this case, this word is also an allusion since one of the most famous films of the actress is the movie "Pretty Woman" which is mentioned here.

As a result, all analyzed borrowings can be divided into three groups on the basis of assimilation:

1. completely assimilated loan words. This group includes such lexical units as: *hollywoodien, film, télé, forum, tech;*

2.Partially assimilated loan words including the following lexemes: *selfie, studio, blockbuster, thriller, Business, leader, dollars, job, look, le tee-shirt, cheeseburger, drone, hyper, notebook;*

3. unassimilated loan words that have preserved their phonetic, graphic, lexical and grammatical shape. This group includes such examples as: *guarden-party, fan-club, Wonder Woman 1984, Ocean's Twelve, Pretty Woman, start-up, bodyguards, american housewife, top model, Silicon Valley, cloud computing.*

Thus, we can conclude that not all Anglicisms become lexical borrowings and receive the status of an equitable lexical unit in the French language. Furthermore, the above data indicate that the choice of Anglicism in a publicist style is thematically determined and depends on the communicative intention of the authors and the age category of the reader whom this information is intended to.

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AUDIOVISUAL TRANSLATION AS A NEW FIELD OF STUDY

Audiovisual content is undoubtedly in the forefront of the produced media content nowadays. That is why the issue of audiovisual translation needs to be analyzed and researched. Therefore, the relevance of the matter lies in insufficient number of works on the topic as well as growing popularity of the audiovisual content. The aim of this article is to give a definition of the audiovisual translation and to determine main issues on the matter. The following goals were set:

1. To propound the notion of the audiovisual translation;
2. To define its main types;
3. To give a brief summary of the fundamental works of Russian and foreign scholars;
4. To determine tendencies in the study of the topic.

First of all, it should be noted that the term "audiovisual translation" is quite recent. The adjective "audiovisual" is composed of two parts – "audio-" and "visual". Each of these parts were first recorded in the 20th century (with the meanings of "sound" and "photographic film" accordingly). The first known use of the compound adjective "audiovisual" was recorded in print in the 1930s.

The term "audiovisual translation" refers to transferring the components of an audiovisual product from one language to another. It must be said that the audiovisual product gives the necessary information through two communication channels, namely, acoustic and visual channels. Through the acoustic channel, such parts of the meaning as words in general, any paralinguistic information and special effects are conveyed, while through the visual channel a viewer can receive colours, images, signs. Audiovisual products consist of a vast variety of produced content. Films, series, TV programs, operas and video games are some examples that belong to the audiovisual content. Scholars classify three main types of audiovisual translation, they are:

1. Dubbing – a mode of translation that comprises translating, lip-syncing of the audiovisual product script and then its performing by actors. The original track is thus being replaced by its translated version. In some cases, the translator also needs to synchronize the actors' lips and bear in mind the length of the said sentence. Dubbing is considered the most widespread type of audiovisual translation in Europe.

2. Voice-over – a mode of transferring when the translated version of the audio track is played simultaneously with its original version. The volume of the original track is reduced and one of the translated track is raised, so as the former could be barely heard in the background.

3. Subtitling – addition of translated parts of dialogues at the bottom of the screen while the original version of the audiovisual product is shown. It should be said that this term also refers not only to the translation to the target language, but also to incorporating a written text of dialogue fragments shown on the screen in the original language.

In addition to types mentioned above, there are also such infrequently used modes of audiovisual translation as free commentary, surtitling, subtitling for people with hearing disabilities or simultaneous interpretation.

Nowadays the issue of audiovisual translation gathers momentum. Many scholars conduct researches about audiovisual translation, its main types and problems concerning this translation type. It is essential to look through some of major works and highlight the main ideas given by different researchers.

Y. Gambier in his article puts forward the idea of the necessity for further researches on the translation with the emergence of new media products and the Internet. The author gives a definition of audiovisual translation, defines its main types and their important characteristics as well as states a translator's role in performing such translation type. In the end of the article, the author, having named several researches on the topic, claims that audiovisual translation field still needs to be explored [10].

"The Routledge Companion to Translation Studies" book comprises the essays from leading international researchers on major areas in translation studies. Thus, D. Chiaro in her article states that the term "audiovisual translation" is one of several overlapping terms, which are "media translation", "multimedia translation", "screen translation". Moreover, the main difficulties of the audiovisual translation were named. Thus, both dubbing and

subtitling translators face issues in rendering culture- and language-specific features of a source language (as in songs and jokes). Moreover, an audiovisual translator should match the visual part and new dubbed or subtitled information. Finally, the author discusses the ways in which cultural references can be translated in audiovisual texts [8].

E. D. Malyonova in her article states the problem of the examination of the audiovisual translation as an independent translation mode. Moreover, the author expresses the need of conducting theoretical researches that would define an accepted vocabulary. Both Russian and foreign researches on the audiovisual translation were mentioned in the article as well. The author concludes her work by showing the importance of creating a new paradigm in audiovisual translation studies [3].

The book written by J. D. Cintas and G. Anderman is wholly dedicated to the analysis of the audiovisual translation modes. The authors discuss the difficulties that translators may encounter while performing a translation. Moreover, they compare different audiovisual translation types (subtitling, surtitling, revoicing) and highlight advantages and disadvantages of each type. Besides, one can find a history of the development of each type in film and media industries. It should be noted that the authors have left some important issues open to debate. The final chapter of the book concerns the issue of teaching audiovisual translation, naming several pedagogical tools, requirements for learners and market needs [9].

A. V. Kozulyaev also provides the reader with the definition of audiovisual translation and characterizes its main types (voice-over, subtitling, dubbing, lip-sync and others). Moreover, the author states that a training course of audiovisual translation for professional translators was developed based on a given classification. This course was created dwelling on five competency levels that a translator needs to acquire to perform audiovisual translation, they are technical, linguistic, cultural, psychological and strategic competencies. The author also states the translator's role in localization of media products [1].

F. Chaume, in turn, focuses mostly on non-linguistic codes in audiovisual translation, as well as presents a new film studies paradigm. The author introduces signifying codes (for example, linguistic, paralinguistic, and the special effects codes) that influence translation operations. F. Chaume illustrates them with several non-linguistic signs and analyzes how they are represented in the text. Finally, the author discusses to what extent these signs can alter the translation process and claims that the understanding of these signifying codes is essential for the translation of audiovisual texts [7].

Published summary of R. A. Matasov's profound thesis concerns the matter of the translation of different types of film and video materials. Here the author describes a historical development of film and video translation as well as mentions its national peculiarities in different countries. Next chapters deal with the emergence of dubbing, subtitling and voice-over and their degree of dominance throughout the world. Moreover, types and subtypes of film and video translation are described. In addition, the elements of film's linguistic system, the problems of text analysis and technical peculiarities of subtitling and dubbing are characterized in this work. Furthermore, advantages and disadvantages of such audiovisual translation modes as dubbing, subtitling and voice-over are analyzed in this major work. In the final part of the thesis, the author analyzes audiovisual translation teaching aspects for university students. Thus, the main aims, notions and methods are described by the author [4].

It should be noted that some researchers dwelled on individual problems in audiovisual translation. For example, the article written by E. V. Korotinskaya and P. A. Sadyuk is dedicated to the problem of translation of films' titles. Here the difficulties that the translators face while dealing with the audiovisual translation are discussed. The authors define main functions of films' titles and, consequently, which translation strategies should be used. Summing up, authors claim that extralinguistic factors are very important while performing an audiovisual translation [2].

E. Aleksandrova's article focuses mostly on such challenging issue in the audiovisual translation field as the translation of a pun. The author claims that while performing a translation, two aspects should be taken into account – audience and genre characteristics. Moreover, the author states that the main problem that translators face resides in the relevant translation strategy, especially with realia-based puns that are considered untranslatable by many scholars. Thus, the author introduces the notion of "quasi-translation" strategy and its main types. Quasi-translation refers to not only the rendering of a pun, but also to the creating of a new one in the target language [5].

Finally, during the interview published by A. Boillat and L. Cordonnier, audiovisual translators were asked about the difficulties and the so-called pitfalls of the profession. Interviewees expressed their opinion on the juridical status of audiovisual translators and their relationships with other representatives of the media industry. Moreover, they discussed the influence of dubbing and subtitling on different audiences, the stages of translation as well as its verification. In the end of the article, several examples from different films are presented as an illustration of possible difference between dubbing and subtitling [6].

In conclusion, it must be said that despite the fact that various researches were conducted by different scholars, there are still unexplored and unsolved issues in audiovisual translation field nowadays. Audiovisual translation

is now in its initial stages of theoretical exploring. Moreover, taking into account the rapid development of this translation type and the problems that translators face while performing audiovisual translation, we can only highlight the importance and relevance of this field of study.

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POLYPARADIGMALITY OF MODERN EDUCATION: FURTHER DEVELOPMENT ASSESMENT AND VECTOR

The issues of defining, justifying and establishing a new educational paradigm are now very relevant to the Russian pedagogical community. Researchers have been attempting for a long time to assess the potential of the conceptual views developed to meet the contemporary needs of society, to determine the direction of further development and to provide a basis for the optimal solution. The study reveals that there are in the discussion both separate paradigmatic orientations and their sets in relation to each other. The researchers' unanimity is achieved only in the recognition of the modern education theory polyparadigmality. It is that requires us to rethink the existing developments and to elaborate a paradigm responding to new social and economic challenges. This paper therefore aims to assess the plurality of paradigms with regard to the relevance of the human life realities in the 21st century and, on that basis, to determine the perspective directions of our research.

First, different ideas about the number and names of the basic paradigms in related study are particularly to be noted:

1. knowledge-, competence- and worldview-based educational paradigms [4];

2. «knowledge-oriented» and «person-oriented» paradigms, the most efficient version of which is «competence-oriented» education [1];

3. «three basic modes of being in the learning-education realities: technocratic, humanitarian and esoteric paradigms» [2, c. 15];

4. traditional, humanistic, behaviorist-rationalist, esoteric, scientist, personal-oriented, cultural and competence-based paradigms [7].

Second, the consensus lack among researchers on the basis of a new time-relevant paradigm to be highlighted. Some believe that this should be a competence-based [3], [5] or personal-oriented [1], [6] approach, others argue for completely innovative one that could be corresponded to the worldview changing [4]. While some researchers allow for paradigms' continuity and contact of the different viewpoints [4], [7], others don't find the compromise solution to the crisis [2].

For our part, we believe that it is important to define what paradigm could be the core for the future concept of education in order to provide further guidance. Thus, the advantage of the knowledge-based paradigm, certainly in demand in modern conditions, is the creation of a basis for any learning, including for professional learning. The worthiness of the competence-based paradigm is the practical orientation of education, its strong connection with the real-life conditions and professional activity. It also promotes personal creativity and forms learners' experience in solving various problems independently. The orientation towards the learners' individuality is generally regarded as the positive aspect of the humanistic paradigm. This approach based on attention to the inner world and exchange of spiritual values allows for safe interpersonal interaction. Pragmatism and programmed actions for adaptation and survival in ever-changing environments are considered to be advantage of the rationalist paradigm. The development of spiritual forces should be seen as a virtue of the esoteric paradigm. The transfer only accurate, scientifically verified knowledge is the strength of the scientist paradigm, substantially complementing the «knowledge-based» one. The great advantage of the personal-oriented educational paradigm is the learners' emotional and social development. The value of the cultural paradigm can be considered its coexistence with the «knowledge-based» paradigm in creating a holistic perception of the world.

We presume that an emotionally whole and spiritually rich individual should be created as a result of the educational process built in the future on the system of all available paradigms strengths. This individual is «awarded» with some knowledge base, ability to apply it safely to the environment, either through some acquired action algorithm or through personal creativity development. And if his own «luggage» will not be enough, such person, trained and brought up in the new paradigm framework, will be able to find information, accept it and use it in a moral way. It is this type of personality that best meets the environmental, information, social and economic challenges of our dynamic world.

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ЛИНГВИСТИЧЕСКИЕ, ФИЛОЛОГИЧЕСКИЕ И ПЕРЕВОДЧЕСКИЕ АСПЕКТЫ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

LINGUISTIC, PHILOLOGICAL AND TRANSLATION ASPECTS OF INTERCULTURAL COMMUNICATION

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IDIOSTYLE AND TRANSLATION

The actively developing international economic relations and the integration of cultures have determined the importance of translation as a link between people speaking different languages. The anthropocentric approach to the study of language, which has chosen a person and his individual linguistic characteristics as the center of research, gave rise to the phenomenon of idiostyle, a concept that is currently developing in Russian philological science, but understudied by foreign researchers.

The **purpose** of this article is to determine the role and features of the reproduction of the author's and translator's idiostyle in the translation process.

The aim of the work implies its following objectives: 1) to make the definition of idiostyle we will adhere to in the work; 2) to determine the characteristics of the writer's speech that are the components of his idiostyle; 3) to determine the components of the idiostyle that must be preserved by the translator in the target text.

The scientific and practical significance of this research lies in determining the components of the writer's idiostyle, which should be preserved by the translator in the translation of the text completely or partially. These recommendations can be used by translators at translating fiction, articles, as well as any acts of emotionally loaded speech activity of individual authors.

The material of the research is the idiostyle and its characteristics.

Descriptive research method is applied in the research.

Studies of the phenomenon of idiostyle occupy a special place in philological science in the middle of the XX century. Idiostyle was studied by many Russian philologists, such as V.V. Vinogradov, V.P. Grigoriev, N.S. Bolotnova, V.V. Ledeneva, L.G. Babenko, Yu.N. Tynyanov, S.T. Zolyan, and others. Foreign researchers considered this concept only in the context of psycholinguistics and cognitive poetics, focusing on the reader and how he perceives the text.

Idiostyle is defined as a combination of artistic means, techniques and preferred genres of creating a text and conveying emotionally expressive elements; idiostyle has factors that determine the reasons and ways of choosing of various means and ways of self-presentation by a linguistic personality [1, p. 40].

The concept of idiostyle has always been considered in the field of literature, but in translation studies it has appeared relatively recently and has had an impact on the ideas about the competence of a translator. There are many requirements for a translator, but the most important one is the maximum compliance of the text with the rules developed by leading theorists and translation practitioners. The final text should be adequate and equivalent at all levels to the original, therefore the translator should really be like "transparent glass". However, numerous studies in the field of psychology, psycholinguistics and cognitive science have established that the individual characteristics of a person are somehow reflected in his actions in all spheres of life. In the process of translation, different creative skills and manifestations are required from the translator, and this is precisely the situation in the context of which the expression of the translator's individuality in the translation product is inevitable. The sociocultural and historical characteristics of the translator and his worldview determine the reasons and role of the repetition of words, phrases, the choice of grammatical structures, or vocabulary in the presence of many translation options – the totality of all these phenomena and

components is the idiostyle of the translator. Thus, the task of the translator is to achieve the most adequate and equivalent translation at all levels, preserving the author's idiostylistic dominants.

The analysis of researches devoted to the study of idiostyle made it possible to conclude that this phenomenon was studied not sufficiently: the idiostyle was considered either in terms of literature studies, or in terms of linguistics, in particular stylistics. We consider such an approach inappropriate, since idiostyle is a complex product of the manifestation of the individuality of the speaker, and this individuality consists not only in the choice of words or stylistic means of expression, but also in the reasons for this very choice, which may be due to extralinguistic factors, for example, the era in which the writer lives and creates. Consequently, idiostyle is a phenomenon that exists at the confluence of literature studies and linguistics, that is why this is a philological notion. Considering this topic, in our work devoted to the problems of idiostyle in the works of Ray Bradbury (2018), we proposed to investigate the idiostyle of writers and identify their idiostylistic components and dominants using a comprehensive or complex philological analysis of the text (hereinafter referred to as CFAT). The CFAT can show that the idiostyle of a particular author is characterized not only by certain stylistic means of expressiveness, or the utilization of special words, but also by genre, or images, as well as characters. This analysis should be incorporated into the scheme of pre-translation text analysis, as a stage that allows to get an idea of the idiostyle of the original author. The statistical method for determining the elements of the idiostyle and the comparative analysis of the components of the author's idiostyle in different works will reveal idiostylistic dominants that cannot be omitted in translation.

All elements of the idiostyle identified with the help of literary and linguistic analyses should be fully preserved in translation: linguocultural and historical components, genre, main problematics of the work, theme, composition, imagery, idea, individual author's lexical features and neologisms. Problems arise at the stage of stylistic analysis, since some stylistic devices require searching for alternative ways of conveying idiocystal dominants:

- at the phonographic level, it is impossible to convey absolutely identical alliteration, since the sound composition of languages is most often different. However, onomatopoeia and graphics such as hyphenation, italics, capitalization, multiplication (writing the same letter over and over) will always have an adequate equivalent in the translating language. Often translators ignore graphic means, that makes the translation of the text less emotionally loaded in comparison with the original one.

– at the lexical level, special attention should be paid to archaisms and dialectisms, since with their help the author "immerses" the reader in a certain historical or socio-cultural environment, consequently, these elements of idiostyle must be preserved in translation: you can either use the original word, but at the same time make a footnote with an explanation of the phenomenon or reality for readers, or find a Russified analogy that is already understandable to readers. The play on words may also be incomprehensible to the readers of the translated text due to the linguocultural differences, since the comic is based on the similarity of words or morphemes, or on some precedents: in this case, the way of solving the problem is also a footnote or a Russified analogy. With such stylistic devices as epithet, metaphor, personification, metonymy, synecdoche, antonomazia, hyperbole, oxymoron, etc., everything is much simpler – they all are based on a figurative comparison or have a part-whole relationship, so finding a semantic equivalent is not difficult.

Stylistic devices at the syntactical level of the language, which are dominants of the writer's idiostyle, such as a rhetorical question, parallel constructions, aposiopesis and types of connection of sentences (polysindeton, attachment (a technique in which the second part of a sentence is separated from the first by a dot)), one-word sentences (sentences consisting from one word)) must be conveyed during translation, since they create the tonality and rhythm of the text. Repetition (free, anaphora, epiphora, frame, chain), ellipsis – this group of techniques must be fully preserved in translation, excepting the cases when articles are repeated or omitted in the original text, a grammatical category that is absent in the Russian language.

At the lexico-syntactical level, antithesis, gradation, simile, paraphrase are based on figurative comparison or opposition, as well as on the development of an idea, hence, the task of the translator is to find a semantic equivalent and completely preserve it in the translation of the text.

In conclusion, we can state that the idiostyle, being a set of individual linguistic characteristics of a writer, must be evident in the translation of the original text, otherwise it will be difficult to determine the authorship of the text. If the translator ignores the writer's idiostyle dominants and replaces them with elements of his own idiostyle, one can assume that this is a completely different work: with a different tonality, with a different attitude of the author to what is happening and completely different images. To avoid this problem, it is necessary to preserve in the translation all the dominants identified by literary and linguistic analysis of the original text, as well as convey all the dominant stylistic means of expressiveness utilized by the writer, paying special attention to the often untranslatable ones (dialecticisms, archaisms, puns).

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THE PROBLEM OF SEMICOLONS USAGE FREQUENCY IN TRANSLATION FROM ENGLISH INTO RUSSIAN

This article is devoted to the study of changes in the semicolon frequency in general and how much the frequency of this punctuation mark is reduced when translating. To begin with, we studied the rules for setting semicolons in English and Russian. In this research the English and Russian language corpora were examined for the semicolon usage frequency. Literary texts in the original and translated versions were also examined for the semicolons frequency and changes in this number during translation. To study this issue in practice, the article was translated from English into Russian, where there were ten cases of using a semicolon in the original text.

I consider this work urgent, as it examines the trends in the use of semicolons in translation, which can help novice translators more clearly understand to use this sign or replace it with a more appropriate one, for example, a comma or a full stop, in each specific situation.

The object of this research is a semicolon in terms of the frequency of use in the original texts in Russian and English, as well as in translations of English texts into Russian.

The subject of the research are original texts in Russian and English, as well as texts translated from English into Russian, which use semicolons.

The aim of this research work is to justify the reduction in the frequency of using semicolons when translating from English language into Russian.

To achieve the stated aim, a number of tasks were set:

1. compare the current rules for setting semicolons in Russian and English;

2. consider the frequency of using semicolons in the original texts in Russian and English;

3. to track trends in the use of the semicolon in Russian and English;

4. display statistics on the use of this sign in translations of texts from English to Russian;

5. independently translate sentences from the article in English where semicolon is used and explain the completed transformations.

The theoretical value of this research is based on the obtained statistics of the semicolon usage frequency, derived from the study of translated texts from English into Russian. The practical value is to justify the regularity of reducing the semicolons usage frequency when translating into Russian.

Perhaps it would be better to start with the history of the semicolon. I would like to mention an interesting point: before the 15th century, the semicolon was used as a question mark [3]. And due to changes in the rules for using this sign, the semicolon usage the frequency is significantly reduced.

Before understanding the usage frequency of the sign in English and Russian, it was necessary to study the modern rules for setting the semicolon. As a result, the rules in both languages are almost the same. Both languages have the same principles that guide the semicolons usage.

However, the statistics of the semicolons frequency in the Russian and English language corpora differ greatly. In English, the sign was actually used more often than in Russian, since the frequency in the former reaches 1% at the beginning of the XIX century as we can see at the chart 1 [2]. At the time, as in the Russian language, the maximum mark reaches 0.8% as we can see at the chart 2 [2].
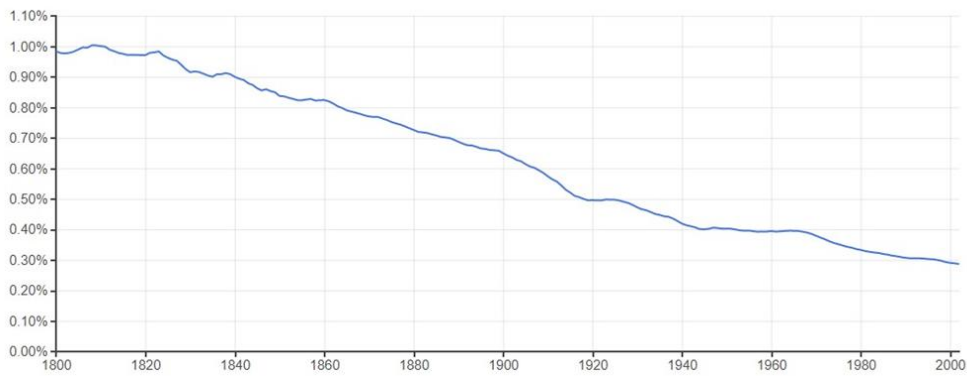
Chart 1. Semicolons usage frequency in English

Chart 2. Semicolons usage frequency in the Russian language

Consequently, we confirm the fact that the semicolon is more common in English than in Russian. There is also a clear trend towards a semicolon frequency decrease in both languages over the course of last two centuries.

To study how the semicolon behaves in the process of translating from English to Russian, 30 literary works were taken from the site of parallel translations [6]. To begin with, the total number of words in the original text and in the translation text was calculated. Then the number of semicolons in each text. Since the number of words in the original text and the translation differs, the frequency of semicolons usage per 1000 words was calculated. From the total number of works studied, we found that only seven out of thirty works have the number of semicolons in the translation text equal to or greater than the number of the same sign in the original English text. Accordingly, translation tests in which the semicolon is used less frequently than in the original text make up 76.7% of the total number of texts studied.

Therefore, this statistic again confirms the fact that in the Russian language the semicolon is used less often, respectively, in the source text and the translation text, the number of this sign may differ significantly.

For a more detailed research of the issue the article "7 Unique Characteristics of Generation Z" was translated [1]. This article explains unique features of generation Z and constantly compares it with previous generations. The article mentions four generations: baby boomers, generation X, generation Y, better known as Millennials, and generation Z.

In this article, there are ten cases of semicolons usage. We suggest considering some examples:

№1:

Original: This kind of international terrorism on a massive scale, happening in Western countries, does not feel new to them; it's what they've always known.

Translation: Такой вид международного терроризма массового масштаба, осуществляемого в западных странах, не кажется им новым, в их жизни он был всегда.

In this situation, just a comma is used instead of a semicolon, as far as a semicolon would mean a stronger separation of the parts of the sentence, which in this example would be inappropriate.

№2:

Original: Partly this is motivated by the fact that generation Z are themselves a very diverse generation; they're the generation whose parents met people from all over the world through cheap flights and the internet, and as a result, they're more likely to be mixed race and hold more than one nationality than their predecessors.

Translation: Отчасти это объясняется тем, что поколение Z само по себе очень разнообразно. Это поколение, чьи родители познакомились с людьми со всего мира благодаря появлению дешевых

авиабилетов и интернету, и в результате поколение Z с большей вероятностью будет рождено в смешанных браках и иметь более одного гражданства, чем их предшественники.

In this example, sentence partitioning is applied. Another possible option is to use a colon instead of a semicolon, as the explanation follows. But in the situation of saving the sign, or replacing it with a colon, the sentence would look heavily. When dividing a sentence, each part of it has semantic integrity and is easy to understand.

№ 3:

Original: And as generation Z have grown up in a world that feels unsafe, they're unlikely to have enjoyed the freedom to roam by themselves that earlier generations took for granted; they're also much less likely to own a car or know how to drive one.

Translation: И поскольку поколение Z выросло в мире, который является небезопасным, они вряд ли воспользуются свободой, чтобы жить отдельно от родителей, что более ранние поколения считали само собой разумеющимся; поколение Z также менее склонно владеть автомобилем или уметь им управлять.

In the last example, a semicolon is left, as simple sentences in the complex are bulkier, which fits the rules for setting a semicolon in Russian, and separating the last simple sentence with a dot would separate it more strongly from previous sentences. In this situation, it would not be appropriate to divide the sentence.

After reviewing each individual case, the semicolon in the translation text was retained in only two sentences out of ten. The translation sentences analysis in the original text which this sign is present has clearly proved that due to linguistic or extratextual factors, the semicolon is often replaced by other punctuation marks: most often it is a comma or a period.

To draw the conclusion, we can objectively say that in Russian the semicolon is used less often for a long time. Therefore, when the translator encounters a semicolon in the text that needs to be translated, it is most likely necessary to look for a better option, which sign can be used in each specific sentence.

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TRANSLATION OF THE LEXICAL AND GRAMMATICAL UNITS IN THE TEXTS OF FILMS

The article presents the results of the analysis of some lexical and grammatical units, selected from the film text of the film "Overboard" and three of its translations. In this article, we will study the types of units that are of the greatest complexity and interest in the translation of film texts. We will not touch on the rules and peculiarities of the translation of the film text, although those are a crucial part of that specific kind of

translation. In terms of this article, we will only look at the semantic properties of the lexico-grammatical units used in the film text and their translations.

Basic terms. Lexical unit – 1. A unit, the main content of which is of a material (material, ie, non-grammatical) character, and the expression is in accordance with the rules for the design of a single word inherent in a given language. 2. A unit of language (word, stable phrase) capable of denoting objects, phenomena, their signs, etc. [Nelyubin 2003: 96]. Grammatical unit is a word, word form, syntactic construction (phrase, sentence) that are carriers of generalized grammatical properties, as well as a means of expressing grammatical meanings [Azimov, Shchukin 2009: 53].

Film text is a coherent, complete and complete message expressed using verbal (linguistic) and non-verbal (iconic and / or indexal) signs, organized in accordance with the intention of the differentiated author using cinematic codes, recorded on a material medium and intended for display on the screen and audiovisual perception by viewers [Slyshkin, Efremova 2004: 37]

Semantic properties or meaning properties are those aspects of a linguistic unit, such as a morpheme, word, or sentence that contribute to the meaning of that unit [Wikipedia].

This article presents three examples of lexical and grammatical units and three versions of their translation. The simultaneous interpreter Alexei Mikhalev translated the first "pirate" version of this film on the territory of the USSR. The second translation is the first official translation already in the Russian Federation, made in 1996, ordered by the ORT TV channel. The third translation appeared relatively recently, ordered by the Disney Russia TV channel.

The first example is lexico-grammatical unit "old ball and chain". This idiom, no matter how contradictory it sounds, is an anthroponym. This is a jocular but disparaging term for a person's spouse or significant other who is thought to stifle the person in some way. Typically said of a wife or girlfriend. Mikhalev, who translated the phrase as "wife" was the only one who did it correctly, although, still incomplete. This translation preserved the direct semantic meaning, but the negative, derogatory connotation, according to which this is not just a wife, but a "heavy burden", was lost. In the translation of ORT, all the semantics of the idiom have completely disappeared. The translation is "someone", which may well refer to "wife", but still the meaning is lost. In the newest of the presented translations, the idiom is completely incorrectly translated as "dogs", obviously, the translator was not familiar with this expression and did not consider it necessary to look for its meaning, the choise can be explained by the presence of two dogs in the house. It is a bit surprising that the two of the newer translated versions, while having an obvious privilege over the voiceover Mikhalev did, could not get it right.

Example 1. «We're just gonna have to send out the old ball and chain to buy some more». «Придется мою жену погнать снова за пивом». «Тогда придется послать кого-нибудь за пивом». «Тогда, наверное, придется сгонять собак за пивом»

The second example is the term (lexical unit) housebroken, which means a pet was trained not to urinate or empty its bowls in the house. In this case, it is used to describe a person in a demeaning manner, since Dean Proffitt, whom it describes (as if he is not housebroken), is of a different social class, way below the two using the term. Mikhalev avoided that comprising and changed the phrasing to "Не знаю, как он может в своем доме находиться? Я думаю у него нет своего дома. Они все тут бездомные." Which now means that the term is no longer "housebroken", but "homeless", with a hint on the bad smell of the person. Semantic properties of the term in ORT's version are similar to Mikhalev's. In the third version the term had been translated as "взломщик", which means it was mistaken with another English term "housebreaker".

Example 2. «I doubt if he's even housebroken. Oh, I think they housebreak each other…». «Не знаю, как он может в своем доме находиться? Я думаю у него нет своего дома. Они все тут бездомные». «Представляю, какой запах у него дома. – а я думаю, они здесь все бездомные». «Вид как у взломщика. Ну у бедняков он всегда такой».

The third example is a cultural name (kulturonim) "Dogpatch" (lexical unit) which is a fictional impoverished mountain village in a satirical American comic strip that appeared in many newspapers in the United States, Canada and Europe, featuring a fictional clan of hillbillies. Also a neighborhood in San Francisco. Mikhalev translated it as "помойка (dump)", ORT's version had it as "трущоба (slum)" and on Kinopoisk (Desney's version can be found there) you will hear "собачьем питомнике (kennel)". This one is particularly hard to translate and get, unless you were exposed to the American pop culture of the 1930th-1970th. The closest interpretation here would be 1996th "трущоба", even though the two are different, they share some semantic properties.

Example 3. «Where in God's name did I grow up? Dogpatch?». «Где интересно я выросла в таком случае, на помойке что ли?». «Где же черт подери я родилась, неужели в трущобах». «Я что, выросла в собачьем питомнике?».

To summarize the above said, translation of lexico-grammatical units in the context of film texts is an especially hard task when units used are culturally rooted in the language of the original text. Translators need

to possess knowledge of different nonlinguistic aspects of the language. Still, even in this day and age, when various tools and sources are widely available, translation of specific lexico-grammatical units is still a challenge, as we can tell from the examples provided. The correctness and fullness of semantic properties of the units that most of the time do not have direct equivalents is up to debate, but undoubtedly hard to achieve.

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SIMILARITIES AND DIFFERENCES IN THE STRUCTURE OF ENGLISH AND FRENCH PHRASEOLOGICAL UNTIS OF THE THEMATIC GROUP (ANIMALS, COLORS)

Phraseology is one of the most interesting aspects of linguistics and language learning, as it reflects the national characteristics of the people, their traditions and history. During the development of the English and the French languages they had numerous historical interactions that caused a large amount of similar phraseological expressions in them. This work represents the classification of the biggest thematic groups of idioms such as animal and color idioms.

Starting from the ancient times people have sought to find common traits of character and behavior in animals, they identified them with each other and gave them special language characteristics [2]. There are lots of similarities between these groups of expressions in both languages. However, sometimes we can see the semantic difference of these idioms like that in the table below.

	English	French	Russian
Idiom	Let the cat out of the bag	Acheter chat en poche	Покупать кота в мешке
Definition	tospill, to tell the secret, more often unintentionally	to buy something without knowing the subject	to buy something without knowing the subject

As we can see the sense of this expression is the same in French and Russian, while in English this idiom, though having the same grammatical structure, has a different meaning. As we know, this expression came to our language from French as in France there was a dishonest trick of the merchants who sold cats in the bag instead of a little pig, and according to the trade rules of that times the buyer couldn't demand his money back after purchasing the product. In English the sense is not the same, the so called "cat in the bag" defined a secret of dishonorable seller. Thus, we can see the difference of semantics but the similarity of the structure. It has to be mentioned, that in English there is an idiom of the same group (animal idiom) which constitutes the meaning of "buying something without knowing the characteristics"- "to buy a pig in a poke", where "a poke" is the Old-English variant for the word "pocket". This expression has an additional meaning – "to agree to do something without knowing the conditions of the deal, to take the responsibility for yourself".

A difference in the animal association is seen in the expressions representing hard work and diligence. There are several idioms in English that describe a person who works hard, more that he or she has to. The strongest expression, from the point of semantics, is "to work like a horse", that, more often, has a rather negative meaning and implies a hint to reduce the work hours. Among others expressions are "to be busy as a bee" and 'as busy as

a beaver". In French, in this case, hard work is identified not with a horse, but with a bull – "travailler comme un bœuf". A bull in French also denotes strength like in the idiom "fort comme un bœuf" corresponding to the Russian equivalent "strong as a bull, or as a lion".

Speaking of grammatical structure, the most common one for this type of expressions is a comparative structure: "as + adjective +as +noun / l'adjectif + comme + le nom". It can be observed in such phraseological units like "as quite as a lamb", "vif (agile) comme un écureuil". The structure that is more used in English represents "adjective + noun" – "a tame cat" (a person without his own opinion). As for French we can meet the following prevalent structure "le verbe + le nom/ l'animal (+ l'animal) (verb + noun/ the name of an animal (+ an animal)).

Animal idioms are widely used in a modern language. As seen from the previous examples, there are a lot of similarities and close meanings of these expressions in English and French. Of course, there are cases, when one language has an animal idiom with a certain meaning, while the second language reflects it either through the other type of idiom or even not by an idiom at all. For example, in French there is the expression "avoir du chien" which can be literally translated as "to have a dog", that actually means "to be special, to be a bright person", in English it is expressed by "to be with a ginger, pep, spirited" or can be understood from the phrase "She has it" (in Russian "to have a twist").

The following group of idioms that is widely used in all the compared languages is the color idioms. "In a person's mind color has the characteristics of mood, warmth, depth and image. The emotional impact of color onto the person is undeniable" [1]. One of the most popular idiomatic colors is red. As we know, in Russian it is identified with love, life, beauty and passion, but also with embarrassment, anger or resentment. In English there is a positive meaning of pleasant events, however, the negative component is also widely used and has the nominations of danger, shame or trouble. Speaking about French, there is no even neutral semantics of red color idioms, the negative one is more often pronounced here with the sense of a ban or threat.

An example of positive semantic color idiom in English is the expression "a red-letter day" that has a meaning of a public holiday or an important and significantly pleasant day for a person. The origin of the expression goes to the tradition to mark the religious holidays in the calendar with a red ink. An idiom "a red carpet-welcome" also has a historical background, as it was necessary to lay the red carpet for the important guests. Nowadays, "making a red-carpet welcome" means to arrange a warm reception to a guest. One more positive idiomatic expression is "to paint the town red" denoting "to carouse in the city bars".

As it has been said before, it's hard to find even a neutral meaning of a red color in French; it can be seen in the idiom "fil rouge" which stands for "the event that led to a denouement of the story". Mainly, a red color corresponds to the adverse characteristics. For instance, the idiom "être écrit sur le livre en lettres rouges » that defines «to make a bad impression ».

There are several similar idioms of negative sense in English and French. They indicate anger, or even rage:

"Red mist"- "voir rouge"- to be angry (more often about a lot of things in common)

The idioms with a red color can express embarrassment that can be observed in the idioms "to go as red as a beet root", "as red as a lobster" and French "rouge comme une tomate", but at the same time red color can be viewed in the sense of "rosy" like in the phrases "as red as cherry".

Another color that clearly reflects the similarity of the semantic meanings of the two languages is green. In many cases, the green color conveys the meaning of youth, incompetence, and nature.

Green is identified with youth, so, for example, in French, "a young wine" – "le vin vert" contains the green color in this sense. In the idiom "a green hand" the color constitutes the lack of experience of a new man (in the company, for instance). In English, the word "green" refers to conscripts, and the expression" in the green" means to be in the prime of life " (in French – "toujours vert"). Green color in Russian has the same qualities.

The expression with a meaning "to get a permission to do something" is similar in two languages: to get (give) the green light – donner le feu vert.

The negative meaning of a green color more often defines envy and jealousy like in the following expressions: "green-eyed monster", "the grass is always greener on the other side of the hill". In French green component is used to convey a feeling of fear and cold – "être vert de peur", "être vert de froid".

The most similar idioms in this color group are those, that tell about the gardening. It can be observed in absolutely identical color idioms, that actually have the correlation with the body idioms – "to have a green thumb / fingers"- "avoir la main vert". These idioms can be used speaking about a person with a talent for growing plants even not in very convenient conditions. The following expressions also connected with nature and activities that people can do outside – "green belt" – a space with lots of trees and bushes (like a park), "se mettre au vert" – to relax outside of the town, "la verte saison" meaning spring. The so called "green parties" exist both in English and French society, their main aim is to preserve the environment and include it in the politics. Thus, there are such organizations in Great Britain – "Green Party of England and Wales", and in France- "Les Verts, Confédération écologiste".

After observing the idioms from different subgroups of the thematic classification, we can say that the presence of common expressions and their similar meanings are more common than the different semantics of them. It can be explained by the common European culture and images, the interaction of these languages during their development [30]. Sometimes the differences can be presented on the grammatical or lexical level, but usually it doesn't complicate the understating of the expression. As a rule, the animal idioms more often have the similarities than the color idioms, however, the latter ones are also quite interdependent.

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SUBTITLES AS A SPECIAL FORM OF MULTIMEDIA TRANSLATION

Today multimedia translation is getting more and more popular since every year TV and film studios produce a huge amount of audiovisual content.

The most popular types of multimedia translation are subtitling and dubbing. The difference between them is in short the following: when dubbing, the spoken text remains spoken, while when subtitling, the spoken text turns into the written one. The presentation of oral text in written form is the main feature of subtitles and this convention gives the specifics of their functioning.

Different countries have their own traditions of screen translation. For example, dubbing is common in Russia, Poland and some other Eastern European countries, while in the Scandinavian countries, Great Britain, Greece and Portugal subtitling remains the main form of screen translation [8, p. 44]. The reason for this is mostly financial: subtitling is cheaper than dubbing. At film festivals, movies are often shown with subtitles, and filmmakers do not make dubbing copies for a single screening, thus avoiding large cash investments and time spending.

Initially, subtitles were created to fill in information for people with disabilities – the deaf and blind [1, p. 181]. This type of screen translation is called intralingual since it is intended for residents of the country that produces multimedia content.

Another type is cross-language subtitles. They are intended for cross-language communication, i.e. for recipients who speak a different language. This type of screen translation is sometimes used for learning foreign languages, thus also performing an educational function.

There are many definitions of subtitles, but none of them is incontestable. In the Dictionary of Foreign Words, the following definition is given: "Subtitle is an inscription in the lower part of a film frame that represents a recording or translation of a character's speech " [6, p.189]. However, this definition is not entirely accurate, since subtitles can be placed at the top if the bottom of the screen is occupied. They can even be placed on the side, for example, in Korea, China or Japan.

Technical requirements for subtitles were introduced by the European association for studies in screen translation (ESIST) in 1998 [1, p. 181]. According to these rules, subtitles cannot be longer than two lines, its duration cannot be shorter than 1 second or longer than 7 seconds. The line cannot be longer than 40 signs. If there

are more signs, the viewer won't have time to read the entire text. In this way screen text relate to video and audio material in space and time.

When watching films with subtitles viewers receive information by audio and video channels at the same time. This is the main disadvantage of this type of translation. While following the development of events on the screen, viewers are not always able to read lines. Not everyone can read silently and reading aloud requires much more time [1, p. 181]. Subtitled text may be incomprehensible to people with disabilities, to children or illiterate. Since screen text is not easy to perceive, the audience choosing screen translation is much smaller than the audience watching dubbed films. Even if the viewer has time to read the subtitles, their spotting on the screen up to two thousand times per film has an irritating effect on the eyes and on the perception of video in general [2, p. 144].

Screen translation is proofread and abbreviated in order to fit the required number of lines. As experts note, subtitle is a written interpretation of the audio text, a summary of what is happening on the screen, but not its exact translation. The researcher of this field V. E. Gorshkova gives the following definition [3, p. 367]: "Subtitles are an abbreviated translation of the film's dialogues, reflecting their main content and expressed in the form of printed text located at the bottom of the screen". (end of quote) Consequently, viewers miss the details of the dialogues, shades of humor or irony that sound in the original version. They are also missing certain linguistic and extralinguistic features, such as dialects, environmental sounds, the overlap of one person's speech with another's. [1, p. 181]

The whole perceptional integrity of the film can be disrupted because the viewers have to perceive the film as conventionally consisting of two parts, while the audio and video sequences in the original form a single entity. Screen translation must be presented in a single rhythm in order to synchronize source language and target language as far as possible. [2, p.144]. It is obvious that most of the audience chooses dubbed translation of audiovisual content.

Here we should mention some advantages of subtitling. It helps to preserve the original text and the ambiance of the film. Subtitles are used as an addition to the original video of the translated text which helps to better present the main idea, to hear the real voices of actors and their intonations. This is achieved by the original audio track that can be heard.

After reviewing the subtitles' features, the problems of their translation has to be discussed. Screen translating into a foreign language cannot be attributed to either oral or written translation. Director of the school of multimedia translation and founder of «Rusfilms» A.V. Kozulyaev states that "multimedia translation is not just a particular type of translation studies, but an independent field of research" [5, p.374]. Let's look at the main conditions of subtitler's activity in this field.

While fulfilling the screen translation, several levels of perception must be taken into consideration: verbal video sequence, verbal audio sequence, non-verbal video sequence, and non-verbal audio sequence. This means that when translating subtitles, both audio and video content must be taken into account as well as over-speech meanings. At the same time the language register and style must correspond to the original.

When translating subtitles, omission, compression, and compensation techniques must be used in order to fit the text into the required number of lines and signs. This condition is set by international standards for the speed of reading and presenting subtitles on the screen [5, p. 376].

Screen translation has to obey space-temporal factors and it makes subtitler to "subordinate the creation of the final text to a number of options that dominate it" [5, p.377]. These options can be different: from text and paratext features (facial expressions, gestures, intonation of characters) to the requirement of adjustment the text to the small screen to view video products on such small gadgets as smartphones and tablets [5, p.377].

European association for studies in screen translation has adopted a number of rules concerning the translation of subtitles. According to these rules, all idiomatic and cultural nuances must be taken into consideration as well as the language register that must be appropriate and correspond to locution. It is also desirable to follow the syntactic structure of the original sentences and to meet the optimal speed of viewers. The speed of reading and the number of signs may change in different languages [1, c. 181].

Based on all of the above, we may conclude that screen translation is rather a summary of the audiovisual text (than its translation) [5, p.376]. It can sometimes cause difficulties even for specialists due to technical details and language nuances. Therefore, when training future translators, it is important to pay more attention to multimedia translation which is becoming more and more popular.

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HISTORICISMS AND ARCHAISMS IN THE ENGLISH LANGUAGE

The purpose of the work is the study of archaisms and historisms, their emergence and use in language. In my work, I used the method of continuous sampling in the selection of material. Research materials are Internet sites, dictionaries.

Language is seen as an organism full of transformations. The transformations taking place in the language are due to various factors, such as historical, economic, cultural and social. Such transformations make it possible to keep the language in a state of communicative suitability.

Lexicon, which ceases to be actively used in speech, is not forgotten at once. At a certain time, the old words are understood, familiar by the fiction, although people have not already used them when communicating. This kind of words is transformed into the composition of passive lexics, they are presented in the only dictionaries with a special note. They can be used by the writers, describing the past epoxies, or the scientific describing the historical factors. So, the transformations that occur in the language, native or foreign, are interest. These transformations take place in stages. Life is changing. Some objects are replaced by others, or disappear. All this, of course, is reflected in the language. Studying a foreign language, in this case English, we can notice what changes it acquires. Mass media play an important role in this study, especially social media – blogs, social networks, instant messengers, Internet portals, which demonstrate the most dynamic and mobile language.

Modern English is different from English, which was studied ten years ago. In addition, the ability to travel and communicate with native speakers makes it possible to compare the material of past years with the educational material of today and conclude that not only words, but also whole phrases of basic usage are moving from active vocabulary to passive. Of course, this process is gradual, but in this way archaisms and historicisms arise. Let me tell you in more detail.

Archaisms are outdated names for modern objects and concepts. That is, archaisms form a passive fund of the dictionary, while the phenomenon, object, concept that defines archaism continues to exist [3, г. 1.9]. Historicisms are words or phrases denoting phenomena from the past that have lost their relevance for society

and have passed away from its life. These are the words that call disappeared objects and phenomena of reality [1, c. 2].

Now I will give some examples of histroicisms. The concept of "serf" (villain, cottar, border, soakman) was used by landowners of the 7th century in relation to peasants. It meant contempt for serfs, then it lost its social meaning due to the abolition of serfdom. The obsolescence of such historicisms provides a social factor.

Historicism "knight" of "рыцарь", "кавалер " of "cavalier", "chevalier" «шевалье» was used in the Middle Ages for expression of a noble honourable title in Europe

Archaisms have an analog or a synonym word. Historicisms have no synonyms, because objects that actually existed and had a name no longer exist. Although archaisms and historicisms belong to the passive layer of vocabulary, they play an important role in fiction.

Currently, archaisms are used only in works of fiction, in jurisprudence, philosophy, geography and history.

In documents that are written in English, you can find a large number of cases of the use of archaisms and archaic expressions. According to certain sources, many English laws have not changed for almost 600 years. "Heretofore", "hereunto", "thereof", "aforesaid", "therewith" are some examples of the use of archaisms in the preparation of documentation in English.

The use of archaisms in modern language has one feature: it is, first of all, conditioned by the desire to convey the originality of past centuries and to give speech poetry and solemnity [3].

For example, in the novel «For Whom the Bell Tolls», E. Hemingway used archaisms to achieve this effect. "Thy duty," said Agustn mockingly. I besmirch the milk of thy duty?" – «Your».

It is very important to know that sometimes archaism can be used again. For example, the former archaic word "kin" is used in American English now

And let's talk about the classification of archaisms, linguists adhere to the following system. Let's start with phonetic archaisms. Phonetic archaisms are words that have an unacceptable sound reproduction or combination of sounds.

For example, in the sentence "He that hath love in his breast, hath spurs in his sides." The archaism "hath" denotes the third person singular of the verb "to have".

Next, let's talk about lexical archaisms. Lexical archaisms are obsolete words that have been replaced by words with different roots. Many people do not understand these words, without translation into modern language. As examples of archaisms, the following words can be cited: "billow" wave, "behold" to see, "brow" forehead, "ire" anger, "slav" to kill, "steed" horse. All these words in the modern language are replaced by synonyms formed from another root [2, c. 3].

And finally, semantic archaisms. Semantic apxaisms are the established meanings of words that exist in a modern language, but they call another phenomenon or another meaning. Therefore, semantic archaisms always have homonyms. For example: "pray" is archaic in the meaning of "please", but it is not so in the meaning of "pray"; "Fair" in the meaning of "beautiful" is an archaism, "fair" in the meaning of "blond" is a word in the modern language; "Maid" in the meaning of "girl" is archaism, in modern meaning the word "maid" means "servant" [2, c. 3].

Thus, changes in the English language are a constant phenomenon. Moreover, they are part of its nature. Outdated vocabulary is a valuable material for forming knowledge about the history of the people, introducing it to national origins. Outdated words allow to diversify speech, add emotionality to it, express the author's attitude to reality.

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NON-EQUIVALENT VOCABULARY AND ITS WAYS OF TRANSLATION

The translation of authentic texts is a complex process that includes various components. Translation difficulties may be lexical, grammatical-syntactic, and others. Studying non-equivalent vocabulary is one of the ways to avoid difficulties that arise during the translation.

This article is among the researches, which have lexical meaning as their subject. The paper also considers non-equivalent vocabulary, which is a layer of cultural realities, from the point of view of translation theory.

The relevance of this research lies in current trends in the study of non-equivalent vocabulary from the perspective of translation theory. Currently, there are many approaches to the study of this phenomenon. This explains the increased attention and, as a result, scientific interest in the problem of "translatability" and "untranslatability". Consequently, the problem of translating non-equivalent vocabulary is directly related to the development of cultural realities. Solving these problems is especially important for translators today.

The main aim of this work is: to show how various lexical and semantic transformations can help fill in the semantic gaps that arise as a result of the use of cultural realities and to identify the most common and effective ways of translating non-equivalent vocabulary.

Achieving the aim of the study implies solving the following tasks:

1. to determine the main provisions of the theory of translation of non-equivalent language units and consider the most significant research in this area;

2. to consider existing ways of transmitting non-equivalent vocabulary in translation;

3. to classify the different realities on semantic grounds;

4. to perform the translation of compliance when the transfer of reality from English to Russian;

5. to summarize the results of the analysis, draw conclusions and indicate the feasibility of considering ways to translate non-equivalent vocabulary as a means to improve the quality of translation.

The direct object of the research is non-equivalent vocabulary. The subject of the research is to identify ways of interlanguage transfer of non-equivalent vocabulary, as well as to determine the features of non-equivalent vocabulary in the translation of fiction.

To solve the set objectives, the work examines the actual material using the following methods:

1. the method of combinatorial-semantic analysis for conducting a comparative analysis of the material using the methodology of various areas of linguistics;

2. the method of contextual analysis to identify the role of non-equivalent vocabulary in the text, as well as to determine the degree of influence of non-equivalent lexical units on the semantic load of the text;

3. descriptive method to describe the main linguistic and semantic characteristics of examples of non-equivalent vocabulary.

4. statistics. Determining the frequency of using models to transmit non-equivalent lexical units.

The practical significance of the study is due to the fact that the results of the study can be used as a basis in the pedagogical practice of teaching English by including materials in the course of lectures and seminars on the subjects "Practical English course", "Theory and practice of translation", "practice of translation". A new approach to the study of non-equivalent vocabulary can play a significant role in achieving a clear understanding of the features of its use in everyday English-language speech, as well as in research papers.

The term "non-equivalent vocabulary" is set in the researches of many scientists. However, this term is interpreted in different ways: as a synonym for the concept of "reality"; as "a characteristic of local reality", or as "words impossible to translate".

A certain part of English non-equivalent vocabulary can be classified as "temporarily non-equivalent terms". Temporarily non-equivalent terms are words that are similar in nature to real words. The lack of equivalence of this vocabulary unit is due to the different level of scientific and technological achievements in

the social sphere. It means that the thing or process may be practically unknown to representatives of another linguistic and cultural community.

So-called realities are words that denote objects, concepts, and situations that do not exist in the real experience of people who speak another language. This includes words denoting various kinds of items of material and spiritual culture that are peculiar only to this people, for example, the names of dishes of national cuisine, types of folk clothing and shoes, folk dances, and etc. This also includes words and stable phrases that denote political institutions and social phenomena specific only to a given country, commercial and public institutions, and so on.

Sometimes it is difficult to determine in which case a particular word or phrase can be attributed to a layer of non-equivalent vocabulary that denotes realities. The occasional translation equivalent can become a stable dictionary match. At the same time, the moment of transition from an occasional match to a common one cannot always be accurately determined. The exact situation happens with proper names.

In the process of translation from one language into another, certain regular discrepancies in the lexical composition of the language and its grammatical structure are revealed. The phenomenon of non-equivalence presents significant difficulties in translation.

The problem of adequate and equivalent transfer of non-equivalent vocabulary into the target language is a very frequent phenomenon. The translator cannot ignore this group of vocabulary when translating, since it has a pronounced historical and / or national color.

The main difficulty in translating non-equivalent vocabulary is that native speakers of the target language do not have an object, phenomenon, or concept designated by non-equivalent vocabulary. Accordingly, their names are also missing in the language. Currently, there are no general rules for translating non-equivalent vocabulary, which indicates the relevance of the topic of our research.

In the process of cross-language transmission of non-equivalent vocabulary, there are two main concepts: "equivalent" and "reality".

The term "non-equivalent vocabulary" refers to lexical units (words and stable phrases) of one of the languages that have neither full nor partial equivalents among the lexical units of another language.

"Equivalents" refers to such correspondences between words of two languages that are constant, equivalent, and usually independent of the context. Since there is always one equivalent match, the translator has no choice but to use this equivalent. Any other translation will be erroneous.

Polysemantic words have no equivalents. They can only have individual meanings of these words. For example, the English noun age has the equivalent of "age" in one sense, and "age" in the other.

As for the concept of reality, it is an object, a thing that exists or existed materially. According to dictionary definitions, realities are "objects of material culture". In linguistics and translation studies, words and expressions denoting the name of objects, as well as stable expressions containing the mentioned words, are called realities.

The distinctive features of reality are the nature of its content (the connection of the designated object with a certain country, nationality, social community) and its belonging to a certain period of time. Based on these features, the researchers proposed a subject, time, and local classification of realities.

These concepts are connected by national, historical, local, and everyday color, lack of equivalents in the translation language, and in some cases, they are connected by a foreign language origin.

Considering the possibility of applying the term "non-equivalent vocabulary "to all non-equivalent vocabulary, the terms" realities "and "equivalents" could be applied. In most cases, we deal with concepts that denote objects and phenomena that are characteristic of the source language and are not present in the translation language. However, in this case, it would be worth talking about realities-interjections, realities-terms, or equivalents-interjections, equivalents-terms, etc.

There are three "traditional" reasons for lexical equivalence:

1. Material equivalence – the absence of an object or phenomenon in the life, everyday life and / or culture of the target language;

2. Lexical and semantic equivalence – the absence of an identical concept in the translation language;

3. Stylistic equivalence – the difference in lexical and semantic characteristics between the source language and the target language.

It should be noted that this classification of the causes of non-equivalence also a classification of types of non-equivalent vocabulary.

There are four groups of non-equivalent lexical units:

1. Realities;

2. Temporarily equivalent terms;

3. Random non-equivalents;

4. Structural exoticism.

Let us consider the first group, which is called "words-realities". The reason why real words are non-equivalent lexical units is the absence of certain objects or phenomena in the translation language, and hence the concepts that denote them.

The second group is non-equivalent terms. Non-equivalent terms are very similar in nature to real words. Their lack of equality is due to the unequal level of achievements in the field of science, technology, as well as in the social sphere. The result is the fact that a certain "innovation" present in the source language is unknown to native speakers of the target language and is not present in their practical experience. In the future, this inequality is leveled, since due to translation transformations, the corresponding term appears in the translation language.

The next type of lexical nonequivalence is randomly nonequivalent vocabulary. These lexical units denote objects and phenomena known to both native speakers of the source language and the target language. However, for some reason, they were not assigned a name in the target language. The most logical and reasonable explanation for random lexical nonequivalence can be the theory of linguistic relativity. According to this theory, the picture of the world is formed differently for representatives of different cultures. In addition, within each cultural and ethnic group, there are also subjective differences in world perception.

Representatives of the latter group are structural exotisms. This group of words has a common feature with random nonequivalents: the objects and/or phenomena indicated are present in the practical experience of both the source language and the translation language, but their designations are absent, as well as for random nonequivalents. The difference between the structures of exotisms and random nonequivalents is that the absence of these lexical units in the translation language has an explanation. It boils down to the fact that the translation language may not have the same means of expression for the source language, which would allow creating the most clear and concise definition for the mentioned phenomena or objects.

Translation transformations are technical methods of translation, their essence is to replace regular correspondences with irregular (contextual) ones. In addition, translation transformations are called directly language expressions obtained because of using such techniques.

Currently, there is no universal classification of translation transformations in linguistic science. The existing classifications are characterized by either excessive breadth or relative narrowness of approach. However, a professional translator starting his career can adhere to the basic principles of any of the classifications, creatively rethinking and adding to it in the future.

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MUSIC INDUSTRY IN THE 21-ST CENTURY

Music takes on many styles and cultures. It encompasses the world and intertwines us together. If a person is asked to name their favorite artists, one would expect to hear a plethora of names of bands, as well as rappers. Similarly, there is also a cultural stigma to avoid making a livelihood from making music, in fact, most educators would laugh if a student said they wish to be an artist. This is due to lack of knowledge of the music scene among the general population. While luck and skill play their roles in music, the approach that is necessary to "achieve it" is scientific in nature. But the big problem is, "does an artist need a label to be successful?"

With advances in technology, the equipment to make professional sounding music is cheaper and more readily available to the general population(Peltz). Not just limited to labels and studios. Most people still think that it requires a record deal to generate revenue, but what exactly does a label do for an artist? In short, labels provide artists with ties to producers and sound designers to ensure song quality. The biggest things they do for artists are marketing, advertisement/promotion of content, and establishing legitimacy (Lawrence). This may seem like a great deal: promotion, ties, and credibility, but it is not the only option. The previously mentioned technological advances also extend to this. An independent artist, one with no label, distributes

their own music and promotes it through third parties, such as influencers and playlist curators. The exposure an independent artist gains is not as large as someone like Jay-Z might get. But there does exist a silver lining, an independent artist keeps 100% of the profits while ones signed to a label keep as little as 10% (Lawrence).

Another problem an independent artist goes through is learning what exactly it takes to make minimum wage from music. Streaming is one way to go about it. The pay per stream for Spotify is around .0043$ and Tidal being .0125$. In order to make minimum wage from Spotify one needs 336,842 streams and 117,760 for Tidal. Today U.S. monthly minimum wage is around $1,472 (Routley)(Routley). While there are many ways to look at it, in the scope of amount per stream, Youtube is by far the least logical place for an artist to make an income, due to needing 2,133,333 streams to earn minimum wage. However, Youtube is one of the best places to gain ties as an artist.

A sure way to become an established artist in an instant is to already be an established content creator. One example of this would be the rise of an artist by the name Corpse. Before launching his career, Corpse was a Youtuber who read real horror stories. Without the help of record labels, Corpse also began to make music, all the while trying to reach new audiences with his channel. One day, Corpse appeared in one of Pewdiepie's "Among Us" videos and quickly stole the show from countless youtubers who were also there with his incredibly deep voice.

This, in turn, helped him get the exposure he needed to skyrocket his music career, all because he already had a pre-established fan base. (Patric CC)

The world of music is moving and evolving faster than people might think, what was once a task downloading things onto an mp3, is now as easy as saying "Siri, play Burn In A Day on Spotify." Many artists have made successful careers without the help of labels, and many will continue to do so.

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TYPES OF LINGUACULTURAL CONCEPTS IN THE ENGLISH FANTASY NOVEL

The relevance of this topic stems from the popularity of the literary genre that an increasing number of authors turn to. Over the past two decades many films have been made based on books of the fantasy genre. The filmmakers used the works of such authors as: J.K. Rowling and her cycle about the wizard boy that begins with the novel «Harry Potter and the Sorcerer's Stone»; John Ronald Ruel Tolkien and his series of «The Hobbit, or There and Back Again» and «The Lord of the Rings»; Rick Riordan, author of the Percy Jackson series; Neil Gaiman and his famous «American Gods».

The purpose of this article is to study the features of translations of linguacultural concepts in the structure of the modern fantasy genre (based on Joan Harris's novel «The Gospel of Loki»). The subject of the research is the peculiarities of translations of linguacultural concepts. The task is to consider the translation of two

selected linguistic cultures from the original language into Russian. The novel «The Gospel of Loki» by Joan Harris was used as a material. In this article were used general scientific methods, such as analysis and synthesis.

To begin with, let's turn to the theory and the concept of linguoculturology and linguacultural concept. The linguist Wilhelm Humboldt made an important contribution to the formation of such a scientific discipline as linguoculturology and in the subsequent appearance of the term linguacultural concept. It was Humboldt who developed a theory that proves the direct relationship between language and culture [1, c 40].

If we talk about an art text, it can be said that linguistic cultures of such use reflect several factors by which they are classified:

1. linguistic cultures adopted in traditional culture.
2. Linguistic cultures reflecting phenomena of the religious order.
3. Social and political linguistic cultures.
4. Historically emerged linguistic cultures.
5. linguacultural concepts wich existence is justified by geographical location

Valentina Maslova believed that language is something that lies «on the surface of a person's being in culture» [2, c 180].

Now we can appeal to the linguistic cultures and their translation into Russian by Irina Togoeva. Let's start by looking at the two main characters in the novel. Let's pay attention not to the main name indicated in the pantheon, but to the secondary names.

Odin (theonym) is the supreme god in German-Scandinavian mythology, the father and leader of the Aesir [4]. In the Younger Edda, he has been given the following description: «One is more noble and older than all the Aesir, he rules over everything in the world, and no matter how powerful the other gods are, they all serve him like children to their father». Odin is called the All-Father, for he is the father to all gods. They also call him the Father of the Fallen since his adopted sons fell in battle. In the Younger Edda at the beginning, the image of Odin is built from the image of a valiant warrior and a powerful god [5].

Although, in Scandinavian medieval literature, Odin has such heiti (poetic descriptive name): Ygg (translation from Old Scandinavian) – Terrible One, Bölverkr (translation from Old Scandinavian) – Bale-Worker or Evil Worker or Evil Deed [4].

In the novel «Gospel of Loki», Odin acquires ambiguous features. Loki describes him as «Would throw his brother to the wolves (and did) for a percentage», which immediately gives a negative connotation. In the Russian translation, he is given in a footnote another name «Sower of Discord» translation into Russian «Сеятель раздоров», the name is never mentioned in the English version or further in the Russian text. This name is another characteristic that can persuade the opinion of Odin, as not the most noble god already at the beginning of the text. A footnote with a name carries not only additional information, but also the opinion of the translator, not the author. It is worth wondering whether footnotes are needed to expand the understanding of the hero, if the author himself does not directly mention such names or descriptions in the text.

Loki is a god in Norse mythology. The interpretation of the image of Loki is still a subject of debate. In the «Younger Edda» the name of Loki is associated with the Logi («fire»), which at one time gave rise to the opinion that Loki is a god or demon of fire. We can say that this version was put forward by Joan Harris herself. For this reason, one of the names of Loki in her novel is Wildfire. In her interpretation, Loki is a demon, the product of Chaos and fire. Jacob Grimm, however, considered Loki not only a demon of fire, but his earner, a cultured hero like Prometheus. It is as a kind of cultural hero that Loki presents himself throughout the entire novel and gives an excuse for every bad deed [6].

Loki calls himself Yours Truly and Wildfire. In Russian, Yours Truly was translated by Irina Togoeva as «Ваш покорный слуга», which literally means «Your humble servant». The word servant in Russian and English has a negative connotation. Throughout the novel, Loki often complains about his fate and the unfair attitude of other gods towards him. Calling himself «Your humble servant» seems to only emphasizes his dissatisfaction with his own position, while «Yours Truly», on the contrary, gives a more positive connotation and tries to present Loki to us as a positive character based on his own opinion.

In English, Yours Truly does not have a negative connotation. «Your humble servant» is repeated in the text for 24 times throughout the novel.

At the same time, «Your humble servant» is an outdated phraseological unit in Russian – 1) a polite form of letter conclusion; 2) in formal speech is used instead of «I», «speaking» [3].

Precisely due to the fact that the phraseological unit is outdated and is no longer used, except in literature in order to convey the atmosphere of the past, it now brings negative connotations against the background of the protagonist's complaints. On the other hand, the word «servant» better reflects the essence of Loki, who serves Odin in everything, Odin received Loki's help by deceiving him and then literally turning him into his servant.

In general, Loki's description of himself is positive, since of the eight names that he named himself, only three carry a description of a negative character: Trickster, The Father of Lies and Wildfire.

It is worth mentioning that the study of translation of linguacultural concepts is necessary in order to achieve an understanding of the picture of the author's world and then transfer this picture to the world to the final addressee, in this case, to the reader.

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IMMERSION IN TRAVEL LITERATURE

At all times, humanity has sought to discover new territories and improve its knowledge about them. People, overcoming fear, wanted to reach the horizon by sea and by land,. Travelers recorded their knowledge about discovered lands in diaries, journals, and created maps based on them. However, some works were lost, while others haven't been translated. Therefore, there were and still are gaps in the history of new land development.

Travel has always been one of the key motivations in texts, despite the fact that routes, ideologies, and means of describing them have changed over the centuries, as have the types of travelers, their reasons and goals, the means of travel, and the literary genres available to writers and travelers.

"Travel literature", according to a recent definition by Jan Borm (2004), is a set of texts, both fictional and non-fictional, whose main theme is travel. "Travel literature" in the English-language literary tradition is also known by the alternative names "literature of travel", "travel writing" and "travel genre". Most of the texts that are included in the "travel writing" category, due to their mostly non-fictional and / or hybrid generic status, were located outside the field of academic research by most scholars.

Referring to the etymological dictionary, we find out that the verb "travel" belongs to late 14 c. and means "to journey". It is derived from the word "travailen" (1300) – "to make a journey" and its original meaning was "to toil, labor". The semantic development may have been via the notion of "go on a difficult journey", but it also may reflect the difficulty of any journey in the Middle Ages. Replaced Old English faran. "Traveled" (adjective, that means "having made journeys, experienced in travel") is from early 15c. "Traveling salesman" is attested from 1885. "Travel" as a noun belongs to late 14c. too. It was formed from the verb "travel" and means "action of traveling". "Travels" as "accounts of journeys" is recorded in 1590s. "Travel-agent" was created in 1925.

Studying the etymology of the word "literature" – "book-learning", it can be concluded that it belongs to early 15c. Originates from Latin "literatura/litteratura" – "learning, a writing, grammar". In English It originally was "book learning" (in which sense it replaced Old English boccræft); the meaning "activity of a writer, the profession of a literary writer" is first attested 1779 in Johnson's "Lives of the English Poets". Meaning of literature "the whole of the writing on a particular subject" is recorded in 1860. The Latin word also is the source of Spanish "literature", Italian "letteratura", German "literatur", French "littérature".

Travel literature is included in world literature. The genre of travel writing includes outdoor literature, travel guides, and travel memoirs. Travel literature usually records the experiences of an author. An individual work is sometimes called a travel diary or journal. Travel literature may be cross-cultural or transnational in its focus, or it may include trips to different regions of the same country.

Obviously, travel literature is a broad and popular genre of literature that encompasses adventure and exploration, collections of travel articles, travel-related memoirs, and travel-oriented fiction. Writing travel notes is often mixed with writing essays, appearing as collections of travel notes or as articles in magazines. Styles range from serious to funny notes. Early examples of travel literature are found in medieval China, Ancient Greece, and early Arabic literature.

In addition, travel literature usually consists of a traveler's notes containing their impressions of the journey, descriptions of events, and observations. Travel books seek to convey to the reader information about recently discovered or little-known lands; it can be the story of an imaginary journey, presented as real, but important mainly in terms of ideological and literary content, as in adventure stories, utopias, and philosophical works.

Unfortunately, there are still gaps in the history of geographical discoveries in the world scientific community. To immerse in the genre an astounding number of travel books, scientific papers and research papers were studied. For example, the artwork of Jean-Baptiste-Étienne-Auguste Charcot "Journal of the French Antarctic expedition 1903-1905: "Francais" at the South pole" (1906). This book was written in French. The article pays attention to the fact, that, unfortunately, there are still gaps in the history of geographical discoveries and travel literature in the world scientific community. That's why the Russian translation of the book "Journal of the French Antarctic expedition 1903-1905: "Francais" at the South Pole" (1906), which had never been translated and published in Russian before, was made by the author of the article S.D. Trisheva and the team consisting of students of Russian State Hydrometeorological University. Professor T. V. Nuzhnaya supervised this work.

This journal is of great value for many branches of science, as J. B. Charcot and his crew conducted research in various directions. However, until now, this book has not been translated, so many of the research conducted by the scientist were not known to a wide Russian-speaking audience. Therefore, the translation plays an important role in the survey of polar territories and the elimination of those "gaps" in the history of geography.

"Journal of the French Antarctic expedition 1903-1905: "Francais" at the South pole" (1906) is a unique field for research in various fields of science. The publication of the translation of this book will mark the beginning of new discoveries and fill in the gaps in the history of the exploration of the polar lands.

Travel books come in a variety of styles: documentary, journalistic, literary and memoir, from humorous to serious. They are often associated with tourism and include travel guides. They were created by various authors, including travelers, missionaries, military officers, scientists, researchers, pilgrims, educators, social and physical scientists, and migrants.

But there remain entire areas in the field of travel literature that are still largely unexplored and are waiting to be studied using a wider range of tools than have been used so far.

Содержание

ИСТОРИЯ ОСВОЕНИЯ И ЖИЗНИ ЛЮДЕЙ НА СЕВЕРЕ, СОЦИАЛЬНО-ЭКОНОМИЧЕСКОЕ РАЗВИТИЕ И МЕЖДУНАРОДНОЕ СОТРУДНИЧЕСТВО РЕГИОНОВ

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