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**YOUNG SCHOLARS' RESEARCH
IN THE HUMANITIES**

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“Young Scholars’ Research in the Humanities”

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МОЛОДЫХ УЧЕНЫХ
В ОБЛАСТИ ГУМАНИТАРНЫХ НАУК**

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These are the proceedings of the II International multidisciplinary conference “Young Scholars’ Research in the Humanities” that was held on 27 March, 2015 at Saratov State University.

The results of research in the humanities – history, international studies, sociology, tourism and service, philosophy, psychology and philology - were presented by students, post-graduates and university lecturers from Russian and foreign universities.

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INTERNATIONAL CHILD ABDUCTION IN RUSSIA: CIVIL ISSUES AND CIVIL PROCEDURE ASPECTS

Nowadays the problem of International Child Abduction is very urgent in Russia. According to the Russian Federation (RF) Ministry of Education and Science each year from sixty to seventy thousand marriages of RF citizens with foreigners are affected. In case of divorce the main question is who a child will stay with and where he/she will live. Problems arising between parents often result in restricted access of one parent to a child or even child abduction. There are a lot of cases illustrating the situation but of the last and headline making examples is a case of Eliza André-Belenkaya.

The mother, Irina Belenkaya, a RF citizen, and father, Jean-Michel André, a French national, failed to agree on sharing their parental rights. Their daughter Eliza was born in Russia then the family lived in France. But after a discord between spouses Mr. André petitioned for a divorce in 2007 and demanded a travel ban for his daughter. A French court ruled that Eliza was to stay with her father, but shortly after that Ms. Belenkaya took her daughter to Russia, where she obtained her parental rights in a Russian court. Several times the girl was taken away from France to Russia and vice versa. The story ended when Ms. Belenkaya was arrested by French law enforcement bodies and charged with kidnapping. She got a conditional sentence of 2-year imprisonment. The problem was that the states, Russia and France, could not solve the problem in a different way because there was no any agreement between countries on that issue at that time.

Now there are legal grounds for resolving similar cases with the help of state authorities because in May 2011 Russia joined the Hague Convention On the Civil Aspects of International Child Abduction (concluded 25 October 1980) (the Convention). Nevertheless, there is a kind of deficiency of law because Russian legislation is not amended accordingly to the Convention, on the one hand, and there are some restrictions of Convention application, on the other. The aim of this paper is to study the current state of RF law and the Convention agreement.

The Convention is a multilateral treaty aimed at protecting children from harmful effects of abduction and retention across international boundaries by providing a procedure for their prompt return. In accordance with the Convention each signatory state must designate a Central Authority to handle petitions for removal in

the signatory country and to respond to other signatories' Central Authorities. The department of State policy for children's rights protection at the Ministry of Education and Science of Russia functions as such Central Authority in the RF.

Accession to the Convention required adopting some changes to Russian legislation. Only in May 2014 a federal law which amended the Civil Procedure Code came into force. A new chapter – Chapter 22.2 – was included into the code. Its title is the following: Proceedings involved in consideration of applications for return of a child or exercise of rights of access in accordance with the Convention. The chapter is included in the Subsection “Contentious Proceedings”. It provides that cases for return of a child or exercise of rights of access shall be considered and resolved according to general litigation rules but taking into account the distinctions established in the international treaty and this chapter. Hereby these proceedings are the type of the contentious proceedings.

But the first thing that may give rise to doubts and confusion is the name of the requirement– an application – rather than a statement of action while the parties to the case have not changed their titles: the plaintiff and the defendant. Probably, this is a shortcoming of legislators.

In accordance with legal developments an application may be filed by a parent or other person who believes that his/her rights of custody and access are infringed or an application may be submitted by a prosecutor. Besides, participation of a public prosecutor in a court session is obligatory as well as the participation of guardianship and trusteeship bodies.

Because of the nature and complexity of such cases their particular exclusive jurisdiction was determined in the new chapter of the Civil Procedure Code. Such applications are handled only by one district court in a federal district where a child resides. For example, this is the Tver District Court of Moscow if a child lives in the Central Federal District or the Pervomaisky District Court in Rostov-on-Don if a child resides in the Southern Federal District.

Moreover, rules of combination of several claims and filing a counter-claim are not acceptable in this type of proceedings. The only exception is when a plaintiff combines claims for the return of two or more children.

In addition to other measures for providing for a claim a judge is stipulated to be allowed to prohibit a defendant to change the place of residence of a child and temporarily restrict his/her exit from the Russian Federation before the court decision is enforced.

Pursuant to the Convention and to ensure the rapidity of judicial procedure amendments also involve reduced time limits. First of all, there is a shortened period for Consideration and Resolution of these cases – total 42 days from the date of filing

the application with the court including rendering a motivated court decision. Moreover, there is only one month for an appellate court to consider and resolve an appeal, instead of a general two-month term. And, lastly, a court is obliged to send copies of court rulings and judgments not later than the day following the date of their adoption.

Another novelty is that the copies of judgments and court decisions reflecting the progress and outcome of the proceedings should be directed to the Central Authority for the proper performance of its powers and duties.

The law brought changes into enforcement proceedings as well. There was established a lessened term for the writ obligatory issuance concerning a requirement for return a child on the basis of the Convention. Such writs are imposed for implementation within one year from the date of entry into force of the judgment, unless otherwise provided by the court decision.

Although many changes to the legislation were introduced there are still problems to be discussed and solved.

Firstly, there are still some discrepancies between the Russian legislation and the Convention provisions. For example, under the terms of the treaty the movement of a child by one parent without the consent of the other parent may be regarded as illegal. Meanwhile, similar actions from the perspective of the Russian law are recognized as legitimate. Thus, in accordance with Article 20 of the Federal Law of 15.08.1996 N 114 "On the procedure for exit from the Russian Federation and entry into the Russian Federation" a minor has the right to leave the Russian Federation with one of the parents. Consent of the other parent is not required.

Besides, Russian law does not recognize the concept "right of access". Some scholars are inclined to think that the equivalent to access rights in Russian family law is the right of a parent living apart from a child to communicate with him/her and to participate in his/her education. Thus, effective implementation of the 1980 Convention requires some more changes of domestic legislation to conform other provisions of this international treaty.

Secondly, the Convention does not touch on the concept of "habitual residence of the child" (*résidence habituelle*). How to determine the habitual residence of a child if he/she is registered, for example, in one state, but actually lives in another? The Convention does not outline even approximate guidelines for answering this question, which causes difficulty in practice.

Thirdly, the Convention is not applicable, if a State, where a child stays, has not recognized Russia as a member of the Convention. For example, if a child is abducted and taken away from Russia to Germany, it would be impossible to apply the

Convention (despite the fact that Germany has ratified it in 1990), because Germany has not confirmed the recognition of Russia as a member of the 1980 Convention.

In conclusion it is necessary to underline that there is much work to do for Russian legislature and government to resolve the problems associated with the application of the Convention so that children and their rights will be properly protected.

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PRAGMATIC ASPECT OF LITERARY TRANSLATION FROM ENGLISH INTO RUSSIAN

A language is regarded as a specific code intended for information exchange between its users. It is a system of interrelated material signs (sounds or letters), various combinations of which stand for various messages. The process of language communication involves sending a message by a message sender to a message recipient. The communication variety with one common language is called the

monolingual communication. If the communication process involves two languages this variety is called the bilingual communication. Translation is a specific type of bilingual communication since (as opposed to bilingual communication proper) it obligatory involves a third actor – translator, who acts as a special communication intermediary, making it possible to understand a message sent in a different language [4, 22]. Thus in translation we deal with two languages which have semantic, syntactic and stylistic aspects. But there is one more very important aspect which is to be taken into consideration in the process of translation – pragmatic aspect.

Studying pragmatics has become a topical issue quite recently. The term “pragmatics” was introduced by W. Ch. Morris in the 1930s. Pragmatics became a separate aspect of linguistics in the 1960s. Pragmatics of translation is a wide notion which covers not only pragmatic meaning of a word, but some problems connected with various levels of understanding by speech acts communicants of certain meanings or messages, depending on linguistic or paralinguistic factors, that is, background knowledge. This range of questions is united by common categories and objects of pragmatic analysis, in which the notion “communication act” is the central one. The other important components are the following: a sender; a recipient; a statement or a text as a product of a speech act; a communication goal; a communication situation [1, 8].

The main task of pragmatic aspect in translation is coordination of all the elements in the process of communication. Translation is a message sent by a translator to a particular user and the adequacy of translation depends on similarity of their background information rather than only on linguistic correctness. By pragmatic meaning of a translation equivalent we understand the reaction of the translation user to the verbal message in the target language.

From the point of view of V.N. Komissarov, the process of translation has double nature. On the one hand, it is source text-oriented in the context of interlingual communication and its aim is to create the adequate substitute of the source text in the target language culture. On the other hand, it is a specific act of speech in the source language, which pragmatically focuses on a certain recipient and certain conditions and situations of a speech act [6, 107].

Here the question of translatability arises. A. Neubert claims that this question concerns pragmatics of translation and states that “absence of points of coincidence breeds problems of translatability, but not deviation from the pragmatic aspect” [5, 197].

T. V. Drozdova concludes, that translatability can be considered as a potential of realization of communication. It means that every single monolingual communication act can be reproduced (with linguistic and extralinguistic changes) in

the secondary communication; and taking into account a recipient's background knowledge is a necessity both in the source language and in the target language [3, 67].

Thus, from the point of view of pragmatics, every single text can be translated, although every translation undergoes changes, caused by the necessity of its pragmatic adaptation.

Translation equivalence is the key idea of translation. It means that if a word or word combination of one language (A) corresponds to certain concept (C) and a word or word combination of another language (B) corresponds to the same concept (C) these words or word combinations are considered equivalent (connected by the equivalence relation) [4, 58]. The mental concept of a given language sign is usually broad and complex, consisting of a lexical meaning, a grammatical meaning, connotations and associations. It may be different even in the minds of different speakers of the same language, not to mention the speakers of different languages. It makes us draw the conclusion that translation equivalence does not mean the sameness of the meaning for the signs of different languages. Pragmatic relations play an important role in analyzing the original text and producing an equivalent text in the target language. Semantically equivalent texts are not necessarily pragmatically equivalent.

In translation practice we can see that there are different ranks of translation. One rank consists of simple substitutions, whereas another may involve complex transformations and not of purely linguistic character. There are different approaches in translation theory to translation ranks or levels. For example, A.D. Shveitser worked out the following hierarchy of translation equivalence levels: 1 – syntactic, 2 – semantic (component and referential), 3 – pragmatic [8, 83]. Each level requires definite set of tools to be used by the translator. It should be noted that equivalence on each lower level presupposes equivalence on the higher ones. Thus pragmatic equivalence is sufficient without equivalence on syntactic and semantic equivalence levels, whereas syntactic level equivalence does not exist without equivalence on the higher levels. It inevitably makes us come to the conclusion that pragmatics is the core of equivalence: it controls both the degree of equivalence and the process of translation. When the original message is lost for the target audience it is a failure of the translation and the translator and no semantic or syntactic similarity will redress the damage.

Pragmatic translation problems arise because of the contrast between the source text situation and the target text situation in which the texts are used and relate to culture-bound terms, references to place and time, indication to the relationship between communicative partners. Such problems are connected with translation of

realia. Realia are words and expressions for culture-specific material elements. The word “realia” comes from Medieval Latin, in which it originally meant “the real things”, i.e. material things, as opposed to abstract ones. Since realia carry a very local overtone, they often pose a challenge for translation: they have neither full nor partial equivalents in the target language, but it is necessary to render their national and historical colouring [2, 89]. The source-language word may express a concept, which is totally unknown due to the non-existence or to the different value of the given item in the target language culture. Such concepts may be abstract or concrete. Culture-specific items may include customs, traditions, religious beliefs, clothes, food, or institution. They may cover geographical, ethnographical, folkloric, socio-historical, and every day aspects.

There are several ways of translating such words. Our research is based on the prose of O. Henry and A. Christie. The material under analysis includes the following pieces of literature: “M or N”, “Ten Little Niggers” by Agatha Christie; “The Ransom of Red Chief”, “Schools and Schools”, “A Service of Love” by O. Henry.

The simplest way of translating culture-specific words is to transcribe them. *Transcription* is copying the sound form of the source language words by means of the target language letters. This method is widely used for rendering personal names, place names, titles of periodicals, names of firms and companies. For example: Tuppence – Таппенс; Deborah – Дебора; Lord Easthampton – Лорд Истхемптон; Joe Larrabee – Джо Лэрреби; Delia Caruthers – Дилия Кэрузер; Wagner – Вагнер; Rembrandt – Рембрандт; Chopin – Шопен; Oolong – Улонг; Waldteufel – Вальдтейфель; Maureen – Морин; the Blitzkrieg – Блицкриг.

Sometimes *transliteration* is used for the same purpose. Transliteration is copying the letters of the source language words by the target language letters. For example: Tommy Beresford – Томми Бересфорд; Derek – Дерек; Ebenezer Dorset – Эбенезер Дорсет; Poplar Cove – Поплар-Ков, Labrador – Лабрадор, General G – Генерал Г. It should be noted that transcription is more preferable for rendering proper names because it renders the original sound-form of the word, while transliteration is based upon its graphical presentation.

In case of composite words *loan-translation (or calque)* is used. It is translation by parts, a substitution of a part of a word (a morpheme) or a word-combination by a direct correspondence in the target language. For example: the Fourth Bridge – Четвертый мост; St. Bridget’s Hospital – больница святой Бригитты; Owl Creek – Совиный ручей; “Weekly Farmers’ Budget” – «Еженедельный бюджет фермера»; the Middle West – Средний запад; the Golden Gate – Золотые Ворота; Smugglers' Rest – привал контрабандистов; identity card – удостоверение личности; Foreign Office

– Министерство иностранных дел; Cape Horn – мыс Горн (a combination of calque and transcription).

One of the methods of translating culture-specific items is based on approximate rendering of the notion. It can be described as *translation on the analogy*. If some notion of the source language has no name in the target language, it is necessary to look for some analogous, similar notion in the target language. For example: Local Volunteer Defense Organizations – гражданская оборона; Ministry of Requirements – Министерство снабжения.

These means of translation have certain drawbacks and their use is limited both by linguistic and extralinguistic factors. However, proper combination of these means makes it possible to translate a source text rendering the necessary information.

Culture-specific items are not the only challenge in translation. To avoid these difficulties a translator has to resort to some special devices worked out by the theory of translation and known as lexical and grammatical transformations. English texts are rich in ‘hidden’ syntactic and semantic information which is to be visualized by *addition* in translation. Additions in translation stem from the differences in the syntactic and semantic structures of the source and target languages. It is a device intended for the compensation of structural elements implicitly present in the source text or paradigm form missing in the target language. When translating from English into Russian a translator is to visualize the implicit objects and relations through additions. For example: in Alabama - в штате Алабама; a service revolver – револьвер армейского образца; At twenty he left for New York – Когда же Джо Лэрреби исполнилось двадцать лет, он отбыл из родного города в Нью-Йорк; If a home is happy it cannot fit too close – Дом, в котором царит счастье, не может быть слишком тесен; Hatteras – мыс Гаттерас; sandbag one another – лупить друг друга кистенём по голове.

Omission is the opposite to addition. It is reduction of the elements of the source text considered redundant from the viewpoint of the target language structural patterns and stylistics. For example: for the privilege of living in a flat with your Art and your Delia – чтобы поселиться в такой же квартирке со своей Дилией и своим Искусством; Their aims were very clear and defined – Стоявшая перед ними цель была им совершенно ясна; a tuppenny-halfpenny clerk – клерк; great pirates of Penzance – великие пираты. The word ‘Penzance’, which designates a national item, is not important in the semantic structure of the text.

Another type of transformations is called *generalization*. In many cases the norms of the target language make it unnecessary or even undesirable to translate all the particulars expressed in the source language. It is the substitution of words of a narrower meaning with those of a wider meaning. The necessity to use generalization

may be caused by purely pragmatic reasons. In the source text there may be proper names, names of some firms or of the goods produced by those firms, of shops, etc. informative for the native speakers of the source language and absolutely uninformative for the recipients in the target language. For example: have a little brandy – вам надо выпить глоток чего-нибудь крепкого; a niggerhead rock – черный камень.

Specification is the opposite to generalization. It is the substitution of words with a wider meaning with words of a narrower meaning. Such words in the source language have larger scopes of meaning than their target language counterparts and their particular semantics is recognized from the context. For example: a prominent citizen – почтенный обыватель; no service seems too hard – никакие жертвы не тяжелы; you know his fame – вы, без сомнения, слышали это имя; old thing – старушка.

In summary, translation pragmatics is a multi-aspect approach. Its analysis requires discussing the role of each of the translation situation components. The communicative effect of the source and target text upon the recipient should be similar. A lot depends on the functional style (register), genre, language and speech norms. Neither of them can be changed in translation because, ultimately, they make up the functional force of the text, so important from the point of view of pragmatics. It is necessary to stress the importance of the translator's background knowledge, i.e. profound knowledge of the source language country's history, culture, traditions, customs, etc. Translating process reveals double pragmatic orientation. On the one hand, it is realized within inner lingual communication and is thus oriented to the original. On the other hand, translation is a concrete speech act which is pragmatically oriented to a certain recipient. Pragmatic task of the translation aims at ensuring maximal equivalency with the original. Pragmatic aspect of translation is especially important in translation of nationally-biased units of lexicon.

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SOCIAL TRAPS IN WOMEN'S ENTREPRENEURSHIP EVALUATION

Entrepreneurship is an integral part of modern market economic system, without which the economy and the societies of the whole can not normally exist and develop. It provides strengthening of market relations. One of the engines for the development of a market economy is the development of a class of Russian businessmen at the present stage of development of our society, women increasingly act in the role of entrepreneurs, competing with men [1, 22].

The gender dimension of entrepreneurship continues to be a serious problem for the Russians, where a woman is kept in the traditional stereotypes of secondary value business and limited within such a career.

In order to identify the characteristics of female entrepreneurship I conducted an investigation [4]. Analysis of the research results showed that 95% of the respondents started their businesses on their own, 50% of respondents - over the age of 24 years. It was found out that the main activities, respondents were involved in are selling games, gifts (23%), travel services (18%), food (18%), and the decoration and ideological support (14%). The main reason for opening their own business is to realize their ideas which they can not develop in the traditional workplace.

As for women called they are more emotional (32%), careful, tolerant, original (27%) compared with men. The majority of respondents called a specific women's social trap such as priorities" family-work".

Women's ability to make a career and successfully lead in large business requires high risk and efforts. This is due, on the one hand, to the desire of women to combine strategies in life (family, work), on the other hand the reluctance of women themselves to take "commitments" that are indispensable. Women are more successful in small businesses. Highly successful women complete and correct the actions of men in the family business, bringing into the work their responsibility and caution [9, 15-22].

Relying on the statements of the women themselves, Raja Horner suggested "a picture of barriers" the women leaders conform with on the way to achieve professional career, they are: men's pressure, fear of leadership, lack of example, and disadvantages in education [8, 43-45].

Systematically studying the features of the so-called woman's career Dzh.Vitkin, S.Karter, M.Henning and A.Zharden point out women's qualities necessary to achieve success in their professional activities women later than men begin to take care of personal career, they are more emotional, less risk-averse than men and cannot hold strikes [3, 77-108].

J. Rozener saw women are more than properly-developed unlike men, tending to stress the leading role of the contribution of their subordinates. Moral support subordination and encouragement are the main characteristics of female management [2, 55-79].

In contrast to George Rozener, E. Michel Alder does not see any distinction between male and female management. However, it is known that women do not blindly follow the masculine style of management, but create their own style based on the use of its special behaviors and traditional roles as mothers, sisters, assistants [7, 24-30].

The Russian studies, which discussed specific features and advantages of men's and women's entrepreneurship, stress the international character of this problem. Thus, according to N.N. Obozova, the behavior of successful women is based on instinct and unconscious passions unlike men, whose behavior is based on inferences and restraint feelings. Life values of women's are feelings of love and motherhood, the private prevails over the public [6, 68].

The studies of I.G. Dubov, demonstrate no significant differences with respect of men and women. He says that the male type of behavior is suitable for women and recognizes it as effective for them. [5, 79-81].

So, on the whole, business requires not only a solid knowledge of economics, determination, willingness to take risks, but also the capacity for creativity, originality of thought. Another important factor is luck that always accompanies people who want to win and use modern opportunities.

Today we can observe the phenomenon in non-traditional models of management of women contributing to the transition to a new management paradigm, the essence of which is a transition from close to open style of management.

The variety of social traps, which women have to cope with in order to occupy the leading position, can be differently interpreted, but one thing is clear - the most important for a woman is to have the necessary capacity to block these social traps.

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TEXTUAL REPRESENTATION OF THE AUTHOR'S MULTICULTURAL IDENTITY (BASED UPON THE MATERIAL OF THE NOVELS OF AN AMERICAN WRITER AMY TAN (ASIAN-AMERICAN STREAM))

Today we can record a rapid increase in Asian-American, Mexican-American and African-American literature.

Asian-American literary movement has become one of the most dynamic in the history of the American literature and just in 3 decades it has gained a universal recognition. Among the representatives of this stream we can mention Maksin Hong Kingston, Amy Tan, Monika Soon, Sui Sin Far, Onoto Watanna, Etsy Sugimoto, Dgeid Snou Vong etc. [2, 1].

These writers, so called the writers with binary identities, bilingual writers, the authors of multicultural texts, can also be described as descendants of one culture depicted in another, like the bridges between two or more cultures. As a comparatively underexplored phenomenon in modern linguistic researches the representation of these authors' personality in fictional discourse presents a special interest.

In this article we will try to focus on the speculation upon the textual representation of multicultural identity of an Asian-American stream author – Amy Tan. Amy Tan is a second generation immigrant that is why we can just say that she is a writer of a Chinese origin but not a descendant from China. The main source of Chinese culture and a Chinese culture-bearer for her was her mother, whose experiences on the arrival in America found its reflection in short stories of the novel «*The Joy Luck Club*».

As one of the aspects of the realization of the writer's multiculturalism it is worth speaking about special ways of the novel's organization. Thus, the novel is constructed from short stories like a big puzzle from many small puzzles that can be arbitrarily divided into 2 parts. The first part contains short stories in which the narrators are mothers. It is important to mention that in spite of the fact that they all have different names they perform one fictional role of an impersonal mother, a mother who is taking care of her daughter, a Chinese woman who arrived in America and has not yet assimilated with it.

The second part is the part where the narrators are daughters, all performing the function of an abstract daughter who can not understand her mother, who speaks Chinese badly, who has hardly ever been acquainted with the peculiarities of the Chinese culture, and who resists the instructions of her mother.

Among the short stories of the first and the second parts we can notice some inserted stories connected with the description of the events that took place very many years ago. The place of actions in them is China, at the time when the so called "mother" was a child. In such inserted stories some Chinese traditions, customs and ceremonies, or the ways of behavior that are common to a typical Chinese woman are depicted.

The fact that Amy Tan makes a special focus upon the topic of a mother and a daughter has an autobiographical character, thus, for example, in her autobiographical essay "*Mother Tongue*" she wrote that the English language that she used to speak at

work and conferences and the language that she used to speak at home were two absolutely different languages. As a home language it was abridged up to short simple sentences with some deviations from the standard grammar - language with the inclusions of some Chinese words but used in all other spheres of life it was classical literary English. These two kinds of languages are in quite an unusual contrast that can be characteristic for a multicultural person.

These features can be seen in the two different languages the mothers and daughters speak in the novel's stories. In one of the inserted stories of the novel "The Red Candle" we can notice different variations of the perception of the notion «*to keep one's promise*»/ «*сдержать обещание*». As a Chinese woman-mother the narrator says «*I once sacrificed my life to keep my parents' promise. This means nothing to you, because to you promises mean nothing*» [1, 49] - «*Я однажды пожертвовала своей жизнью, чтобы сдержать обещание родителей. Это для тебя ничего не значит, так как обещания для тебя вообще ничего не значат*». The above given quotation is structured upon one of the tropes of speech – antithesis, the contrast of perception of one and the same notion by two different generations and cultures. The mother uses this phrase after her daughter has broken her promise to come to her and associates it was the phrase from a film which has a special point on ethnical identity. «*American soldier promises to come back and marry the girl ...but he does not come back*» [1, 49] - «*Американский солдат обещает вернуться назад и жениться на девушке, но он не возвращается*». Located in a strong position of the text, just before a short story, the abstract elucidates the plot of the short story and highlights one of the variants of its interpretation.

A Chinese woman in her childhood is one of the central characters of this story. In spite of her obedience and full conformity to adults, as it should be according to the Confucian tradition, she expresses a thought, more common to the American culture «*I would always remember my parent's wishes but I would never forget myself*» [1, 58] - «*Я всегда буду помнить желания моих родителей, но я никогда не забуду о себе*». This decision has a serious influence upon the further plot of the story in which the girl finds freedom from a person who she was forced by a traditional Chinese society to marry to. Common to the American culture, the idea of freedom occurs on the lexical level and on the level of the plot and is framed in mythological, more common to the Chinese traditional culture, explanation: the girl decided not to forget herself after she had experienced the feeling of the strength of the wind (it should be noted that in the traditional Chinese culture primary elements: wind, water, metal and earth are very important). This shows double consciousness and binary identity of the author herself in which we can see overlapping constructions of Chinese mythological inclusions in an American way of life.

The key point in elicitation of the textual representation of a multicultural identity of a person is such a notion as “the code of culture”. “The code of culture” is usually understood as a net which the culture throws at the world around us and with the help of which it divides the outside world into parts, categorizes, structures and evaluates it [3, 232]. In our case the original and basic culture for the author is mainly the Chinese culture. Let us concentrate our attention on its key manifestations.

One of the main postulates of Confucianism comes through the whole novel. It is a theory of a family according to which children should inalterably be obedient and respectful to their parents and however much the context has varied, the character who personifies a disobedient daughter has no dynamics of progressive development in the further plot and turns into an incomplete roughly outlined figure whose contextual development stops after the act of its (his or her) self-revolt.

By no means unimportant is the fact that the author also depicts some of the traces of fen shui theory of harmony. At least in two short stories of the novel «*Rice Husband*» and «*The Voice from the Wall*» the mother sees the expression of and the reasons for the disharmony in life in the wrong position of the furniture in the house, the jars on the shelf, in a particular slant of the floor and in a special curvature of the table: «*She says the slant of the floor makes her feel as if she is “running down” ... She can see all this. And this convinces me she can see what else is going on between me and Harold*» [1, 151] - «*Она говорит, что наклон пола заставляет её чувствовать себя так, как будто бы она бежит вниз. ... Она видит всё это. И это убеждает меня в том, что она может видеть то, что ещё происходит между мной и Гарольдом*». Sentences in which she mentions the slant of the floor are structured according to the grammatical rules of the reported speech or used in the passive voice with a special highlighting of the word “floor” as the most meaningful; thus, “the floor makes her feel as if she is running down”. The combination of the words “floor” as a precarious foothold and “running down” as a thing that has no footstone is doomed to fall. In her perception the house that was built at the high point of the hill is connected with the wind that blows all the life strength down the hill. These phrases about the house attract our attention by the usage of the word “down” that is repeated several times which shows that this word has another meaning, a symbolic one. Through a special attention to the detail and giving it a special, intuitive, symbolic meaning the character acquires a special sense of seeing what lies behind external expressions of the world around us. Amy Tan specifies not once that a Chinese woman can see much more than any other representatives of another culture «*I saw these things (a beetle wearing the face of a child, monkey rings etc) with my Chinese eyes*» [1, 103] - «*Я видела всё это (жука с лицом ребенка, обезьяньи кольца) своими китайскими глазами*».

A certain significance is also given to the rituals and holydays which are described as if from the inside. First of all, we can mention that when the author portrays a holyday the narrator will be not an off-site observer but a person who really takes part in the events. The narration is made in the English language but the main character lives in China, in a traditional Chinese atmosphere and has no idea of the American culture and America. Besides as a rule, the character is a child. It is important to note that children have a naive worldview, they can perceive the world spontaneously and sometimes too personally. Thus, in one of such short-stories the narrator calls her sisters «*Number Two and Number Three*» [1, 71] - «*Номер два и номер три*» (a mixture of the English language and the Chinese culture is characteristic for a bilingual mind of this stream author). The ceremonies are described only in inserted-stories by an impersonal character, an old mother, but the genre of memories is not strictly followed up, if not to say that it is used only in the first introductory abstracts. The first-person narration is seen in such stories. The narrator is a little girl who is actually that very mother but decades younger. In such short-stories the sentences are shorter, more simple grammatical constructions are used, and the forms of the sentences are similar to the forms of protocol sentences. The ceremony as an action is submitted by some referring associative indicators of the social status of the characters that can be properly understood, mainly by the Chinese mind and not the American one. The order of the descriptions of holiday events is so systematic that a whole story can be devoted to a description of one day which is full of events by virtue of a child's dynamism. The description usually leads to clarifying this or that postulate of a traditional Confucian Chinese culture that is given at the beginning of a short-story, a postulate that can be, for example, like this "a woman in the Chinese culture should always keep her face (hide her true inner world which cannot be expressed in emotions and feelings).

In conclusion, the issues mentioned above show how the binary identity of an author finds its expression on the textual level (in the text's structure and in the text itself). It also elicits structural peculiarities of multicultural texts and reveals the dialog of cultures within one writing mind.

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THE ARCTIC INTERESTS OF SOUTH KOREA

During fledging years, the activity of the Arctic Council (AC) was pointed at coordination of countries' action primarily on protection of the environment and rights of indigenous population. However, today this high-level intergovernmental forum is an important platform for a solution of sustainable development issues in the Arctic region. The evidence of increasing its political role is the council's expanding by new observer states. In May 15, 2013, at the AC's session in Kiruna (Sweden) six nations—China, India, Italy, Japan, Korea and Singapore—were granted an observer status to the council [1]. This points out to the fact that processes occurring in the region excite not only Arctic states, but also compel the attention of countries that are located thousands of kilometers off the Arctic.

Asian countries are particularly concerned with the problem of climate change, which is felt in all corners of the globe. For example, in winter 2013 the average temperature in Korea was recorded as the lowest in the last 40 years. Yet on the other hand, summers have become hotter and hotter, and also unusually wet. In September 2012, an unexpected heat wave caused power outages across the country, affecting at least 300,000 homes [2].

The countries are also interested in exploitation of the Northern Sea Route (NSR), which will reduce shipping routes to Europe. Not least important for Asian countries is natural resources evidence in the Arctic. According to experts, under the ice of the Arctic there lies about 83 billion barrels of oil and 13% of the world's undiscovered reserves of natural gas [3].

Seoul became involved in the Arctic region scientific research when in October 2001 the Korea Arctic Scientific Committee was established. In April 2002, ROK joined the International Arctic Science Committee (IASC). That same month, the Dasan Station was founded in the Ny-Ålesund (Svalbard), Norway. In April 2004, the Polar Research Center at KORDI was expanded to form the Korea Polar Research Institute (KOPRI). Independent research capacity was finally achieved when the

Korean icebreaker Araon priced at \$106 million [4] was built in November 2009. The Araon conducts annual research activities in the Arctic Ocean [5].

These considerations pose the question: what is behind ROK's interest in the Arctic?

Firstly, the country is dependent on energy imports. As of 2013, South Korea imported 61.8% of its oil from Saudi Arabia, Kuwait, and the United Arab Emirates and about 53.3% of its natural gas from Qatar, Indonesia, and Malaysia [6]. Information about the Arctic oil and gas reserves, of course, kindled ROK's interest. It is expected that South Korean companies and experts will actively participate in the development and production of energy resources in the Arctic. ROK is ready to invest in projects to oil search in the region.

In January 2011, executives from the Korean Gas Corp. (KOGAS) visited Inuvik (NWT, Canada) to consider the possibility of building a terminal in Cape Bathurst, located northeast of the Umiak SDL 131 gas field in the Mackenzie Valley Delta. Canada's MGM Energy has a 60% stake in the field, which is estimated to hold 328 billion cubic feet of LNG. In December 2010, KOGAS bought 1/3 of that stake, for \$30 million, giving it 20% ownership of the field. This energy deal is the first ever in the Arctic by a South Korean corporation. KOGAS is planning to begin exporting gas from the Umiak field in 2020 [7].

Secondly, the interest of South Korea in the Arctic caused by the possibility of cutting back expels to transportation costs in the operation of the NSR. A current sea route from the Korean peninsula to Europe, whose length is about 22 thousand km, gets through the Strait of Malacca and the Suez Canal. The NSR essentially would reduce the travel distance by 40 % (around 8000 km), cutting the time by a maximum of 10 days and reducing fuel costs by around 25 % [8].

The NSR can be used for sailing for four months of the year now, but it is predicted to be extended to six months in 2020 and open throughout the year in 2030 due to the effects of global warming [9]. This will improve the competitiveness of South Korean products on the European market. If we take into consideration that the import and export of resources and goods in South Korea depend heavily on maritime transport, and Europe is one of the major trading partners of the country, by opening the sea route in the Arctic, Korea receives significant economic benefits.

Thirdly, with the beginning of a new era of development of Arctic resources and opening maritime routes in this region there is an increase in demand for oil platforms and special vessels, such as icebreakers. South Korean shipbuilders such as Hyundai Heavy Industries, Samsung Heavy Industries, and Daewoo Shipbuilding and Marine Engineering (DSME) are among the most competitive companies in the world for production of these high-value-added ships. A Korean shipbuilder is interested in

obtaining an order for the construction of methane carriers of ice class and modular designs for a terrestrial plant of liquefied natural gas for "Yamal LNG" project. One of the largest South Korean corporations DSME, ahead of competitors, designed specifically for navigation along the NSR a gas carrier ice-class ARC-7. This is a new ultra-modern transport with cargo capacity of 170 thousand cu. m. is able to overcome the ice cover thickness of 2.1 m. In March 2014 DSME won a tender of "Sovkomflot" to build nine icebreakers to transport liquefied natural gas (LNG) for the megaproject. The contract amounts to \$ 2.8 billion (the price of each tanker is about 300 million) [10].

At the first Policy Forum for an Arctic Strategy, held in September, 2012 the Land, Infrastructure and Transport Ministry's marine policy director proposed developing a mid-to-long-term Arctic plan to form a basis for future Arctic policies. In November 2012, the ministry announced measures to activate polar region policies. In June, 2013, there was held a second Policy Forum for an Arctic Strategy, where the Pan-Government Arctic Development Plan was announced. The plan consists of four main ideas:

1) it calls for greater international cooperation in the Arctic, including plans for more vigorous participation in the Arctic Council, as well as bilateral cooperation with Arctic nations;

2) it supports more active scientific research, including plans for improving research infrastructure and climate change research;

3) it attempts to identify an Arctic business model, which will include measures for stronger cooperation with Arctic nations in maritime transportation and port development, including development of the Arctic route, and in the areas of shipbuilding, offshore platforms and energy and resources;

4) it seeks to establish legal institutions, including new laws to support Arctic activities, and form an Arctic information centre; [2]

What are the challenges currently facing the Arctic policy of the Republic of Korea?

1. Objectives of the Arctic Council. An observer of the Arctic Council has no voting rights and a very limited voice. The primary role of observers is to observe the work of the council and participate in various working groups. Despite these limitations, South Korea can still represent opinions of non-Arctic nations. In addition, South Korea must not be solely focused on commercial aspects of the Arctic, but must also address global concerns, such as the protection of the Arctic environment and indigenous peoples.

2. Challenges Facing Scientific Research in the Arctic. South Korea has made significant strides since the 2000s by establishing research infrastructure and actively

conducting research. There are, however, certain problems. First, current research infrastructure is insufficient. The Dasan Station leases half of a fairly small two-storey building where researchers only stay for limited periods of time for specific projects. Second, South Korea has only one icebreaker, Araon, which is hindering research activities in the Arctic.

3. Finding a balance between economic goals and environmental concerns. South Korea's interest in the Arctic largely stems from the belief that the region is vital for securing the country's future economic growth. This view, however, is too narrowly focused on commercial gains. Opening the Arctic presupposes rising temperatures around the globe that may result in a global catastrophe if not controlled. Therefore, a balance must be struck between pursuing commercial interests and protecting the Arctic environment and combatting rising temperatures.

4. Preparing for geopolitical changes in East Asia following the Opening of the NSR. The East Sea is expected to play a much larger role 20 to 30 years from now when the Arctic route is freely navigable. Accordingly, ports such as Busan and Ulsan in South Korea are likely to see increased traffic. Based on these assumptions, the following policies can be taken into consideration. First, a road map should be established to streamline and expand infrastructure in ports. Second, the rising military and strategic value of the East Sea should be taken into consideration along with its increasing economic value.

In summary, South Korea has made significant strides in entering the Arctic Ocean. The Arctic opening can become the source of economic prosperity of the country, but at the same time it can lead to serious environmental problems that require special attention from the expert community.

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IMMIGRATION AS A BACKGROUND FOR RELIGIOUS RADICALISM

This article discusses the current issues of interethnic and interfaith relations on the example of the Scandinavian Peninsula. The focus is on conflicts that are happening on their territory related to the two religious cultures - Muslim and Protestant. In the first part of the article a brief overview is provided events, which occurred over the past decade and caused widespread publicity. We would like to pay attention to events like Jyllands-Posten Muhammad cartoons scandal in Denmark or terrorist act by Anders Behring Breivik in Norway. The basis of the second part of the article is the statistics on the ethnic composition and migration, as well as legislation dedicated to the designated issues about confessional relations. The third part shows the author's analysis, based on the material contained in the first and second parts of this article.

Key words: ethnic composition, migration, constitution, Scandinavia, Protestantism, Islam.

The trend observed in modern world towards multiculturalism demands new rules of life style and conduct. Immigrants from Third World countries, colonizing areas of Western Europe, at the present time are perceived by residents skeptically and cautiously. It is worth remembering recent events in Denmark and Norway, where society was shocked with the events such as Jyllands-Posten Muhammad cartoons controversy in 2005-2006 and the terrorist act in Norway in 2011. Both of these events are inextricably linked with the number of resettled Muslims in these countries. In this article, we would like to observe the current trend of the Scandinavian countries, show occurred conflicts and try to bring our own statistics (based on data about migration and national composition) why religious conflicts occur more often in Protestant countries. Scandinavian countries, show occurred conflicts and try to bring own statistics (based on data about migration and national composition)

First of all, we would like to speak briefly about the major events during the past decade that caused a public outcry in the Nordic countries and in the world. The first one was cartoon scandal in Denmark that occurred in 2005-2006. The beginning of this conflict was in publication of cartoons of the Prophet Mohammed in the Danish newspaper Jyllands-Posten. The next major event, what triggered widespread public discussion, was the terrorist attack in Stockholm, Sweden in 2010. The Islamic trace seen in a message, that was sent to SÄPO shortly before the attack, which was condemned the participation of the Swedish troops in operations in Afghanistan, as well as the inaction of the authorities in relation to the Swedish cartoonist Lars Vilks over cartoons of the Prophet Mohammed [1]. The last event on which we would like to draw attention is occurred in Norway terrorist attack in 2011 that happened on the same day in Oslo and on the island of Utøya. Attack was committed by Anders Breivik, who expressed anti-Islamic stance. These events are associated with the influx of migrants, which greatly affects the lives of indigenous people

Increasing the flow of people from Muslim countries is one of the reasons for the deterioration of relations between indigenous people and migrants. This situation is reflected in the statistics on the ethnic composition of the population and religious affiliation:

Denmark: main ethnic group – the Danes; small groups – Inuits, Germans, Turks, Iranians, Somalis. On religious grounds the population is divided into the following two groups: Lutheran – 80%, Muslims – 4%, and others – 16%.

- Sweden: the indigenous population – Swedes, Finns and Lapps; small groups – Yugoslavs, Danes, Norwegians, Greeks and Turks. On religious grounds population divided into Lutherans – 87% and adherents of other religions – 13%.

- Norway: indigenous peoples – Norwegians (including approximately about 60,000 Lapps); other Europeans – 3.6%; others – 2%. On religious grounds the population divided into next groups: followers of the official Church of Norway (Lutheran) – 82.1%; other Christians – 3.9%; Muslims – 2.3%; Catholics – 1.8%; adherents of other religions – 2.4%; not named accessories – 7.5% [2].

By analyzing the legislation designated countries, it can be concluded that all of them are guaranteed freedom of speech, religion and expression. As for media, it is worth noting the total freedom and independence of the press in covering criticism of the government and expressions of citizenship. The constitution of each of the countries mentioned the lack of censorship prior before publication of the material and the prosecution only after its publication. But we should separately notice that the Norwegian Constitution says: «No person may be punished for any writing, whatever its contents, which he has caused to be printed or published, unless he willfully and manifestly has either himself shown or incited others to disobedience to the laws, contempt of religion, morality or the constitutional powers, or resistance to their orders, or has made false and defamatory accusations against anyone. Everyone shall be free to speak his mind frankly on the administration of the State and on any other subject whatsoever» [3]. Examples, that were given in the first part of the article show next: in Sweden and Denmark conflicts have a religious basis, but in Norway the crime was of a social character, that was largely due to an influx of migrants.

In conclusion it is possible to say that the tendency to increase the conflicts on the interreligious and international basis is observed in the countries professing a protestanizm. The present condition of insignificant religiousness of society, in our opinion, is connected with historical process of entry of Christianity into life of Scandinavians and with entry of church into government and with education of citizens in aspect of freedom of expression of their own position. On this basis it seems logical to come to conclusion about insignificant influence of the Protestant Church on the community. The author understands ponderability of the conclusion and considers that the matter can become a subject for separate research.

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THE IMPORTANCE OF TEACHING TEXT STRUCTURES IN IMPROVING ACADEMIC READING COMPREHENSION

Translating text has been traditionally exploited by teachers in reading classes because it forces to think carefully about meaning [2] and the meaning is what a reading class student is expected to achieve. That is why most non-native English teachers commonly use this method in their monolingual reading classes. However, the teacher- led translation method is now considered not very effective in reading comprehension for a number of reasons including students get bored easily during excessive translations of long academic texts. The other major reason why teachers use this traditional method is they have large size classes at the university which limits a teacher to use other effective instructions in their reading classes. Consequently, they often lack time for an interaction between the teacher and students and among students themselves in order to check and correct their understanding of the reading material through many other useful comprehension checking exercises.

The academic reading textbooks-College Reading-1,2,3 – have various different reading strategies and useful vocabulary and comprehension checking exercises which are designed to enhance reading comprehension of students greatly. One of the very effective reading strategies among them is teaching text structure. The structure or organization of the text is the arrangement of ideas and the relationships among the ideas [3]. Therefore, teaching text structure is a very important strategy for it gives the fundamental knowledge of the target language structure. Introducing the five core organizational patterns commonly used in an academic text, the teacher will ask students to observe the sentence patterns of the text and look for cues to distinguish them from each other. Once students are able to recognize the organizational patterns, it will greatly facilitate their reading comprehension as they encounter these patterns again and again.

Readers who are unaware of the text structures are at a disadvantage because they do not approach reading with any type of reading plan [4].

Meyer classified these text structures as follows:

- 1. Description**-The author describes a topic.
- 2. Sequence**-The author uses numerical or chronological order to list items or events.
- 3. Compare/contrast**-The author compares and contrasts two or more similar events, topics, or objects.
- 4. Cause/effect**-The author delineates one or more causes and then describes the ensuing effects.
- 5. Problem/solution**-The author poses a problem or question and then gives the answer.

The ability to identify and analyze these text structures in expository texts helps students to comprehend the text more easily and retain it longer as they have already had a solid knowledge of these patterns. They will indeed spend less time on recognizing them than on simply translating them with a dictionary. The research literature in this field reveals that students' reading comprehension skills improve when they acquire knowledge of texts' structural development and use them properly.

Some tips to teach expository text structure

Tompkins [5] suggested the following three steps to teach expository text structures:

- Introduce an organizational pattern-The teacher introduces the signal words and phrases that identify each text structure and gives students a graphic organizer for each pattern.
- Give students opportunities to work on the text-The teacher provides the students with chances to analyze the text structures in informational books. At this stage, students learn the signal words and phrases in the text that identify each text pattern. They also may use graphic organizers to illustrate these patterns.
- Invite students to write short paragraphs using each text structure pattern-The students' first writing activity should be a whole-class activity, followed by small-group, partner, and independent writing activities. This involves selecting a topic and using a graphic organizer to plan the paragraphs. Finally, the students write a rough draft using signal words and phrases for the text structure, revise, and edit the paragraph to produce the final product. The teacher can then repeat these steps for each of the five text structures to ensure a comprehensive text structure coverage.

We found these methods recommended by Tompkins [5] very helpful because reading selections in our college reading books are suitable for identifying these organizational patterns as well as teaching the text structures.

1. I start the first lesson with introducing an organizational pattern. It is important to introduce the text structures in order, starting with description and finishing with compare/ contrast. This order is followed in most textbook readings. The following is the common table of text structures with their signal words and signal questions. Signal questions are important to know, because when there are not given particular signal words it will be helpful to ask questions in order to identify the text structure.

Table.1 Text structure signal words and questions

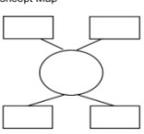
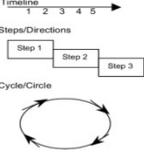
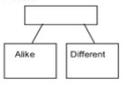
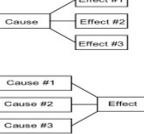
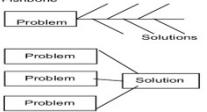
Structure	Definition	Signal words	Signal questions
Description	The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples. Focus is on one thing and its components.	For example Characteristics are Such as Looks like Consists of For instance Most important Look for topic word (or synonym) to be repeated throughout the text.	What specific person, place, thing, event, or concept is being described? How is the topic described? (How does it work? What does it do? What does it look like? Etc.) What are the most important attributes or characteristics? How can the topic be classified? (For example, a robin can be classified as a type of bird.)
Sequence	The author lists items or events in numerical or chronological order. Describes the order of events or how to do or make something.	First, second, third Next Then, after Before, prior to Not long after While, meanwhile Simultaneously At the same time Following Finally At last In the end On (date) At (time) Directions	What sequence of events is being described? What are the major events or incidents that occur? What are the steps, directions, or procedures to follow? (What must be done first, second, etc.?) What is the beginning event? What other events or steps are included? What is the final outcome, event, or step?
Compare and contrast	The author explains how two or more things are alike and/or how they are different.	Differs from Similar to In contrast Alike Same as As well as On the other hand Both Either , or Not only, but also Yet, although, but, However On the other hand Also look for “- est” words: best, fewest,	What items are being compared? What is it about them that is being compared? What characteristics of items form the basis of the comparison? What characteristics do they have in common; how are these items alike? In what way are these items different?

		tallest, etc.	
Cause and effect	The author lists one or more causes or events and the resulting consequences or effects. Effect = What happened? Cause = What made it happen? Purpose is to explain why or how something happened, exists, or works. Often there will be an “if/then” pattern.	Reasons why Reasons for If...then As a result of Therefore Because of So Since In order to Leads or leads to Effects of Caused by Result Outcome Impact Influenced by Brought about by	What happened? Why did it happen? What was the reason for...? What was the effect(s) of the event? What happened as a result of...? What were the results or outcomes caused by the event? In what ways did prior event(s) cause or influence the main event? Will this result always happen from these causes?
Problem and solution	The author states a problem and lists one or more possible solutions to the problem. May also include the pros and cons for the solutions.	Problem is... Dilemma is... Puzzle is... Solved Question Answer Because Since This led to The main difficulty One possible solution is... One challenge... Therefore, This led to, so that If...then, thus	What is the problem(s)? Who had the problem? What is causing the problem? Why is this a problem? What is wrong and how can it be taken care of? What solutions are recommended or attempted? What can be improved, changed, fixed, or remedied? What are the pros and cons of the solutions offered?

Source: C.Simoneau, K.Orcutt, T.Konrade

Then it is important to introduce graphic organizers as they are commonly discussed in the college reading series.

Table-2. Graphic organizers for each text structure

Description	Sequence	Compare and contrast	Cause and effect	Problem and solution
 <p>Concept map</p>	 <p>Flow diagram or sequence chart</p>	  <p>Venn diagram</p>	 <p>Cause-and-effect diagram</p>	 <p>Problem-and-solution diagram</p>

Graphic organizers are important and effective tools for organizing content and ideas and facilitating learners’ comprehension of newly acquired information (Dr. Katherine McKnight, 2010). Students find it very useful and interesting to use graphic organizers while they are working with reading selections. Graphic organizers also help students list major ideas under the main idea of the text and put the supporting details under the related major idea. Having a graphic representation of the text's ideas helps readers comprehend and retain the content.

2. The next thing Tompkins suggested is to give students as many texts as possible in order to improve students’ ability to recognize text structures. Therefore, besides the reading selections in the college reading series, a number of short texts are additionally used for students to identify and practice text structures. The more texts they work with, the better their reading comprehension improves. Especially, after students get familiar with signal words and phrases, we ask them to find these clues in structure of each text through signal words and phrases.

3. Finally, when students get quite familiar with the patterns, I suggest students that they write short paragraphs using these patterns. This improves students’ understanding of text structures in a great way. In college reading series there are a few exercises under the name ‘reading journal’. They are asked to write their thoughts about the reading selection by analyzing, synthesizing or using their critical thinking skills. In these exercises, they actively use their knowledge of text structures and get satisfied with their progress.

One of the necessary skills for a literate person who is prepared for success in the 21st century is an ability to read complex texts that provide facts and background knowledge in areas such as science and social studies. Students at colleges and universities around the world are challenged and asked questions that push them to

refer back to what they have read. This stresses critical thinking, problem-solving, and analytical skills that are required for success in college, career and life. Therefore, teaching reading requires a new replacement for more traditional approaches that have been used for years, particularly at universities and colleges in Mongolia.

Instead of translating expository texts sentence by sentence, we should use new approaches in improving reading comprehension of students. Latest reading course books have been written with various reading comprehension strategies and effective comprehension checking exercises that are designed to challenge and improve students' understanding and recalling of the material given. The text structure analysis is one of them and it enhances students' reading skills and writing skills to a great extent.

Reading expository texts is critical for growth in reading ability and through analyzing text structures as well as identifying main idea, major ideas, and supporting details, students will improve their reading comprehension significantly. Thus, teaching reading through text structures has become a very effective pedagogical method in reading and teachers should employ this technique to improve their students' reading comprehension.

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[Introducing Text Structures in Writing](#) (*Utah Education Network*)

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[Nonfiction Text Structures](#) (*Teaching My Friends*)

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RELATIONS BETWEEN CIVILIZATIONS IN INTERNATIONAL
RELATIONS IN THE MIDDLE EAST: MYTH AND REALITY

The Middle East has been the major subject of international relations for ages. The struggle for this region has been waged since the establishment of the earliest states. In every epoch the actors have always been changing there, and the issue of their relationship is still unsolved.

Thus, the problem arises whether is it possible to settle the clash of civilizations in the Middle East by peaceful means, say a dialogue. To give a definite answer it is necessary to turn to the history of the region, in particular to the time when it saw the presence of the actors that participated in the conflict so far. This was the time of the Crusades.

The struggle between Byzantium and the Arabs for the dominance in the region has been waged with varying success since the 6th century. However, the constant attacks on Byzantium by the nomadic and Slavic tribes, as well as internal conflicts brought about its weakening and the Arabs became the dominant power in the region from the 630s up to 1096. The First Crusade changed the political map and the alignment of forces in the Middle East in the course of time. In June 1099 Jerusalem fell and new states, which became important players in the region until the conquest of Saladin, were established.

One of the first examples of the dialogue between the Western *Christian civilization* and its *Islamic* counterpart dates back to the reign of Komnene. The first episode occurred when Sultan Kilic Arslan I moved to Constantinople, but was driven out of Central Anatolia. At that time, the family of the Sultan was captured by the Byzantines, but the Emperor released them without any ransom.

The second episode happened under Manuel I in 1162 at the time of the Sultan's visit to Constantinople. This visit can not be considered official and concise. The procedure was accompanied by feasting and celebration. In addition to a large cultural program, the rulers discussed the questions concerning some varieties of theism in order to find a common ground. The welcome was so hearty that the Sultan

had been nearly invited to Hagia Sophia, but for the protests on the part of the *Patriarch* of Constantinople *Luke Hrisoverga*. At the end of the trip the treaty which lasted until 1176 was signed. But the most amazing moments were connected with the Iraqi Sultanate. In the Middle East diplomacy a significant role a personal relationship between the rulers and the ruling class played a significant role. So in the *Book of Edification* by Osama ibn Munqidh interesting examples of such relationships were given,

«... I have consulted with al-Malik al-Adil and tried to get his opinion. He told me, "Oh Osama, you do not believe yourself when escaped from Misra with his unrest, and now again you get back. Life is too short for that! I will send to the king of the Franks to take a pass for your family and send someone to bring them ...» [1, 74].

The relations between the Arab and Europeans were not only military, but also economic, judicial and even friendly. The war was variable in nature. It was purely political, aimed at the capture of the economically viable territory. And to achieve their goals, they regularly joined unions. The religious factor played almost no role in these respects. And the following source is the proof of it.

"... Once I asked them to court regarding the flock that is captured in the forest lord Baniyas. Between us and the Franks was then the world, and I was in Damascus. I said to the king Fulco, Fulco's son: "He dealt with us unjustly and took our animals. And this is precisely the time when sheep bring lambs; lambs died at birth, and he gave us back the sheep, killing lambs. "The king then said to six or seven knights, "Go, judge his case." They went out of his chamber, and took counsel to until everything is not agreed on a single solution. Then they returned to the room, where he took the king, and said, "We have decided that the ruler of Baniyas must reimburse the cost of their sheep, whom he killed." The king ordered him to pay them the price, but he turned to me, and asked me to bother until I took from him a hundred dinars. <...> "On Osama - told me Frankish king, - I swear to the truth of my religion, yesterday I experienced great joy." - "God yes please the king! - I replied. - What are you happy? "- "I have been told - said the king - that you are a great rider, but I did not know that you're a hero. «I said, "O my lord, I am one of the horsemen of his people and nation ...» [1, 125]

However, despite numerous historical examples of cooperation and the dialogue of civilizations recorded in historical sources, to speak of such a cooperation is not correct today. Firstly, it is necessary to take into account the main factor, which ensures the possibility of such a cooperation in the historical perspective. It was the Great Migration of peoples that brought about their spread through the Christian and Arab/ Muslim worlds. The process that began in the 5th century lasted almost up to the 12th century. It resulted in the fact that the Christians and Muslims began to feel that

they belong to one community. And this feeling is still kept in the memory of the peoples. The resettlement of the territory previously left by the technologically more advanced peoples inevitably required a certain flexibility of thinking on the part of the newcomers and their readiness to accept everything that was offered by that land and the remained population of that time. The Medieval people could quite successfully be integrated into other political and cultural systems.

But it took many centuries of sedentary life to change the consciousness of the peoples who had lost the necessary flexibility for such a dialogue. Thus the religious factor played a great role in the Muslim world and Eurocentrism was equally important for the Christians. Hence, it should be recognized that now we are faced with an entirely new phenomenon in the Middle East politics, and historical lessons do not work in this case. Our consciousness has survived at least a few radical changes in its development. Therefore, it is necessary to give an outline of a new plan for the settlement of this problem.

The best way out is to propose the following model of civilizational interaction consisting of three points.

1. Different religions.
2. Different levels of economic development.
3. Different mentality.

This problem can be solved by the effort of several countries, which have long existed in the Middle east (the introduction of a foreign political educational system led to the never-ending Arab–Israeli conflict). Any of the region should practice Islam, but to have a secular government prepared for mixed education connecting the Western and Eastern. In this case the world community could guarantee the well-being of a state (grants and experts for the development of the state), and, in turn, it should be responsible for sustainable security in the region. Since that nobody can give any piece of advise to any country, this idea can be regarded utopian, and its chances of success are unimaginably small.

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LINGUISTIC MEANS OF EXPRESSING THE AUTHOR'S PERSPECTIVE

Working with the text, whether it is interpreting or just simple reading, it is necessary to consider the author's perspective expressed in the story.

A great number of scholars have studied the issues connected with the author's expression of objective and biased, positive and negative view points. They have different approaches to the definition of the notion of the author's point of view. Some define it as the author's intention, others as the author's modality or subjective modality or the author's consciousness.

The point of view may be objective when the author is unbiased or neutral, and does not favour one side or the other. It can be biased when the author shows one side of the topic or subject and excludes information on the opposite point of view. The biased point of view may be positive when it shows that the author feels positively (agrees) with the topic or subject and negative showing that the author feels negatively (disapproves, does not support) with the topic or subject.

Anyway, the notion of the author's perspective is closely connected with the category of modality [12]. The question of modality was first discussed by V.V. Vinogradov. He believes that any complete expression of thought, feeling, motivation, that reflects reality in this or that kind of statement, takes the form of one of the intonational sentence schemes existing in the system of the language and expresses one of those syntactic values which being a unity form the category of modality [1, 56-87].

Thus, it is possible to denote the author's perspective as follows: it is the author's understanding and assessment of personages' characters, events, ideological, philosophical and moral issues discussed in a literary work.

The author's perspective is not necessarily a logical, clearly and unambiguously formulated judgment. For example, the author's perspective can be seen in the selection of the facts, in specifying the situations where the characters are shown, and in the way the plot is constructed. Sometimes even the rhythm is very important for the writer. The author's perspective can be expressed in different ways, both directly and indirectly when the author tries to avoid direct judgments and ratings [14].

Point of view refers to the specific character or narrator through whose eyes all or part of the story unfolds. What the narrator or character knows or is ignorant of will affect his or her view of the action. When reading a story, it is important to be alert to the narrator's prejudices, which will certainly influence the way he or she perceives

the action and thus the telling of the story. Identifying the author's purpose helps the reader recognize possible view points. To determine the author's point of view the reader is to look for words and phrases that signal view points. The author's mentality is expressed with the help of various linguistic means [8].

Relying on I.R. Galperin's point of view that subjective modality can be expressed by grammatical, lexical, phraseological, syntactic, prosodic and stylistic means, it is possible to draw a conclusion that the author's modality can be expressed on various language levels. I. R. Galperin considers an epithet to be the most direct means of expressing modality in the sentence and in the text. The epithet, being a multiply repeated stylistic device, starts to reveal text modality that is especially noticeable in literary portraits [2, 139-144]. As a rule, the modal function of an epithet becomes evident in the text in its interaction with other explicit and implicit means. For example: "*a blandly vicious personage*"; "*an idea of something savagely damaging*" (Charles Dickens "Great Expectations").

In modern linguistics personal pronouns, modal words and particles, introductory phrases, parenthetic clauses, repetitions, interjections, tropes, intonation, a word order, special syntax are considered to be the means used to express the author's perspective.

The title is the basic element of the text, containing the programme of a literary work and a key to its understanding [11, 138]. The title takes a strong position, being in the center of the reader's attention, and serves for functional stress, reflecting the main idea or the subject of a work of literature. A particular interest to it is explained by its isolated position in the text, its semantic complexity and variety of functions. From the point of view of interpretation and stylistic analysis, the title has a special value, being the expression of the author's perspective, containing the author's direct message. The functions of the title indicate its interrelation with the text, define the main subject or idea of the story and the author's perspective [7, 65-70].

Subjects, symbols, motives, images can be echoed in titles-quotations ("Dandelion Wine" by Ray Bradbury, "The Moon and Sixpence" by William Somerset Maugham). In a condensed form the title expresses the main theme of the text, defines its major storyline or indicates its main conflict, as, for example, do the titles of the following novels: "Animal Farm" (George Orwell), "Time Must Have a Stop" (Aldous Leonard Huxley), "To Kill a Mockingbird" (Harper Lee). The title can be the name of the protagonist of the story: for example "Oliver Twist", "David Copperfield" by Charles Dickens, "Emma" by Jane Austen, "Jane Eyre" by Charlotte Bronte.

Proper names possess great expressiveness and play a very important role in works of literature. They participate in the creation of the personages' images and motives, development of the main theme, formation of time and space, revelation of

hidden meanings [4, 110]. The proper name gives the information about the social status of the character, his or her national identity. Choosing this or that name for the character, the author inevitably expresses modality. The names of the characters can predetermine the modes of their behaviour in the story [6, 90-91]. For example, in the novel "The Woman in White" by William Wilkie Collins almost all the surnames of the characters are charactonyms: *Hartright (honest heart)*, *Glyde (slippery)*, *Fairlie (nice)*. The nature of anthroponyms reflects a certain point of view in the text, the storyteller's or some other character's, and serves as its signal, and the change of the character's name is usually connected with the development of the plot. The name as a whole or separate components of the name or surname may have a symbolic meaning. For example, in the novel "Our Mutual Friend" by Charles Dickens a person with the surname *Veniring (vener – the external luster)* buys a place in Parliament; and the character of his story "A Christmas Carol in Prose, Being a Ghost Story of Christmas" called *Ebenezer Scrooge* loves nothing but money (*scrooge – miser*).

Remarks are a special type of composite and stylistic units included in the text which promote creation of its integrity [5, 343]. The main function of remarks is to express the author's intensions. Remarks in fiction are rather various in their functions. They specify:

- a place or time of action (e.g. *Knockturn Alley! If you hadn't found him, Hagrid!*) [13];
- actions of characters or their intensions (e.g. *he had to take three steps to every stride of Hagrid's enormous boots*) [13];
- features of behaviour or psychological state of characters at the time of action (introspective notes) (e.g. *rather reluctantly*) [13];
- nonverbal communication (e.g. *he thought angrily, pummeling his pillow*) [13];
- modulation of the voice of the character (e.g. *silently, loudly, with a shiver in a voice*);
- the addressee of a remark (e.g. *"But we've had plenty of practice at that anyway," Ron told a disgruntled Hermione*) [13];
- the remarks aside connected with the character's self-reflection or decision-taking (e.g. *Hermione beamed as she had her hand shaken too*) [13].

At the same time they actively participate in detailed description of personages, establishment of intertextual ties, expression of the author's perspective [9, 394].

Of great importance is allusion, the information implicitly stated in the text. Allusion is a reference to specific places, persons, literary characters or historic events that, by some association, have come to stand for a certain thing or idea. They can function as a means of transfer of properties and qualities of mythological, biblical,

literary, historic characters and events on a work of fiction [10, 191-196]. Allusion is an author's conscious hint on a well-known literary or historic fact, also a known work of art. Allusion is always wider than the concrete phrase, or the quotation [3, 9]. The pleasure of reading increases when the reader recognizes such stray phrases and recalls their full meaning in the original text.

Hemingway is mostly famous for his symbolism and allusions. Hemingway as well as many other writers gained much from the writers of the previous centuries. In some of his books we see the influence of Henry Fielding and Laurence Sterne. For example, close and convincing is the parallel between Hemingway's Lady Brett and Fielding's Lady Booby. Both the characters are satirical. Both Booby and Brett have lustful desires which control them, leading them to seduce men much younger than they are and of a different social origin. Brett sighs for young Romero who is forbidden fruit. Booby sighs for Joseph who, as a servant, is also forbidden.

Jake from "The Sun Also Rises" by Hemingway and Yorick from "A Sentimental Journey from France to Italy" by Sterne have much in common. Jake as well as Yorick realizes that he was struck blind. They both used to drink much. But after some incidents which happened to them their eyes become wide open. Everything around seems new to Jake. The same changes take place in Yorick's life. He says, "I felt every vessel in my frame dilate—the arteries beat all cheerily together and every power which sustained life, performed it with so little friction, that 'twould have confounded the most physical precieuse in France" [15].

Mythological journey recurs in a great number of Hemingway's works. A mythical crossing of the waters forms a part of initiation into a new world. It plays an important role in "A Farewell to Arms" and "The Old Man and the Sea". Jake in "The Sun Also Rises" is like the Fisher King of the Grail legend, whose wound symbolizes the sterility of a generation. Like the Fisher King's Santiago's scarred hands and his going without taking fish for eighty-four days reflect a kind of weakness and disability too. There is a strong religious streak in Hemingway's fiction. Religious symbolism may be found in "For Whom the Bell Tolls" and "The Old Man and the Sea".

Once the general suggestiveness of Hemingway's titles and proper nouns is accepted, a significant pattern can be traced from Jake to Santiago or St. James, through Frederic Henry and Robert Jordan. The protagonist's baptism through rain, which is a predominant symbol in "A Farewell to Arms", leads us to Jordan. Robert Jordan stands prominently between Jake and Santiago like the baptizing river which separates Israel (Jake) and the apostle, St. James.

The kind of love expounded by the priest in "A Farewell to Arms" begins to bloom in "For Whom the Bell Tolls". Mythological symbols give place to religious symbols. The rain in "A Farewell to Arms", which is generally interpreted as a symbol

of disaster and death, is also a symbol of baptism. This novel-length baptism finds a personification in Robert Jordan, who represents its flourishing by his sense of love, which rises above lust and passion.

Mary is a recurring religious symbol in “For Whom the Bell Tolls”. The heroine’s name, Maria, suggests the Virgin. Her recuperation in three days with the aid of the Christian virtue of love is a parallel to the resurrection.

We suggest that “The Old Man and the Sea” has more biblical symbolism than any other work by Hemingway. Santiago is the Spanish name of St. James. Jesus taught Peter, Andrew, John and James how to “catch men” instead of catching fish. He gave them a new life and made saints out of ordinary fishermen. The same kind of conversion happens to Santiago, who is like any other fisherman at the beginning of the narration.

The Christological element can be seen not only in Santiago but also in the marlin. The Christological symbolism moves back and forth between the marlin and Santiago. The marlin is harpooned first and lashed to the boat. As for Santiago, there is a vivid image of the old taking his suffering as it came. Santiago's wounded hands, the dried blood on his face, his falling under its weight - everything reminds us vividly of the crucifixion episode. We should also pay our attention to the biblical numerology in the novel — the old man fishing with the boy for forty days and then fishing alone for forty-four days, struggling with the marlin for three days, and landing him on the seventh attempt, killing sharks seven times, Santiago's return in three days from the death-like sea.

The only female character in “The Old Man and the Sea” is Santiago's wife, who appears as an old tinted photograph hidden away in a corner of the room. She is the repository of his religion and she now exists only as an old photograph, but the two relics, the pictures of the Sacred Heart of Jesus and the Virgin de Cobre, symbolize the good woman, her values and faith.

In conclusion, we would like to stress that all the author’s linguistic means are very important for understanding the author’s perspective, the author’s view on the characters, their actions and events. Besides, it should be mentioned, that most of these means are implicitly stated, they need to be inferred, so we often have to read between the lines.

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THE USE OF BBC LEARNING ENGLISH RESOURCES AS AN ALTERNATIVE WAY OF ENGLISH LANGUAGE TEACHING IN SECONDARY SCHOOL

Language teaching in general and English language teaching in particular has tremendously changed over the centuries. Language learning and teaching are dynamic, fluid, mutable processes, so there is nothing fixed about them. Language teaching, especially throughout the twentieth century, underwent numerous changes and innovations. Approximately, every decade a new approach or methodology comes into practice. Many major theories, events, trends and technologies which shaped English language teaching during the past decades suggest methodologies which are a product of their time and rooted in the ideas of their time. Ideas may come into and go out of fashion. Many new approaches are rediscoveries of old methods neglected but re-illuminated [1].

English language teaching practitioners around the globe have been practising different trends suitable for their needs, availability of resources and practicality. Teachers have had a large amount of methods offered at different times. Obviously, some teachers stick to certain methodologies very sternly. Nonetheless, the majority of the English language teachers instead of adhering to prescribed trends follow different ones at different times applicable to their contexts. Besides, they practise different educational technologies to grow academically and professionally.

Educational technologies, especially computers and computer-related peripherals, have grown tremendously and have permeated all areas of our lives. The Internet in particular is becoming an increasingly vital tool in our information society. More people are going online to conduct such day-to-day activities as education, business transactions, personal correspondence, research and information-gathering. Each year, being digitally connected becomes ever more critical to educational advancement.

From the beginning of the computer age, educational researchers and practitioners were sure that the use of technology will be widespread in schools and universities. No doubt, teaching is changing and, in many ways, becoming a more difficult job because of increasingly numerous contradictory expectations. G. Valdez believes these expectations are the following:

1. Teachers are evaluated by their students' ability to have them pass tests that often give no value to high-level abilities (how to access, evaluate, analyze, and synthesize vast quantities of information);

2. Teachers are expected to teach students to solve complex problems across many subject areas even as they are held accountable for the teaching and learning of isolated skills [2].

Information technologies in English language teaching can actually assist with some of these expectations and make teachers and their students more successful. However, as the world becomes more complex year-to-year instead of the generation-to-generation pace of most of the last century, educational needs continue to shift from teaching and learning isolated skills and information within each content area, to teaching skills that enable students to solve complex problems across many areas. "Educators must prepare for a technology-rich future and keep up with change by adopting effective strategies that infuse lessons with appropriate technologies. However, this is balanced by a significant observation: the benefit to students of using new technologies is greatly dependent, at least for the moment, on the technological skill of the teacher and the teacher's attitude to the presence of the technology in teaching. The skill and this attitude in turn are largely dependent on the training staff in this area" [2].

So the primary factor for enhancing the learning productivity of students is to have teachers who are competent and knowledgeable about appropriate and effective use of information technologies in English language teaching.

One key method linked to the growing interest in English teaching profession is using the Internet resources concentrated in one website. After having selected numerous websites that are devoted to learning English we have chosen for analysis the "BBC Learning English" website due to the fact that, from our point of view, it contains a full variety of updated authentic teaching materials for building competences indispensable for the students mastering the English language.

But before analysing this resource we should take into consideration the fact that in Russia the new National Curriculum has been introduced, so it is important to bear in mind, first of all, what learning outcomes the new educational standards determine and, next, in what way the educational process should be organised.

According to the law concerning these standards, the following cross-discipline skills must be developed:

1. communicative foreign language competence that is necessary for successful socialization and self-realization as a tool for intercultural communication in today's multicultural world;

2. knowledge of the socio-cultural specificity of the country / countries of the target language and the ability to build your verbal and nonverbal behavior in accord with this specificity; the ability to highlight similarities and differences in the culture of a student's native country and the country / countries in the target language;

3. achievement of the foreign language threshold level that lets graduates communicate in oral and written forms with representatives of other countries using this language as a means of communication;

4. ability to use a foreign language as a means of obtaining information from foreign-language sources for purposes of education and self-education [3].

Particular attention, we believe, should be given to how a teacher will be able to develop all four types of speech activities: reading, speaking, writing and listening using the "BBC Learning English".

The analysis of the Internet – resource chosen is advisable to start with its structure. In general, "BBC Learning English" consists of six main sections, each of which aims to study a particular aspect of the language. So, the first section, entitled "Lesson plans" gives both students and teachers a wide range of opportunities to develop skills in reading and listening, though, as the name implies, the material is intended for teachers. Under this section, two headings of the Internet - resources are allocated: "Words in the news" and "Keep your English up-to-date". Dwelling on the first section, we consider it necessary to describe the mechanism of its work in detail. Having studied thoroughly the material of the curriculum, we would like to draw attention to the way in which it is implemented within the framework of the educational process. Firstly, teachers are encouraged to familiarize themselves with the content, level of difficulty, the theme, the purpose of the lesson, as well as materials to it. Next we see a link to the audio file, which is the basis of the lesson and the following guidelines for the preparation of the lesson. Besides, there are specially designed training worksheets for students on the last pages of the plan, followed by the keys. The second heading "Keep your English up-to-date" aims to develop communication skills of students in order to increase vocabulary. The structure of this section is virtually identical to the structure of "Words in the news". Thus, analyzing the first section of the Internet resource "BBC Learning English", we believe that the content of this category is only suitable for teachers, as the core of each topic is a lesson plan that, in our opinion, can not be used by the students on their own.

The following section entitled "Skills" includes four categories: "How to ...", "Watch and listen", "Talking business", "The Handy Guide". In general, all the sections are focused on the development of listening skills. Taken together, all categories have a pronounced cultural character and, we think, are more suitable for

the implementation of extracurricular student activities, and for the organization of practical work in the classroom.

Paying attention to the section "Grammar and vocabulary", one can definitely classify it in the category of those resources that are aimed at organizing the practical work in the classroom. Of particular note is the supply of material, which, in our opinion, is presented in a way that is a good incentive for students to further study of the English grammar through listening to audio recordings of exciting and entertaining tasks.

The fifth section of the Internet - service "BBC Learning English" entitled "Teaching ideas and worksheets" is entirely devoted to the preparation of teachers for the lessons. The most important in this category, we believe, is that every teacher can find answers to most of the questions which s/he faces day after day. Experts in matters of pedagogy and psychology are always open for communication, so from the point of view of the teacher, this section can be called one of the most important within the "BBC Learning English".

The next category - "Video" - includes a huge collection of videos on various topics. For this reason, we believe that the material in this section will be useful for both students and teachers.

The last section of "Discuss and vote" can be considered, in our opinion, as the most useful across the Internet-resource "BBC Learning English". After analysing this section, we have come to the conclusion that it is the most productive one in comparison with all other categories of resources, a final link through which the teacher gets a wide range of opportunities to develop all language skills: reading, listening, speaking and writing. Within this category the creators of the resource provide a wide range of topics for discussion in the classroom, where the level of difficulty varies from the lightest to the most complex and provocative. In this regard, a teacher has the right to choose training material in accordance with the level of training of students and according to the group interests. But at the same time, we believe it is important to emphasize the fact that the lessons based on such materials are the most complex in terms of organization. As many teachers highlight, it is necessary to know the basic rules of the classroom discussion because only well-organized educational process contributes to the development of all kinds of speech activity and helps achieve the goals of the lesson.

Thereby, having analysed all categories across the Internet-resource "BBC Learning English ", we can come to the conclusion that the website materials in general meet the requirements of the new Russian educational standards. At the same time we can say with confidence that with the help of these resources a communicative foreign language competence necessary for successful socialization and self-

realization may be formed, as well as acquisition of knowledge about the socio-cultural specifics of the target language country.

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HIGHER EDUCATION IN RUSSIA: HISTORICAL AND LEGAL ASPECT

Higher Education in Russia has a long history. The St. Petersburg Academy of Sciences was opened in 1724 with the university and high school. Despite the fact that anyone could enter the university (restrictions existed only for serfs), students were scarce, as the training of intending students was rather low due to the lack of the complete system of secondary education in Russia. It should be pointed out that the fate of the first university in Russia was not easy primarily owing to the lack of funding.

The important role in the development of the university education undoubtedly belongs to the great Russian scientist Mikhail Lomonosov who was the head of the University from 1758 to 1764. However, according to some researchers, the university practically ceased to exist after his death [13, 43]. The first Russian university, Saint Petersburg State University, currently is the largest Russian and international center of education, science and culture of modern Russia.

Moscow University was founded in accordance with the decree of Elizabeth of Russia on January 25, 1755. There were no estate restrictions for entering Moscow University as landowners paid for serfs' studying and gave them their freedom, that is why they could apply for admission and further education [1, 11]. So, January 25, the date of foundation of Moscow University, became the official student day which Russian students have been celebrating for more than two centuries. This festival

gained its legal basis in 2005. In accordance with the Presidential Decree of 25.01.2005 № 76, January 25 became Russian Students Day [9].

Thus, the system of higher education in Russia began to develop gradually since 1755, and at the beginning of the 19th century a number of new major universities were opened: the University of Dorpat, Vilnius University, Kazan University, Kharkov University.

The University of Dorpat, which was opened in 1802, is now called the University of Tartu and is the oldest university in Tartu (Estonia).

Kazan University, which was opened in 1804, is currently the largest university in Russia and is officially called Kazan (Volga) Federal University. It should be pointed out that Russia has been creating a network of federal universities successfully since 2008 [10]. These are institutions of higher education providing the high level of education, research and technological development. Nowadays Russia has a network of nine federal universities: Siberian University, Southern University, Northern (Arctic) University, Kazan (Volga) University, Ural University, Far Eastern University, Northeastern University, Immanuel Kant Baltic Federal University, North Caucasus University.

People who graduated from the gymnasium among the propertied classes could become students under the Charter of Moscow, Kazan and Kharkov universities adopted in 1804. Restrictions existed only for representatives of the lower class.

Afterwards, in accordance with the General Charter of Imperial Russian Universities of 1835 (St. Petersburg University, Moscow University, etc.), it was necessary to pass the entrance test on admission, but the best graduates of high schools had benefits and they did not pass exams [11, 850].

The new University Charter which came into force in 1863 established a number of new rules. Firstly, students could be males who had reached the age of 17. Secondly, it was important to have a high school diploma [12, 621]. In addition, at that time there were gender limitations for entering university: women were not allowed to get higher education.

According to many researchers, the most conservative Charter of Russian universities was introduced in 1884 [3, 36]. Universities were under the special patronage of His Imperial Majesty and named Imperial with the introduction of the new Charter.

Universities for women were established in St. Petersburg in 1878; women had opportunities to get the historical and philological, legal, physical and mathematical higher education.

One of the most large-scale armed conflicts in the history began in July 1914. The First World War certainly influenced the development of higher education of the Russian Empire.

Anatoly Avrus notes in his work that many students enlisted in the army, especially medical students. In this connection admission of women to medical departments began in 1915 [1, 43].

Thus, the system of higher education in Imperial Russia was formed at the beginning of 20th century. Higher education could be obtained at universities, institutes and universities for women. The institutes trained specialists in various fields including medicine, education, agriculture, rail-way transport, etc.

Revolutionary changes in 1917 affected the system of higher education in Russia.

The fifth Congress of Soviets adopted the Constitution of the Russian Soviet Federative Socialist Republic (RSFSR) on July 10, 1918 [6]. Establishment of the dictatorship of the proletariat and adoption of the new fundamental law of the country, which guaranteed universal access to knowledge, gave workers and peasants complete comprehensive and free education, became a new step in the formation of Soviet higher education. Higher education in that period became universal, public and free for everyone who had reached the age of 16. The important fact is that it was unnecessary to have a certificate of education for entering university. Therefore, it affected a large number of university applicants for entry. As the level of general education of the majority of workers and peasants was low, there was a need for special courses to enter universities, that is why the first workers' faculty was established in the Moscow Institute of Commerce in 1919 [3, 178]. The first classes at the faculty for workers began at Saratov University on January 1, 1920 [2, 92].

Adoption of the new Constitution of the RSFSR in 1925 provided workers with the access to complete comprehensive and free education [7]. Later on, higher education system continued development.

The new Constitution of the RSFSR of 1937 consolidated the opportunity to get higher education in various forms (evening and correspondence), system of state scholarships and education in mother-tongue at schools; organization of free vocational, technical and agronomic training for the population in factories, in state and collective farms [4]. So, the main provisions of the current constitution in terms of the right to higher education allowed many people to combine studying with work that, undoubtedly, influenced the educational and cultural level of the population.

With the adoption of the Constitution of the RSFSR in 1978 citizens should be guaranteed the free higher education, provision of state scholarships and various benefits (non-competitive enrollment for those who had a referral from enterprises and

other organizations, payment of grants, admission without entrance examinations for those who had successfully graduated from the preparatory departments of universities and additional leave for further training) [5].

Political and economic reformation of the society in the 1990s radically affected the system of higher education in Russia. On having proclaimed the transition to the market economy, the government changed the social policy in the education. One of the trends of the reform of higher education was creation of private universities. The non-state sector of educational services began growing rapidly, which had an adverse effect on the prestige of higher education and its quality. The next step in the development of higher education in Russia was adoption of the Constitution of the Russian Federation in 1993 which proclaimed human rights and freedoms to be the highest value [8]. The 1993 Constitution established the right to receive a free higher education on a competitive basis. That is why only the best and prepared students could get the higher education.

Thus, we can draw the general conclusion. Higher education in Russia must be about three hundred years old. The first universities had the statutes which determined their structure, training, etc. The change in the social and political structure of the state brought the right to education including higher education: it was stipulated in the Constitution of the country. The opportunity to get higher education gained a new legal framework and the prospects for further development with the adoption of the Constitution in 1993.

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THE PRESEDENT B. OBAMA'S POLICY ON THE POST-SOVIET SPACE

Policy of the US presidents is characterized by continuity that was founded at the end of the 20th century.

Since the collapse of the Soviet Union relations between the USA and the CIS has changed constantly. Russia was taken by the Americans as an engine of democratization and the introduction basis for market introduction. However, at that time the USA developed a strategy for each direction of the CIS. In the Eastern European region it was building sovereignty and national identity, in the South Caucasus the Americans were interested in natural resources, in Central Asia they called for combating extremism. To implement their objectives the US gave state aid to young republics until December 31. The government Accountability Office (GAO) had to monitor the effectiveness of the given money and control what programs it was spent on Armenia, Ukraine, Georgia received the biggest amount per person. However, according to the analysis of the GAO Head of Department GAO, this did not bring the expected effect. The US authorities concluded that the construction of democracy needs more time. Besides, it was necessary to reduce the influence of Russia. Washington saw the convergence of the CIS countries with India, Pakistan and Afghanistan, hoping thus to improve the economy and to remove trade barriers [3].

By the beginning of the XXI century, US policy in the post-soviet space had been rooted and conducted from the point of view of the fight against terrorism. After the terrorist attacks in 2001 struggle against al-Qaida and Taliban came to the fore, there was interest in Russia as a reliable partner within the standards and interests of the United States. This direction of policy is developed and supported by the current president B. Obama. His government inherited from the previous president a lot of problems, one of the main was weakening of the US influence in the region because of unsuccessful attempts to spread democracy, the war in Iraq and the increased rivalry with Russia.

Like its predecessor B. Obama believes that the United States can extend its influence through the expansion of NATO. Firstly, according to the United States, NATO should become a major tool in fighting against international terrorism. Secondly, due to the expansion of the North Atlantic bloc in the CIS Washington wants an access to energy resources of the Caspian Sea and Central Asia. Third, the United States sees an opportunity to spread democracy through NATO and in the future, new regimes will be able to interact. The most flexible in this respected was

Ukraine. V. Yushchenko thought that in this way it would be possible to achieve the country's sovereignty and hoped for a positive decision of the citizens. However V. Yanukovich signed the law "On the basis of domestic and foreign policy" in 2010, which formulated a refusal of Ukrainian participation in the North Atlantic Treaty Organization. The US Secretary of State Hillary Clinton expressed her respect to the choice of the Ukrainian president, but noted that Ukraine should find a balanced policy of developing relations with Russia and the United States. In 2014 the Ukrainian authorities made another attempt to joining NATO. According to the poll it was supported by 54% of the Ukrainians. The initiator was the Party "Batkovstchina", however Prime Minister A. Yatsenyuk rejected the proposal, calling it unimportant.

A characteristic feature of Obama's presidency was to reduce tension in the Georgian conflict. On behalf of all the United States Clinton expressed Washington's support of Tbilisi in the development of democratic institutions and reforming its economy in a liberal way. However, Obama's administration showed restraint in delivery of arms and military equipment, causing surprise of the Georgian government. Nevertheless, the US paid one billion dollars of the promised humanitarian aid [1]. Activation of the search for solutions and the Russian-Georgian talks in Geneva spoke for the White House policy "reset". The sides agreed not to use weapons, but Washington and Georgia refused to recognize Abkhazia and South Ossetia.

The US places stakes on the development of relations with Turkmenistan, Tajikistan, Azerbaijan, and Kyrgyzstan. This is prompted by the geographical situation of the countries, their distance from the Russian borders and the proximity to the territory of the US sphere of influence - Iran, Afghanistan and the Caspian Sea. The US government has developed the following direction vectors of influence: resource control and economy, establishment of security and promoting democracy. The US under Secretary of State for Political Affairs B. Burns believes that positive steps in one area will accelerate progress in other areas, and soon the US will come to a new level of cooperation with these countries. To facilitate the development of relations annual meetings of heads of the states are held. Nearly all US agencies, including the Department of Defense and Energy take part in these meetings. The main result of these actions will be to ensure energy security in Europe. This requires establishing a new network of pipelines that will isolate Iran and will not cross the territory of Russia. Within this strategy, in June 2012 through the United States mediation an agreement on building a pipeline under the Caspian Sea by 2017 was signed between Azerbaijan and Turkey.

However, an expert on international relations Daniel Dreiser believes that it is necessary for "the United States to reduce its influence in Central Asia and to leave it

to be eaten by Russia and China". He argues that the policy of "reset" has weakened pro-American influence in the region, so full hegemony cannot be achieved. However, his colleague Steve Levine believes that Russia and China will not be able to bring change to the region, as the United States does and it is better to have these countries as allies than to leave them to opponents [2].

Despite an active participation of the US authorities in the political and economic life of Central Asia, some pro-Russian elite of countries treat with caution the actions of the US government. Obama was surprised when the Kyrgyz government decided to close the US air base "Manas", which was used by the Americans to deliver troops and supplies to Afghanistan. The Kyrgyz opposition reacted negatively to the decision, considering that the government refused to fight against terrorism.

Presence of the US forces has become a geopolitical factor of distribution of forces in the post-Soviet region. During the existence of the CIS the United States realized that these countries can exist independently. Barack Obama's politics has laid a solid foundation for the solution of conflicts and further implementation of the goals set by the US government. However, important task - to ensure energy security and the fight against terrorism in still remained to be solved by the US administration.

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ACTIVITIES OF L.A. TIKHOMIROV IN THE LARGER SOCIETY ADVOCACY

In the early 1870s a revolutionary populist organization in Russia was formed. Being organized in St.Petersburg during the students riots of 1868-1869 it was named the Big society of propaganda. Russian public figures like L.A. Tikhomirov (1852-1923) made a significant contribution to its formation and development. Some questions arise here. How did Tikhomirov hit in the Big society of propaganda? What was he doing there? How the police were able to arrest him? Let us consider the following steps that this issue involves. Pre-revolutionary [13] phase began after Tikhomirov's apostasy. Soviet historiography [19] has assessed his actions mainly from the perspective of Marxist methodology. Modern Russian historiography [9] developed under the domination of conservative ideologists. Foreign, especially British and American [7], historiography focuses on the study of the revolutionary stage in Tikhomirov's life. Anti-Bolshevik emigre historiography tried to prove his hostility to socialism [8] by means of Tikhomirov's works. Typically, researchers believe that Tikhomirov came to the organization because of his personal qualities, but it has not been completely proved [1, 199].

After entering the faculty of medicine in Moscow State University Tikhomirov was involved in organization of the communes. Students tried to implement socialist ideas, together rented apartments, gave all their property for public use. More advanced students influenced newcomers. This has contributed to the promotion of new ideas and the convergence of students and workers [5, 67]. Besides Tikhomirov himself was influenced by D.I. Pisarev, he read books of K. Vogt and other vulgar materialists. He perceived radical ideas which seemed to him as science [17, 36]. First Tikhomirov was unhappy with the student's environment, which reminded him of the gymnasium. However, he succumbed to the public flow. D.N. Ovsyaniko-Kulikovskii argued that during first two years of study a student is like a grammar school boy and becomes a mature young man only during his third year [10, 374]. Tikhomirov was too early influenced by nihilistic ideas. He was not yet able to evaluate them critically.

First Tikhomirov tried to overtake other students in his study. However Tikhomirov could not pursue science because of his devotion to the theories of Karl Vogt and Buchner that was formed in his high-school times. Tikhomirov believed this faith, which admits no doubt [17, 37].

P.A. Kropotkin was well acquainted with students in early 1870s. He noted the care of the past struggle of fathers Conservatives with children nihilists. Instead, young people tend to educate and enlighten people, to help them get out of poverty, they have to know the ideal of a better life [6, 282-283]. The first terrorist acts, student riots in 1869 and Nechaevsky's case radicalized youth in the socio-economic issues [6, 287]. As a consequence, intellectual insulation among young people has increased. Therefore, the youth wanted external activities. They were ready to go for the most radical slogans. They felt inspired being blamed by the «Moscow News» [17, 47].

Evidence of S.F. Kovalik characterizes tightening policy very well. According to him, «Historical letters» of P.L. Lavrov had the greatest impact on young people in 1870s. Lavrov believed that the intelligentsia is responsible for the destiny of the country. It must pay people for their moral duty to education. The first volume of Marx's «Capital» has started to be published in Russia since 1872. A little later, a book by M.A. Bakunin «Statism and Anarchy» was published. These books have inspired young people to new feats. The youth assimilated with Western ideas. This was affected by the fact that Mill advocated equal rights for women, Lassalle uttered fiery speech to the workers. Tikhomirov shared the general mood.

Self-education circles arose on the basis of student communities and significantly influenced the formation of the Tikhomirov's revolutionary ideology. Reports on social issues and implementation of book theories into practice were discussed at their meetings. Many students nihilists imbued positivism, atheism, evolutionism, materialism [6, 284]. Kropotkin described the changing type of student-nihilist at beginning of the 1870s compared with 1860s as follows: Students have broken with their «fathers'» superstition. In terms of philosophy a nihilist was a positivist, an atheist, a materialist and an evolutionist. Illegal libraries, dining rooms, mutual funds and other student institutions have been established in large quantities. It was a clear sign of a hidden ferment among the students. The students were excluded for belonging to an informal institution that had their own statutes and organized meetings. It has contributed to the growth of their popularity. For example, secret libraries were more popular than the university ones. Tikhomirov met with students in the student's best pastry cook [15, 243]. Tikhomirov recalled that young people were interested in direct and external activities. They were not interested in reading, science and truth [15, 235].

Tikhomirov claimed that some of the students were in a state of apathy in the early 1870s. It was significantly caused by the low level of development. The atmosphere was quite gloomy. It could not leave Tikhomirov indifferent and made him look for healthier environment. According to Tikhomirov, the students did not have any clear political or social problems, and lived for some unknown reason. However,

this did not affect the part of the students, which have soon gone through the revolution. Some students were eager to work for the benefit for society and were ready to support the most radical slogans. Burgher lifestyle was unacceptable to them [17, 38-45]. Tikhomirov tried to follow the examples of these people. He joined the radical part of the student body for good reason. Musty social environment forced Tikhomirov to join the opposition-minded students. His patriarchal upbringing contributed to this. Memories of V.N. Figner, N.A. Charushin, S.L. Chudnovsky, O.V. Aptekman confirm interest of the youth social problems. It was reflected in the enthusiasm P.L. Lavrov's «historical writing». In addition, young people were fond of the works of M. Bakunin, F. Lassalle, J. S. Mill, A. Comte, H. Spencer, G.T. Buckle [12, 45-46]. It promoted young vanguard of the revolutionary movement. Collective image of young radicals looked like a winner and had to seduce Tikhomirov. Besides Tikhomirov believed that other students were interested in career moderate growth only [14, 49]. Socialist republican ideas apparently determined a person more than the advanced youth. They were the only outlet for ambitions and directionless entertainment.

The Big Society propaganda did not recommend revolution. It recommended that science and the books that taught that science. But the books were published only as revolutionary. The Big Society propaganda was finally established in August 1871. N. Lopatin and M.F. Kokushkin left the revolutionary movement later. Tikhomirov had already done so. M.A. Nathanson took the example of Lavrov. He compiled the current reading program for the education system. Tikhomirov testified that the books were totally materialistic in the philosophical sense. The books were revolutionary and politically socialist. Abstracts and some arguments have been made after reading them [17, 53]. The club was characterized by rejection of Nechaevsky's methods of work. It is associated with a significant proportion of women in the liberation movement. Propagandists have been harassed in the era of «going to the people». Among 1,611 promoters there were 244 women. This caused accusations from the authorities [11, 228]. Kropotkin convincingly opposed this. He noticed that the circle had some moral foundations. It has spread widely throughout Russia and reached great results [6, 289]. This could have possibly attracted Tikhomirov into the circle. He trained a number of revolutionaries. They were ready to give their lives for the nation.

Tikhomirov quickly got accustomed to the University. Late in 1871 he met with members of the local branch of the «Big Society propaganda» – S.L. Klyachko and N.P. Tsakni [17, 55]. Tsakni has been remembered as smart, well-educated and interesting to talk to [10, 415]. From 1871 to 1874 affiliated societies were formed in St. Petersburg, Moscow, Kiev, Odessa, Kharkov. «Agents» of St.-Petersburg circle acted in many provincial towns, including Saratov [18, 71].

Petersburg's «Tchaikovsky» circle has set the following objectives in 1871. They wanted to buy and publish books for the lowest price possible. They formed new libraries and self-education circles. They sought to spread revolutionary literature across the country. Petersburg's circle «Tchaikovsky» got books from publishers and booksellers with up to 50% discounts. It published books abroad and asked V.M. Alexandrov to organize the printing house in Zurich [5, 78-80].

In 1872 Tikhomirov was instructed to distribute the books, however, officially he did not belong to the circle yet. Tikhomirov did not know anything about the circle, as he said in 1849. Such books as German revolutionary literature, anti-religious books on natural history were being spread by the circle. They were supposed to emphasize the propaganda goals of the organization. «The Story of a peasant» by Erckmann-Chatrian, «History of the Revolution of 1848» by Vermorel, the novel «Emma» were among the telling examples. [20] The books were soaked with rational outlook and materialist philosophy. They developed hostile attitude to the existing economic and political system. Tikhomirov has already written his children's «America». Charushin visited him and made a formal member of the circle. Tikhomirov turned his apartment into the center of the carriageway of members of «Tchaikovsky» circle. Tikhomirov tried to participate in any business within the circle. He has been collecting donations [17, 37].

Tikhomirov paid less and less attention to his studies because of his engagement with revolutionary activity that took all his time. At that time he completely devoted himself to propaganda work. Tikhomirov actually left the University. He showed himself in his new role too active in September 1873. Tikhomirov moved to St. Petersburg. He sought to apply the experience of the revolutionary organizations into the capital. In the capital, he joined the local «Tchaikovsky» circle. They mainly campaigned factory workers of the Long outposts. Five young men carried out their propaganda in a dark factory district. It took Tikhomirov an hour and a half to get to the place of his activities. Peter Kropotkin, Sergei Kravchinskii and other well-known radicals acted together with him. Tikhomirov had an affair with the famous revolutionary Sophia Perovskoy. Tikhomirov visited his companion-in-arms Sergei Sinogub and his wife a lot. Tikhomirov wrote two «fairy tales» for factory workers during his membership in the circle. The first story tells the reader about a peasant uprising in the XVIII century under the leadership of E. Pugachev. The second tale was called «Where is the best: the tale of four brothers and their adventures». The four brothers have suffered under the yoke of the government. In the author's version of the text, they are desperate and cry at the meeting. However, Kropotkin changed the ending of the tale: the brothers

went to preach the rebellion [2, 59]. Both pamphlets were successful in the workers' environment. The circulation and reprinting of the stories prove this fact.

In the first place «agitators» had to establish Contacts with the workers. Tikhomirov wrote that sometimes it was hard to implement. From time to time the agitators managed to achieve an acceptable level of interaction with the workers. Sometimes business relationship could be regarded as friendship. But mostly it referred to young proletarians. They were not burdened with family and household responsibilities because of their youth. Communication with the agitators allowed to vary the routine and the exhausting work at the factory. Older workers belonged to possible head-intellectuals and were as a rule treated with suspicion. They were often reported about to the police.

Intellectuals had to teach proletarians to read and to write so that they become literate with the basics of mathematics, geography and other disciplines. It was a prerequisite for their successful promotion. Such courses contributed to the overall development of adult workers that were to be attached to a radical outlook. This ideology denied religion and patriotism. Tikhomirov recalled that in the workers' environment there were people who saw enemies in the propagandists. The propagandists were not yet officially declared enemies at the time. According to Tikhomirov, countering the environment grew very rapidly [16, 3]. It is interesting that once Tikhomirov met the workers drunk and extortionist. He unfairly applied this image to all workers. However, it will be written after the Tikhomirov's apostasy. At that time, he continued advocacy with full determination [14, 41-42].

The police was frightened by the scale of propaganda. It has gradually started to take measures since the end of 1873 in particularly. Gendarmes arrested Sinegub at his apartment at night November, 11-12. Tikhomirov was arrested too, because he was sleeping there at this moment. The next day he was placed in the dungeons of the Petropavlovskaya Fortress [12, 61]. From this moment on his imprisonment started as a result. Tikhomirov has forever lost communication with the circle. Tikhomirov was a real revolutionary due to the larger society of propaganda. Tikhomirov decided to keep up with his fellow students under the influence of the circle in many ways. The influence of revolutionary literature, sincere sympathy for the ordinary people and selfless commitment to cultural and educational activities inspired Tikhomirov to work in this circle. Family education has also had its influence. It instilled an aversion to stupid entertainment, careerism and capitalist values. Tikhomirov was born in a traditional, patriarchal, caste and corporate community. His parents instilled his rejection of innovations, the love of stability, tranquility and traditions. The emerging class of society worsened habitual relationships, it required mobility, enterprise,

psychological flexibility [1, 199]. The protest against the new order of industrial society has brought Tikhomirov into revolutionary environment.

Being involved mainly by propaganda and writing «radical fairy tales» Tikhomirov has not foreseen any tragic consequences. However, these misadventures have glorified his name very quickly. But agitation and distribution of literature have not achieved Tchaikovsky's main goal – revolution. It is worth noting that revolutionary ideas were propagated among the working people. But Tikhomirov recalled that the members of the Big Society propaganda managed to propagate a very small number of workers. The bulk of the workers belonged to the intelligentsia and was hostile as resistance increased. Propagandists realized that Tikhomirov's activity in the «circle of Tchaikovsky» contributed to the spread of literacy among the workers, the emergence of new revolutionaries from their environment, increasing the popularity of socialist literature.

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THE IDENTITY OF THE COMMUNICATOR IN MEDIA CULTURE.

Research of the identity of a communicator is one of the priorities of the social and psychological research of media culture in modern society as efficiency of their communicative influence depends on features of the identity of a communicator to an exceptional degree. Perception of any message including that in the media environment is mediated by perception of the identity of a communicator. Formation of a positive image of a communicator is promoted by its most various qualities. These qualities are important not only by themselves: how they are perceived by various groups of recipients is also vital. As V. Mikhalkovich notes, “public identity” of a communicator is important. [4]

The analysis of numerous research works of the image of a communicator gives the grounds for classification of the most significant characteristics of a communicator in media. It is advisable to single out the following groups of its characteristics: social and demographic (professional roles, sex, age, education, etc.) and individual and personal (physical data and "registration" of appearance, communicative characteristics (verbal and nonverbal behavior, voice timbre, diction, manners, ability to carry on conversation, etc.).

Perhaps, one should consider them as a complex phenomenon, within a certain system or model for the best understanding of the essence of the personal qualities of a communicator most significant for communicative influence.

G. Kelman describes three key characteristics of a communicator connected with certain psychological mechanisms:

1) “credit” of communicator (ability to summon trust thanks to competence, professionalism). This factor is connected with the mechanism of internal acceptance by “internalization” of the message of a communicator;

2) “attractiveness” of a communicator (ability to cause “feeling of comfort and safety” during communication in the audience). These characteristics of a communicator are connected with the psychological mechanism of identification;

3) “power” of a communicator (it is connected with the psychological mechanism of external adoption of their message by recipients). [7]

The characteristics of a communicator determined by scientists were proved empirically in the following three factors of psychosemantic research: “qualification”, “safety” and “dynamism” of a communicator which were marked out later by the American researchers Berlo, Lemert and Mertzser [6]. The “qualification” factor is similar to “credit” factor, “safety” factor is similar to “attractiveness” factor, and “dynamism” factor is similar to “power” factor. According to research of these authors, “safety” has factor the greatest value for communicative influence (kind, sympathetic, in a friendly way, friendly, soft, one of us). The least positive assessment of a communicator is influenced by “dynamism” factor (offensive, persistent, aggressive, vigorous) [2].

The social and psychological model of a communicator, according to N. N. Bogomolova, includes the following two levels of the relations [2]:



In each level of the relations there is the system of characteristics of a communicator which can be united in the corresponding factors including cognitive, emotional and behavioural aspects.

In the first factor there are characteristics of a communicator connected with the communicator – message relation (K→C). The most significant characteristics of a communicator from the point of view of communicative influence are their

competence, i.e. adequate knowledge the reality they describe (cognitive aspect), the sincerity, truthfulness, conviction in what they speak about (emotional aspect), and ability to bring the knowledge, thoughts, views to audience attention (behavioural aspect). In general, this factor can be designated as a competence – convictions factor.

Importance of the qualities of a communicator connected with their competence (knowledge, erudition, experience, etc.), is so obvious that it does not need special proofs. However, as research shows, such qualities of a communicator as their conviction in truthfulness and importance of what they speak about are not less significant for communicative influence though in practice people do not always pay attention to them. And after all, passion, sincerity of a communicator are often decisive to make others trust their words and convince others.

When using technical means of mass communication, importance of such qualities as competence, conviction, sincerity of a communicator does not decrease because, according to research [1, 2], the audience perceives communicators of mass media not simply as information source but as partners in communication.

The second factor includes the characteristics connected with the communicator – audience ($K \rightarrow A$) and audience \rightarrow a communicator ($A \rightarrow K$) relations.

In the first case ($K \rightarrow A$), the most significant characteristics of a communicator from the point of view of communicative influence are knowledge of the audience (cognitive aspect), respect for the audience (emotional aspect) and ability to communicate with them as equals, i.e. equality of psychological positions of a communicator and audience (behavioural aspect). In other words, these are the characteristics that are inherent in participants of subject-to-subject, dialogical type of communication [5].

In the second case ($K \rightarrow A$), the significant role is played by those characteristics of a communicator which cause trust and sympathy for them from the audience. Here it is possible to refer prestige known to audience, authoritativeness of a communicator (cognitive aspect), internal and external appeal of a communicator, their belonging to the significant, situation when they are considered as "one of us" (emotional aspect), and ability to react adequately to feedback with the audience (behavioural aspect).

Suggested names of the factors in the social and psychological model of a communicator and their communication with a certain number of the relations in the communicative process are thought to be more adequate because they reveal the contents and essence of the factors better. The suggested model did not include of "dynamism", "force" (vigorous, offensive, etc.) factors as, according to a number of research works, including Yale school, this factor influences communicative influence the least.

The department of social psychology of MSU carried out research for detection of features of perception of a communicator in different types of mass communication. The general block of techniques which included scales of polar profiles and the test of "free answers" was used in a series of empirical research. The last one was modification of so-called "20 statements test" developed by the American researchers M. Kuhn and T. Makpartlend for identification of representations of the people about themselves [3]. The participants were asked to give 10 various answers to one question quickly: "The name, a communicator surname — who is he, what is he like?" and to write down answers in the order they come to mind, without reflecting on their logic and importance. The time limit for answers was 8 minutes as preliminary approbation showed that the participants run out of answers during this time. The answers were processed with the help content analysis in which the main categories and subcategories were singled out. Besides, they were also analyzed through two factors of the social and psychological model of a communicator: competence – conviction and respect – appeal, and also through the general relation of recipients to a communicator: positive, negative, neutral. In other research additional techniques with use of various quantitative and qualitative methods were used [2].

Research of "a reflexive image of audience", i.e. what image of audience, in their opinion, is available to a communicator can give information on the audience relation to a communicator. The early studies in this area, which are carried out at the department of social psychology of MSU, testify in general that if the audience assumes the negative communicator's attitude towards themselves, the audience is inclined to be negative towards communicators.

Summing it up, we would like to note that the identity of a communicator is of very great importance for functioning of media as perception of any message is mediated by the image of communicator. If the communicator is perceived by the audience positively, it greatly influences positive perception of their message. Social and psychological research convincingly testify that formation of a positive image of a communicator is promoted by their various qualities: from social and demographic (social status, professional roles, sex, age, education, etc.) to individual and personal (appearance, communicative and internal personal characteristics).

The most significant characteristics of a communicator find their reflection in the social and psychological model of a communicator. It singles out two factors: "competence — conviction" factor that is connected with the first level of the "a communicator — the message" relations and "respect — appeal" factor that is connected with the second level of "a communicator — audience" relations.

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MEDIA AS THE CULTURAL HERITAGE POPULARIZATION RESOURCE

Статья выполнена при финансовой поддержке РГНФ, проект 15-33-12009 а(ц) "Россия в 1917 году: институциональный ресурс, социальные риски и цивилизационный коллапс"

Life goes on and brings changes in cultural practices of storage mechanisms, information transfer, various technologies. In this regard, I would like to talk about contemporary media as the mechanism of transformation of cultural memory and refocusing of certain events.

Philosopher M. McLuhan in his study demonstrates the mechanisms of storage and dissemination of information in 4 stages:

In ancient times (during oral communication) people could broadcast their thoughts to a very limited number of people, as for information had to be in the vicinity of the narrator. Then, there was a written language, which was a slightly easier way to transfer, and now the information was not limited to the human life cycle, the book can be transmitted from generation to generation and transported over longer distances. The next stage in the development of communications was the so-called "Gutenberg Galaxy" (creation of typographic machine), which made it possible to

significantly increase the speed of transfer and mobility of information. And the final stage according to McLuhan was an electronic era, which was marked by the Internet. Here, the person gets in a completely new communication space.

German philosopher Niklas Luhmann says that now the information may not have a specific recipient, as it was before, i.e. people actually translate a message into space. For this we have to rebuild the thought itself. Today, what we think and say very often is not a product of our thinking, but only a partial processing imposed upon us by brands.

Our contemporaries are actively benefiting from electronic communication stage. However, it brings not only the benefits for its users, but also some risks.

With regard to the concept of "heritage", then it is assumed that it is harmoniously incorporated into megasystem of culture itself. Moreover, the heritage is not only a part of the construct of culture, but also its foundation, a kind of "memory".

Heritage forms the foundation on which to build information codes to ensure the "production", stockpiling and transfer of information in society. Accordingly, the relationship emerges between culture, heritage and information.

M. Kuleshova draws attention to the informational component as a basic component of the heritage : 'heritage can be seen as information potential, embodied in the phenomena, events, material objects, and necessary for the development of mankind, and being saved for transmission to future generations " [3, 41]. Cultural heritage consists of those aspects of the past that people preserve, cultivate, study and pass to the next generation. Cultural heritage is everything that have acquired value in the past and the value of what is expected to appear in the future

Since culture is one of the factors by which society can develop, cultural heritage is increasingly becoming the subject of fierce controversy and manipulation method. For this reason, its role as one of the vectors in the regional, federal and international politics increases more and more, and very often it is associated with the sustainable development of a particular region, state or even a small parts of the world.

Opinions are produced by the media. Media stabilize the demand for "opinions" as goods. The major characteristic of the media work is speed. In addition, the ability to adapt any event or information to the favorable context is highly appreciated. Therefore, in the media arguments are replaced by formulas and images, through which different topics are presented and that, in turn, provokes formula's clash, resulting in an differentiated scheme of perceiving the world.

Earlier material cultural heritage was perceived as a synonymous with the term "monument", but today it is clear that heritage, unlike the monument is a dynamic, evolving system.

Thanks to today's technology, the power could use the cultural heritage and historical facts for its benefit. An example is the analysis of TV shows and polls that are conducted on the federal channels. Most recently at the "First Channel" the project "Name of Russia" took place. Different important figures of Russian history, in particular, Alexander Pushkin, Peter I, Leo Tolstoy, Catherine II were presented there, who seemed to be the most well-known names for most Russians, but for some reason, citizens actively voted in favor of Alexander Nevsky. If you look deeper into this event, you can find some interesting facts:

Alexander Nevsky was presented with the most profitable focus for the people, starting from the XIV century.

Saratov researcher Daniel Anikin in his monograph "Topos of social memory in a risk society" traces the use of the image of Alexander Nevsky over seven centuries. He argues that in the XVI-XV centuries Nevsky was presented as the founder of the Moscow principality, although in fact the first prince of Moscow was his son Daniil. Thus, all the descendants of Alexander Nevsky's brother were cut off from the symbolic power.

Then the image of Nevsky appears in XVI-XVII centuries, here it is served as an image of the saint. This act allowed to show the relevance of the Orthodox prince as a symbol of conservation of Christian values in the framework of the current at the time concept of "Moscow as the Third Rome".

Next, the image of Alexander Nevsky was skillfully used by Peter I, to legitimize his attempts to have a strong military position in the Baltic Sea. With this gesture, Peter I would remind that this area was natively Russian, and he is not an invader, he only returns what belonged to him.

The next milestone in the use of the image of Alexander Nevsky was the XX century. Here Nevsky appears as a defender of the Russian land. This was necessary during the Great Patriotic War. In that historical period allegedly Nevsky's quotation was popular: "who comes to us with a sword, will be perished by the sword." This image contributed to the increase of patriotism in the Soviet Union.

Today, the image of Alexander Nevsky acquires new features, embodying the desire to have an Orthodox ruler, able to express the aspirations of the people and to preserve its political, spiritual and cultural identity. [1, 74-75]

Today, there are plenty of information dissemination mechanisms, it can be even distributed in the form of viral distribution, which is almost infinite. Such mechanisms include: television, newspapers, the Internet, social networks, blogs, and the most recent example - forums. Now with the help of forums information can be distorted to inspire readers to trusting the truth of this or that user hidden by the nickname.

Blogging today turns the Internet into a new form of publicity. Everyone is each other's public. The reader will become a kind of author. Reading the blogs, you pay attention to the prevailing subjectivity, polemic and party spirit. The authors are interested in self-representation, because like all the diaries, electronic ones are driven by a desire to express themselves. However, it is not rare today that there is not only self-expression in blogs, but rather a shrewd strategy of those who knew how to play on the opinions of the masses who read this blog.

Comfortable mask that the global network allows you to put on, promotes the dissemination of information in the chaotic regime.

But there is another side of the coin, where the news is served in accurately measured portions. This mechanism is demonstrated by TV today. Here the news does not show what is happening, but rather what others consider to be important. The media does not follow the events, but they follow those who follow events.

In the words of Walter Benjamin: "what is happening today is checked for whether you want to make a Story of this. Our world is made of standard stories» [2,103]. Media replace myths as the horizon of the world. The media carry out a preliminary selection of what is there in the world. Thus, we can say that the media is an industry of reality of modern societies, and often the image in the media is an event reported by themselves.

If we consider the information as a commodity, the value of the news does not matter. Consequently, the news does not talk about the explanation and understanding of the world, on the contrary, it can be argued that the world becomes the context of news. Strange and standing out events are attractive, and they are immediately followed by other ones. The events are just not meant to be understood.

N. Bolz allocates 4 levels of telegenic ahistorical events:

- Real events such as earthquakes. They occur regardless of the media;
- Mediatized events that would have occurred, but due to the presence of the media, they happen according to the media rules;
- Staged events, such as Greenpeace campaigns organized specially for the media;
- Media images themselves which are transformed into events that are the subject of information. Niklas Luhmann calls them events-opinions.

Although the number of such events-opinions is growing, it does not follow that the media themselves invents events - no, they only focus attention on them and determine their career (the top Yandex can be an example). They bring anxiety through the news and at the same time reassure through a ritual of submission (the calm voice from the screen, jokes on other countries).

Like any ritual, news broadcasts relieve tension of intractable conflicts and act therefore as social bonds.

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INNOVATIVE IT PROJECTS AS A NEW DIRECTION OF INNOVATIVE ACTIVITY

In the course of the increasing interest in innovative activity as well as its encouragement from the state, there is a need for accurate definition of the innovative project as a way of conducting innovative activity.

According to the Federal Law on Science and Scientific and Technical Policy, the innovative project is a complex of actions for implementation of innovations, including commercialization of scientific and (or) scientific and technical results aimed at achievement of economic effect [8]. However, if we tackle this definition more accurately, it becomes clear that there is one more concept demanding further explanations – an innovation.

This term even more often appears in mass media, popular science, speeches of government officials, however, accurate definition of the concept of innovation most often is absent. The scientific observer of the News edition - S. Leskov quite witty spoke on this subject: “They speak about innovations more often than about football, but everyone has got different ideas of what it is”. [4] In fact, we quite often face various understanding of this term during interviews or talks even at the government level. In various economic papers hundreds of definitions of "innovation" are present. This is quite a broad concept. There can be technical, economic, organizational and other types of innovations. For example, B. Tviss considers that the innovation is a process in which an invention or an idea gets the economic contents [11]. F. Nixon believes that an innovation is a set of technical, manufacturing and commercial actions leading to the emergence of the new and improved industrial processes and the equipment in the market [6]. B. Santo considers that the innovation is a cumulative

public and technical and economic process which through practical use of ideas and inventions leads to creation of the best products and technologies, and brings profit [7]. In the thirties the 20th eyelid, I. Shumpeter defined an innovation, as any possible change happening owing to the usage of new or advanced solutions of technical, technological, organizational character in the processes of production, supply and sales of products [1]. He had allocated five types of possible changes:

- Production of goods with new properties
- Introduction of a new method, a way of production
- Development of new sales in markets
- Use of a new source of raw materials
- Carrying out reorganization of production at the level of management

In the Federal Law of the Russian Federation [8], an innovation is understood as putting into practice a new or sufficiently improved product (goods, service) or process, a new method of sales or a new method of business or workplace organization or external relations building. It should be noted that this definition is almost similar to the one given by I. Shumpeter, and in the author's opinion, thoroughly enough shows the essence of the term "innovation".

Coming back to the definition of the innovative project, it is worth addressing interpretation of the term "project". As far as the term "project" is concerned, one can't observe big differences in its understanding. Each of us comes across project activity every day paying no attention to it: a campaign in a shop, following the director's instructions, doing the thesis, all these various tasks can be called a project to a certain degree. Russell D. Archibald gives to this term the following definition: The project is a unique complex of actions having the beginning and the end. And right there specifies it: The project is a process of creation (brining out particular results) of certain results [3, 57]. G. L. Tsipes in work "Management of projects. Standards, methods, experience", defines as the project the special form of implementation of purposeful changes assuming realization within restrictions on terms, cost and characteristics of the expected results [10, 23]. Project Management Institute in the annual reference book for heads PMBOK of the 2013th year offers the following definition of the considered phenomenon: The project is the temporary enterprise aimed at creation of a unique product, service or result [9].

Thus, in order that any enterprise could be called a project, existence of several distinctive features specified in the above-described definitions is necessary:

- Project terms have to be accurately determined
- The project purposes have to be accurately formulated
- Activity has to be conducted in the conditions of limitation of resources

Thus, combining definitions of an innovation and a project, it is possible to allocate implementation of the innovative project as a special type of design activity. An innovative project is a complex of actions aimed at creation of a brand new product or service, limited in time and resources.

With development of technologies, the companies have begun to understand that introduction of modern information systems promotes noticeable increase in their profits. Besides B2B sector and B2C sector of IT- technologies is actively developing. Therefore, for example, the number of users of the mobile Internet in 2013 increased in Russia by one and a half times in comparison with the 2012th. [2] The successful innovative IT- projects have become world famous and make multi-billion profits for the owners. Thus, for example, in the Forbes list, in 2014 on the 62nd place there was a founder of WhatsApp Jan Kum, and on the 179th, the developer of the Twitter network – Evan Williams [5]. Taking into consideration the increase in the number of IT- projects and an interest shown from the leading companies in their development, there is a need for formulation of a clear conceptual framework, which could be used both at the enterprise and in the sphere of legislation with the purpose of stimulation of innovative activity of the Russian entrepreneurs.

Addressing the western authors on management of IT projects, it is possible to find out that they do not give any specific definition of this term, however, define a main objective and tasks recognizing that finally not the product or service, but a certain program code or system of the interconnected programs has to be developed. The main peculiarity of such a project is that we do not see the result until we bring out the result. The program code is considered to be a non-material property and cannot be sold directly as a product or is estimated in terms of direct costs. Owing to this fact, the main resources spent for realization of IT- projects also are non-material and, therefore, difficult to estimate. Such resources as:

- Manpower, operating time of employees directly over the project
- The capacities of computer systems involved into implementation of the project

The main difficulty in the process of giving definition to an innovative IT- project is in understanding where the limit of this "innovation" lies. According to the definition of "innovation", given in the first paragraph, a project can be called this proud name only if a product or service which will be received by the customer has to have the serious level of novelty compared to the similar offers presented in the market. In other words, a project can be called innovative only if it results in creation of a new IT-product which has not had analogs in the market and is worked out with the help of a unique technology.

For example, implementation of 1C for the Accounts Department or installing of system SAP at the enterprise, despite various scales and levels of technical complexity, can not be considered innovative. At the same time, the development and improvement of the system SAP by its designers can be considered as an innovative activity as the product made in this case can be viewed as an improved version of the previous technology.

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PEDAGOGICAL CULTURE OF A TEACHER AS A CONDITION OF PRESERVATION OF PSYCHOLOGICAL HEALTH OF THE STUDENTS

We consider that in order to give a successful lesson and achieve the highest educational results, an instructor has a duty not only to prepare perfectly selected material, but also to pay special attention to other aspects of the educational process. Thus, one of the most important factors to provide comfortable educational and psychological environment in a classroom is pedagogical culture of a teacher.

We will clarify that pedagogical culture is a complex of personal qualities of a teacher that projects his/her individual culture into professional sphere; it is a synthesis of high level of professionalism, valuable personal characteristics and knowledge of teaching methodology [1].

The analysis of the term “pedagogical culture” allows us to conclude that it suggests the following skills:

- general and professional erudition;
- the high level of psycho-pedagogical experience;
- speech culture;
- pedagogical skill;
- culture of pedagogically directed behavior and communication [2].

In view of the above, why pedagogical culture of a teacher is important and what are the consequences of its absence for the students?

A great number of real examples can be provided as a proof of the fact that on the lessons of the teachers that do not have pedagogical culture, loss of motivation and, as a result, decline in academic performance among the students is ubiquitously observed. As we can see, even from a teacher who has the high level of knowledge of the discipline he/she teaches, but who does not pay attention to psychological condition of the learners, we can hardly expect decent personal and educational results from his/her students.

Let us point out that school is one of the most important institutes of socialization in our life. School is the place where the process of becoming an individual takes place, where basic ideas of the world view and consciousness of self are founded. That means that a child’s individuality and identity can be disclosed only in atmosphere of approval, mutual understanding and respect.

However, we have to admit that very often not only unpleasant atmosphere may occur on a lesson, but even psychologically dangerous one. This conclusion we make from our own observations and research interviewing of the students of numerous schools in Saratov.

Unfortunately, verbal aggression frequently takes place on a lesson in the form emotional breakdown of a teacher, which is more often a result of failures in his/her personal life or simply a consequence of being in a bad mood. In addition, many instructors use hidden threats to make students do an exercise. Moreover, there are ungrounded mockeries and ridicules or even assault and battery on children, which in fact are penal and completely unacceptable in a school practice.

The factors that are listed above have a strong influence on student's inner condition, self assessment and confidentiality in his/her abilities and talents. More than that, on the one hand such kind of pressure may lead to serious psychological disorders and on the other hand, it can destroy unformed child's personality.

As a part of research of the problem, we interviewed students from one of the Saratov schools among students of 5-9 grades. On the basis of the interviewers' answers we have found out that most of the students feel constant psychological pressure on the lessons of one of the teachers. Students claim that such adverse atmosphere occurs as the result of extremely strict attitude of the teacher towards the students that causes fear and psychological discomfort in the classroom.

In accordance to our scientific and pedagogical research, we believe that extensive formality in communication between a teacher and a student leads to increasing of children's anxiety and nervousness. As a rule, authoritarian position of a teacher implies subjective evaluation of a student's performance that includes only index of educational process and complete rejection of student's initiative and independence. Thus, this type of communication forms inadequate self-perception and world-perception of a student [5].

As a consequence of stressful relationship between a teacher and students, numerous accidents of school anxiety among the students are observed. This phenomenon is regarded as causeless worrying during the learning process, for instance, there are situations when a child always expects bad attitude towards him/her and is afraid of being judged by teachers and classmates. The child has constant feeling of his/her inferiority and is always uncertain in his/her actions and decisions [3].

The question is: what a teacher is to take into consideration in order to attain the optimum psychological climate on a lesson?

Firstly, in reference to our own learning experience, we can claim that pupils have ability to feel teacher's emotional attitude and thus it is important for an

instructor to make benevolent atmosphere from the very beginning of the lesson. Using pedagogical methods and techniques a teacher should define and interpret correctly psychological state of all the students as a group, as well as emotional condition of each one of the pupils. A teacher should be inclined to ability of emotional complicity or in the other words ability to reflect and understand students' feelings and thoughts. The information an instructor receives will allow him/her to create individual approach for each of the students, considering their strongest qualities of their personalities and thus giving them an opportunity to show their talents and realize ideas.

Secondly, a teacher should also pay special attention to seemingly unimportant details such as posture, facial expression and gestures that are ought to be improved because everyone regardless of age understands non-verbal language, which provides students with great amounts of information. It concerns the speech of a teacher as well because speed, timbre of voice and intonation are the main indicators of a person's attitude.

Thirdly, it is necessary to make special climate in a class where all of the students will be able to show their potentiality and the best of their qualities. It can be realized only on the basis of trusting interpersonal relationship between a teacher and a student. As a general rule, this kind of relationship is a result of a teacher's communication tactic. The tactic consist of mutual exchange of neutral information in a form of private conversation, which means that students can share with a teacher their impressions of events that happen in their life, tell him/her about their success and failures. This type of conversation helps to establish close contact with children, to discover unknown sides of their character and moreover, gives a student an idea that he/she will not be judged for expressing personal opinion. Furthermore, cooperation with the students and encouragement of their active position appear as an excellent basis for free discussion of the problems when students with the help of a teacher come to the best solution.

What is more, referring to Peterson's didactic system, it is significant to provide students with situation of success when they make efforts to move forward and feel emotional support of a teacher [4].

In conclusion, we shall admit that only in comfortable psychological atmosphere a student is able to gain academic knowledge and develop personal qualities. Consequently, this duty is entirely a teacher's responsibility. We believe that if a teacher is able to create situation when all the students have an opportunity to develop themselves in a personal and educational way on the base of mutual respect of individuality, then there is guarantee for comfortable and safe educational process for all of its members.

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THE OLD NEW THING: SOMALI PIRACY IN THE NEW MILLENNIUM

In a globalized world, the international community faces a number of global challenges. And one of them is the prosperity of maritime piracy in different regions of the world. In particular, this concerns the Horn of Africa, where Somali pirates actively operate.

The term "maritime piracy" is rather strange in the new millennium. However, the international community is forced to admit that the robberies and attacks on merchant ships are carried out in our time. Pirates continue to do their work, which brings a steady income. But this business can thrive only in water areas that are not controlled by state. This often occurs when the state is in chaos and confusion, there is no well-defined leadership and government, the State is likely going through a difficult time in its history. Somalia fits into this category, it occupies a very important geopolitical position, connecting Europe with East Asia and Australia. It is here that the events of the past two decades became the preconditions for the formation and prosperity of pirate fishing.

In 1991, as a result of complications of the political situation, Somalia virtually ceased to exist as a unified state [1]. The state is divided into several territorial entities that have declared their independence. The country is in chaos. An interesting pattern is worth being noted: the disintegration of Somalia began almost simultaneously with the emergence of the information that oil reserves were found on the territory of that state. Such a coincidence gives rise to various questions. But, anyway, as a result of all the events, the standard of living of the Somali people became extremely low, and the increase in crime has reached great heights. Often gangs impose their rule in the country. Every year separatist sentiment intensify. At the moment Somalia is divided into several parts - Republic of Somaliland, Puntland, Galmudug, Maakhir, Jubaland, Himan and Heeb and others [2]. The country has repeatedly experienced famine. Thousands of people died. Now the economy of Somalia is failing. Out-migration to other countries in search of a better life is excessive. According to the UN, Somalia is in third place in the world in the number of refugees from that country [3]. Therefore, for those who do not want to live in abject poverty, pirate fishing is the source of income.

Every year near the coast of Somalia, there is held a significant part of the international freight and movement of commercial vessels. About a quarter of the world's oil is transported to the Suez Canal. Through their work, the pirates undermine trade between countries. The largest trading companies and the states have the large-scale losses. The question arises: can the project "Somali piracy" be artificially created and functioning in someone's interests? Trade relations, implemented through the Suez Canal, link mainly Asia and Europe. Pirate robbery, assault, kidnapping from international merchant vessels cause a severe blow to the economy of the European Union. And the obvious competitor, which is beneficial, is the United States of America. This suggests that the US has a direct interest in the activities of pirates in the region. Anyway, this is just a hypothesis, which has a right to exist. However, the problem of Somali pirates can not be solved with the help of assumptions. Countries and companies continue to suffer from losses because of their actions. A part of the impoverished population in Somalia has no alternative way of earning, except taking up arms and going to capture ships. Undoubtedly, the problem of piracy in this region is very urgent.

From 2005 to 2012 due to the increasing incidence of pirate attacks off the coast of Somalia, the international community has taken a number of measures. One of them is the strengthening of control over water at the expense of international forces of the Navy [4]. It helped to decrease the intensity of pirate attacks. Moreover, last year there have been no official hijacks by Somali pirates. However, in any case it does not indicate the disappearance of the problem. In the short term, if the areas are patrolled

by warships, it will likely cause the pirates to suspend their activities. But there is no doubt that this is a temporary phenomenon.

It should be understood that pirates have the resources by which they operate. They have ordinary people, who just commit these crimes, and weapons. These resources are quite limited. And so if the aquatic territory is protected by military courts, it would be wiser to stop pirate activity and wait, rather than consciously go for the inevitable failure of the operation. Most likely, the pirates will wait for a more favorable moment and weakening the vigilance of the international community. And when that happens, pirate attacks resumed. Most likely, this will be followed by the responses from the international community, and the tight regime of protection of trade routes resumes. It is obvious that in such a scenario, the main problem is just to restrain piracy, and not to fight with it until the end. Rather than to direct the flow of funds to respond to the challenges that have become the cause of Somali piracy, these funds will be spent on the maintenance of military protection.

However, the problem can and should be solved in other ways. In particular, it is necessary to reunite the Somali central government. As already noted, in fact, Somalia does not exist as a single state. Recognized by the international community, the government has no real authority over the entire territory. It is unable to unite the scattered parts of the state into a coherent whole. Also the important fact is that the part of the country is controlled by the representatives of the radical Islamic group "Al-Shabab", which is actively developing its activities on the background of the events. However, the general population suffers, their problems have been described above. As a rule, the poor are actively engaged in piracy. The destabilization of the political situation in Somalia has led to the emergence of Somali piracy.

The problem is that: at this point the prerequisites for rebuilding the centralized state by the Somalis themselves are not observed. On the contrary, separatist sentiment is gaining momentum. Therefore, in this scenario, the other participants of international relations, most likely will not just watch the direct theft of their vessels and stay idle. They will not wait until the situation in Somalia is normalized independently. During the next decade, the international community, represented by the UN, is likely to take steps to resolve the internal political conflict in Somalia. What will be the actions - military intervention or the so-called "humanitarian intervention", no one can answer for sure.

The most rational solution to this problem will be a performance of a mediator in the talks between the warring Somali parties. Perhaps, the UN will convince them to sit down at the negotiating table and find a compromise. And the next step will be creating a universally recognized, strong, authoritative government that will begin to solve the accumulated internal problems. In particular, it will be the suppression of

gang activity, which had their own interests in the pirate business. The process of economic recovery is likely to begin due to their natural resources. The level of education will rise in order to prepare qualified personnel, that will continue to restore Somalia. Deciding initial problems, the government of Somalia will demonstrate a new state, where the law, order, and equality will dominate. Being sure that they can survive and earn their living by work other than dangerous and risky piracy, the poor will gradually move away from such activities. Popularity of maritime piracy will gradually decline. It is believed that these developments around the Horn of Africa are the perfect solution of the problem.

Summarizing, we can say the following. It is absolutely clear that the fight against Somali piracy remains one of the most important problems. However, due to the rapidly changing international situation, the situation around the Horn of Africa can take different colors. Do not forget that the attacks of pirates hurt the economies of many countries and different companies. The struggle against this phenomenon is needed. Only time will show how it will happen. One thing is clear: the solution of the problem by peaceful means is the right choice of the international community. Therefore, the creation of a centralized state of Somalia is the most favorable scenario. This will entail a number of positive effects, one of which will be a reunion of the people of Somalia. The option of partial protection of the water space is only a temporary measure that will not lead to the radical change of the situation off the coast of Somalia. As it has been said, this measure will deter, not eradicate the problem of Somali piracy. A delay in solving the problem would not be good; it will only cause the escalation of the situation in the region.

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SHOULD WE TEACH STUDENTS “BAD LANGUAGE”? OR ARE THE BAD WORDS REALLY SO BAD?

The theme of swearing in both life and language can be described as “forbidden fruit”. Although its use is more sanctioned under some circumstances than others, the general attitude to swearing is that it is a socially unacceptable behavior. Such attitudes are reflected, for instance, in the frequent findings of American psychologists that counselors who swear are perceived as both less attractive and less effective [3; 4; 6]. They are also reflected in various psycholinguistic studies which found that swear words were less easily recognized than non-obscene ones [2; 7]. While there are certain exceptions (e.g. the fact that in America it is an offence to sack workers for swearing during union negotiations), swearing remains largely sanctioned behavior. This is reflected in the frequent use of the term “bad language”.

At the same time these words form a significant part of the vocabulary of many English native speakers. If we separate language from real life it is sure to influence both process of learning and motivation in a negative way.

On the other hand, swear words are to be avoided in cross-cultural communication as they force you to play within your opponent's value system. As such, they are the consummate failure of framing [5].

J. Chamberlain approaches this subject from another angle. He suggests we ask ourselves why our students are learning English. For the most part they have no particular interest in British or American culture. They are learning English because it is a tool. It is the means by which they hope to get access to information about the world and to texts they need for their studies. It will help them (if they plan to go into business) to negotiate contracts. It will help them (if they are pilots) to understand landing instructions. He illustrates his point of view by the following example ‘A fictional Thai businessman who has been taught English for describing his products in a positive way, for making suggestions, for politely disagreeing, for making counter proposals, for confirming details and so on. Now let us put him on a plane to Manchester or Chicago or Sydney. He has arrived at his destination. Let us say it is Saturday night and he is looking for somewhere to eat. Somehow he gets into a dispute with a taxi driver or a drunk. Should we have taught him to cope with verbal abuse? Or let's say he goes to watch a film. The dialogue is full of phrases containing the f-word. Is this something he should have been prepared for? (Before 1970, this word had never been uttered on the big screen. Now what movie for grown ups does not contain this

word?) Perhaps he is delighted to overhear in a pub a real conversation in which he hears the f-word used again and again as an adjective (to add emphasis to the message). “Ahah!” he says to himself. “This is the real language. I must do the same at my meeting tomorrow. I will show them how good – no, wait, how fucking good! - my English is. Oh dear!” [1]

It may seem obvious that if students need to learn something then teachers need to teach it. But it is not as easy as it is. The cultural sensitivity must also include the fact that the role relationships of male-female, old-young, teacher-student are all highly defined in most cultures with clear prescriptions as to how each should behave and equally clear proscriptions as to how they should not. A teacher is not a sexless, ageless imparter of knowledge. The language in question is still formally taboo. It is therefore probably not appropriate for a 30 year old male teacher to teach a 17 year old girl the meaning of “blow job” [1].

Dictionaries and reference books on swearing seem to be the most natural way out. Jonathan Chamberlain has discovered that there are over 2,000 euphemisms for the penis alone, another 1,500 or so for women's breasts and well over a thousand for the vagina.' Lists of these words are available free of charge at Chamberlain's site at www.vulgarenglish.com

But it's not just the individual dirty words that caught his attention. It was the grammar. You can fuck somebody up but you can't fuck somebody with. Which phrases are transitive and which are intransitive, and what does that mean in practice? Dictionaries of slang don't help people see how the words are used in real life. This is why a book that provides a detailed deconstruction of the language is needed,' Chamberlain explains [1].

This delight in the hidden English of the streets and alleys rather than the sitting rooms and board rooms prompted Francis Grose to produce his book, the first volume of its kind, which he called *A Classical Dictionary of the Vulgar Tongue* published in 1811 and which was subtitled: *A Dictionary of Buckish Slang, University Wit and Pickpocket Eloquence*. More recently, in the last few years, we have had a number of volumes collecting rude words of various kinds. These books are aimed, interestingly, at the native speaker interested in his/her own language. The problem for the language learner however is that no distinction is made in these books between contemporary and historical words. Explanations, where given, tend to be of the humorous kind. No examples are given to show how they are used. A book like *Vulgar English & Sex Slang* is therefore a useful addition to the literature.

The last but not the least thing we would like to mention here is that bad words have become a great part of films, songs and fiction. But it not merely their quantity, but rather their quality we want to point to. The matter is that these words are very

rarely used in their original “bad” meaning. They have transformed or even lost their first semantics completely.

To illustrate this statement let us address the lexeme “bastard” whose original meaning is “a person born out of wedlock”. In many dictionaries it is marked as “offensive” or / and “derogatory”. However, very few people who choose this lexeme as a means of insult refer to a person’s illegitimate birth. We believe that it is caused by social changes of values and attitudes. Contemporary society claims freedom and equality and does not care whether a person’s parents were married or not at the moment of his / her birth. Thus, the meaning of the lexeme “bastard” is often determined by evaluative adjectives it is used with. It is obvious that the phrases “stupid bastard”, “cruel bastard”, “arrogant bastard”, etc. have a negative meaning while the expressions like “bright bastard”, “clever bastard”, “poor bastard” tend to be positive or at least neutral. So, the word “bastard” itself has gained a great degree of generalization in meaning and can be defined as a synonym to such words as “person”, “chap”, “guy” and the like.

Moreover, Urbandictionary [8] gives a number of examples in which the word “bustard” functions as an intensifier and its meaning is fully determined by the word it intensifies: happy as a bastard, drunk as a bustard, tired as a bastard and even legitimate as a bastard.

In conclusion we would like to say that swear words can be regarded as bad from moral and ethical points of view, but linguistically they are as good as any other words. Besides, they are very interesting for research as many of them have a great semantic potential meaning transformation (from negative to neutral and positive). This potential includes a great level of generalization and an emotive component of the meaning.

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MEXICAN IMMIGRATION TO THE UNITED STATES: HISTORY AND PROSPECTS OF PROBLEMS SOLVING

The United States of America is the state which was founded as a resettlement colony, attracting people from all over the world as a country of political freedom and economic opportunities. According to the statistics, the USA occupies the first place in the number of migrants. Every year the US population increases by about two million because of natural increase and 1 million due to immigration. Total immigrant population in the country is estimated at 39.6 million people. The complexity of the situation is due to the fact that illegal immigrants create a whole range of problems in the field of health, education and law enforcement. Some experts think that illegal immigration is a major threat to the national security of the USA. Despite the fact that the data on the number of illegal immigrants is difficult to obtain, some argue that among illegal immigrants in the US Mexican nationals make up the majority [5].

The migration of Mexicans to the United States has its origins in the late 19th century. The development of agriculture, mining and light industry, as well as the construction of railways required an influx of cheap labor from other countries. In the period of 1850-1880 years around 55,000 Mexicans immigrated in the US to work [6].

Immigration from Mexico to the United States can be divided into four main periods. The first wave, occurring prior to World War II, consisted of agricultural workers recruited by private labor contractors, with the number of Mexican immigrants rising from 105,200 in 1900 to 624,400 in 1930. The second wave began with the adoption of the "Bracero" program in 1934, the Government of the United

States and Mexico signed a contract by which the US border was opened to Mexican guest workers who came for the farm and road works in the United States. During the term of this program in the years 1942-1964 the influx of seasonal Mexican workers "braceros" amounted more than 4.6 million. Many of them remained in the United States for permanent residence. Accordingly, the third, largely unauthorized wave began after the Bracero program had been terminated and after 1965 changes to U.S. immigration law ended national-origin quotas and imposed the first numerical limits on Mexico and other Latin American countries. The majority of Mexican immigrants in this third wave were male, seasonal farm laborers who regularly travelled back and forth across the border [1].

The passage of the Immigration Reform and Control Act of 1986 (IRCA) and subsequent investment in border security formed a fourth wave of Mexican migration. IRCA legalized close to 3 million unauthorized migrants, including 2.3 million Mexicans, in return for tougher border enforcement and penalties for American employers who hired unauthorized workers. From now on, it became more difficult to cross the border, but the economic changes in the United States created more jobs for low-skilled foreign workers. The flow of immigrants increased rapidly from 1990 to 2010, more than 7.5 million Mexican immigrants came to the United States, and many of them came illegally [4].

More recently, Mexican immigration to the United States has begun to decline—marking at least a pause, and possibly an end to the fourth wave. The reasons for this decline are, apparently, improved educational and economic opportunities in Mexico, and ever-tougher border enforcement.

Only 14% of the current illegal immigrants arrived in the US after 2005. This means that the vast majority of illegal immigrants living in the country for the past many years have put down the roots here, and this, according to the defenders of the rights of immigrants, should enable them to obtain citizenship. Mexicans represent the largest unauthorized immigrant group in the United States. According to the data of 2012 more than 59% of illegal immigrants living in the United States came from Mexico. The reasons of Mexican migration are poverty, low education and low salaries. A lot of American companies often hire cheap labor from Mexico and rarely have been punished for it. Besides, relatives of newly arrived illegal immigrants help them as soon as possible to find jobs and housing. Thus, the majority of immigrants have a great desire to immigrate to the US in search of a better life despite the risks [2].

The problem of illegal immigration in the United States is that local, regional and federal authorities with the presence of illegal immigrants poured into a multimillion-dollar spending budget to work with them, their content in immigration

detention centers and prisons, procedural costs, deportation, the costs of health care and education. In a sense, the import of illegal immigration is import of poverty and poor living conditions. For large, medium and small businesses to attract the labor of illegal immigrants is an opportunity for additional revenue and a significant reduction in costs. Besides, Mexico is also interested in the labor export. Moreover, costs of guarding the US-Mexican border from 1995 to 2006 increased 10-fold from 1.2 billion to 12.7 billion dollars annual costs. The total length of fences in some areas of the US-Mexican border is over a thousand kilometers. Along the border checkpoints are also erected, surveillance cameras and lighting systems of the border area installed [5].

However, besides the enormous cost to the US budget, there are also other difficulties. First of all, linguistic assimilation is extremely hard. Modern Mexican immigrants, due to the large number of Latinos, can still maintain a high level of proficiency in Spanish, not only in the second, but in the third generation, which, however, has just begun to develop. Another barrier for incorporation of Mexicans into American society is their regional concentration: the majority of Mexicans are concentrated in the Southwest United States: California, Arizona and Texas, and it states that these lands were parts of Mexico until the mid-nineteenth century. Because of this, Mexicans do not only keep their traditions and norms of their native society, but also accept resettlement in the United States as the development of non-right taken away from them lands. Ultimately, the effect of all these factors could jeopardize the preservation of America as a nation with a core Anglo-Protestant culture. In the long run over the United States may hang over the threat of becoming a bilingual country like Canada or Belgium. This, in turn, jeopardizes the existence of American identity, historically defined through the foundations of the British settlers whose descendants were able to assimilate tens of millions of European immigrants [3].

Summing up, it is necessary to say that the migration of Mexicans to the United States is one of the key problems throughout the history of bilateral cooperation in Mexico and the United States. In this case, it is not so much about legal entry into the country, which to some extent can be regulated by the US authorities, but about the mass influx of illegal Mexicans, which becomes difficult to contain. Although in the past decade there have been significant changes in Mexico's economy associated with the transition to the neo-liberal path of development and participating in regional integration processes. Mexico is one of the most prosperous countries in the developing world for the pace of development, and so has taken key positions in Latin America [1].

In conclusion, it is important to mention that migration of Mexican labor to the United States is, in fact, a natural result of close cooperation between the two

countries with the different levels of economic development. However, further delaying the solution to the problem of illegal immigration will only increase the costs of the state, which, ultimately, will fall on the shoulders of ordinary taxpayers. Also the population of the border states is concerned about the issue of security and reducing criminalization. And finally, delaying radical solutions to prevent the influx of illegal immigrants, the US authorities have allowed separate language, ethnic and racial groups become such an influential political force in the United States in the election that it has turned the country into a hostage of these forces. At the same time, the obvious strategic decisions cannot be obtained because of the fear of displeasing those forces which might lead to the loss in the next elections.

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INCREASED PSYCHOLOGICAL RESPONSIVENESS TO PREFERRED MUSIC AMONG YOUNG ADULTS WITH AUTISM SPECTRUM DISORDERS

Introduction

Autism spectrum disorders (ASD) includes a range of neurodevelopmental disorders characterized by significant impairments in social interaction and communication skills, repetitive behaviors, and highly restricted activities and interests [1]. High levels of stress and anxiety are common in this population (White et al., 2009), and may exasperate difficulties in social impairment, communication and need for consistency, repetition and routine. Stress also has serious physical [6] and psychological [7] health implications. For many with ASD anxiety is controlled through anxiolytics, although non-pharmacological interventions would often be preferable.

Recently the role of music on physiology, and anxiety reduction specifically, has received increased attention and previous research has suggested that merely listening to music can lessen anxiety [10]. Numerous types of music activities are used in working with individuals with ASD for therapeutic reasons, including lowering anxiety levels. Although definitions of music therapy are somewhat vague, e.g. “the use of music in the accomplishment of therapeutic aims” [2], its practices include a wide range of activities, such as music listening, improvisation, performance, moving to music, as well as lyric discussion, song writing and musical imagery. Hence, it must be assumed that the beneficial effects of music therapy are due to different sources, depending on what methods/activities are used. For instance, benefits could be due to the relative structure of the therapy session, an opportunity to communicate and connect with others, in combination with less of a social requirement than verbally based therapy. Although research evaluating music therapy and autism spectrum disorders is relatively scarce, and stricter empirical designs are needed [12], there are several studies that support the benefits of music interventions for this population [9].

This study aimed to examine the impact of music on adolescents and young adults on the autism spectrum both psychologically through a self-report anxiety measure, and physiologically using skin conductance responses. We predicted greater responsiveness among those with ASD when listening to their self-selected preferred music as compared to a matched control group. This prediction was based on various lines of evidence including clinical observations indicating that those with ASD appear to be particularly attracted to listening and engaging with music; music seems to be an area of preserved ability; music has been demonstrated to reduce anxiety which is a core feature of ASD; and anecdotal evidence from a music program run by (first author's initials here) and (second author's initials here) where participants have reported using music to modulate their emotions.

Method

Participants

Twenty three males with an autism spectrum disorder (ASD) diagnosis (average age 21 years) and 22 males without neurodevelopmental diagnoses (average age 24 years) took part in this experiment. The two groups were closely matched for age, and estimated full-scale, verbal, and performance IQ using the North American Adult Reading Test [18].

Participants in the comparison group were university students and they received course credit as compensation for participating in the study. Written informed consent was obtained from all participants. All aspects of the study were performed in accordance with the Institutional Review Board of the university.

Procedure

Participants were tested individually and initially completed demographic information, the North American Adult Reading Test (Uttl, 2002), the Autism Spectrum Quotient (Baron-Cohen et al., 2001), baseline self-report measures of anxiety including the State-Trait Anxiety Inventory which requires participants to answer 20 questions relating to their current feelings of anxiety on a scale from 1 (not at all) to 4 (very much so), e.g. "I feel calm"; "I feel tense" (STAI; Spielberger et al., 1983), and the Self-Assessment Manikin arousal scale which requires participants to rate on a scale from 1-9 how relaxed vs. aroused they currently feel (SAM; Lang, Bradley & Cuthbert, 2005). Results from the self-report measures are not reported here. Subsequently baseline skin conductance measures were collected over a period of seven minutes. Participants then took part in three counterbalanced experimental conditions each lasting seven minutes; one where they sat in silence, one where they listened to a musical piece, Pachelbel's "Canon in D major", which has previously been shown to be relaxing [11], and one condition where they listened to a favorite song of their choosing which they brought to the session with them. The majority of

participants selected music in the rock / pop / techno / metal / rap / hip hop / punk categories. At the end of each music condition they repeated the STAI and SAM self-report measures.

Results

Physiological data

Initially baseline skin conductance data was compared between participant groups and independent t-tests showed no significant group differences for number of skin conductance responses (SCR; $t(43)=.31$; $p=.77$) or skin conductance level (SCL; $t(43)=.73$; $p=.35$). Although differences between the groups did not reach significance, in order to conduct an optimal and conservative analysis the baseline skin conductance measures were controlled for in the subsequent ANOVA analyses.

A three-way between groups ANOVA examining skin conductance level showed a significant main effect of condition (silence, relaxing, preferred music) $F(2,41)=4.20$; $p=.022$; partial eta squared=.17, and a significant difference between groups $F(1,42)=7.97$; $p=.007$; eta=.16. Post-hoc t-tests showed significant differences between groups for the preferred music condition where those with ASD showed higher skin conductance in the preferred music condition $t(43)=2.12$; $p=.04$. There were no significant differences between the groups in the silence and relaxing conditions (silence: $t(43)=1.18$; $p=.246$; relaxing: $t(43)=.70$; $p=.49$).

Discussion

We predicted that adolescents and young adults on the autism spectrum would be more responsive physiologically when listening to their self-selected preferred music as compared to a matched control group. This prediction was based on various lines of evidence including clinical observations indicating that those with ASD appear to be particularly attracted to listening and engaging with music; music seems to be an area of preserved ability; music has been demonstrated to reduce anxiety which is a core feature of ASD; and anecdotal evidence from a music program run by (AH) and (JK) where participants have reported using music to modulate their emotions. Our results showed that those with ASD had higher skin conductance levels during the preferred music condition than those in the comparison group. These findings support the suggestion that music may be a useful self-regulation tool for those with ASD as physiological responsiveness is greater than that seen in neurotypical populations. Further, it appears that not just any type of music will have this effect, as those with ASD responded similarly to the comparison group when listening to Pachelbel's "Canon in D major", which has previously been shown to induce feelings of relaxation [11], but music chosen by them may be especially useful in eliciting different states, and potentially in facilitating self-regulation.

Previous work has supported the utility of music listening for controlling negative emotions such as anxiety and stress [8]. Typically, individuals on the autism spectrum experience considerable anxiety, opening the possibility of using music as a tool to lessen the intensity of these experiences. Listening to preferred music specifically has shown a range of advantages including reducing agitated behaviors for older adults with dementia and anxiety [17], lessening emotional distress during radiation therapy [3], and increasing tolerance of pain and feelings of control in a painful situation [14].

Increased autonomic arousal has also been shown in response to preferred music [4]. Similarly, Salimpoor [16] found that when participants listened to a piece of music which they found pleasurable, activity in the sympathetic nervous system increased as pleasure increased. In this context, our findings may imply that those with ASD are uniquely sensitive to experiencing pleasure while listening to music and this could be one explanation for their heightened physiological activity when listening to their own music as compared to controls, while this was not seen when listening to other types of music. The role of dopamine, which is involved in experiencing pleasure, and has been implicated in the etiology of autism [15], may also be important. The dopaminergic system is activated when listening to pleasant music [13], and might contribute a biological cause for why those with ASD seem particularly attracted to music [5]. Emanuele [5] found that musicians and a group of participants with ASD exhibited an increase in dopamine DRD4 receptor mRNA expression in peripheral blood lymphocytes compared to controls.

As work in this area increases so will our understanding of how music is used to regulate our cognitive, affective, behavioral, and physiological responses to stimuli in the environment. It is anticipated that this work will be particularly valuable for those with ASD for whom heightened anxiety frequently impacts their ability to effectively process information and respond optimally to the world around them. Future work might consider including additional measures of physiological reactivity and different types of musical excerpts in order to draw more nuanced conclusions about these implications and to better understand the utility of music for those with ASD.

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CYBERSPACE AS A COMPONENT OF GLOBAL SOCIAL REALITY

Social construction of reality is the process by which people creatively formulate reality by means of social interaction [8].

Cyberspace is a metaphorical abstraction, representing virtual world inside computer networks, connecting humanity in one communicative fellowship [3].

One can safely claim that cyberspace is a new communicative social reality. Phenomenological approach allows to consider social reality as a virtual one on the same basis that both phenomena possess the same attributes, first of all reflexivity. Virtual reality implies subject's "inner state" which could be caused by outer reasons (natural events, computer technologies, art), or by inner feelings or physical illnesses. The surrounding world is diverse but the human perception of it is limited. At the same time people's consciousness ascribes many meanings to reality. As a result the systems of symbols appear which reflect the symbolic function of the human conscience, which in turn, manages virtualization of the social reality [7]. In this case virtualisation acts as a substitution of real world with its simulation or image, unnecessarily by means of digital technologies such as computers, but definitely by applying the logic of virtual reality [1].

Consequently, cyberspace is a notional variation of virtual reality, where the dominant role is played by linguo-logical apperceptive information structures. In this way cyberspace is related to radio and television, but unlike the radio and television

where the individual only consumes information, cyberspace is interactive. Today cyberspace is inhabited by about 2.7 billion people, and this number only increases. The whole communities and even cybercities emerge there, where billions of communicants exchange their sociocultural values and meanings [5].

The theory of social construction of reality is based upon the understanding of social reality as a phenomenon existing in the perception of humans, who implement the social action. It is to be noted that the definition of “social” comes from the fact that reality is constructed, perceived and interpreted by subjects of social reality. At the same time the definition of the word “social” emphasizes that reality is constructed necessarily within the framework of human interaction inside the intersubjective world. Social construction of reality is carried out on two levels:

- social reality, constructed when interacting with the physical universe;
- social reality, constructed in the process of interaction between people.

Obviously sociological discourse is targeted at studying processes of construction of social reality of the second level. It is noteworthy that diversity of social theories has led to the fact that presently the term “social reality” is used in two aspects:

- ontological aspect actuates objective social processes and events;
- epistemological aspect differentiates domains of social reality and defines the research subject of various realms of socio-humanitarian knowledge.

The best way to consider the construction of social reality within the cyberspace is with reliance on two principal sociological paradigms. The objectivistic paradigm, regarding socium as a system, functioning independently of social subjects, was developed in the context of various modern communicative postindustrial society theories. Particularly, the information exchange theory, “mosaic thinking” and “global village” theory [6].

The subjective paradigm is presented by diversified phenomenological and ethnomethodological concepts of miscellaneous social realities, represented by specific cognitive styles. The phenomenon of habitualization is of special importance in the context of social construction of surrounding reality [2]. Social construction of reality pays special attention to the problem of discourse taking into account the undermentioned specifics:

- socio-cognitive model, explaining the emergence of stereotypes and preconceptions;
- discourse analysis, describing the specifics of intertextuality and perception of information;
- discourse as a systematic usage of language.

In this regard the language obtains a special significance as the main mechanism of social communication, implementing a variety of functions. In the context of this paper a constructive function of language deserves a special attention, by actuating of which language constructs social reality, which is valid both in real world and in imagination of communicants, existing in the present, past and future [4].

Thus, social reality consists of a multitude of social realities, one of which is the cyberspace existing as an information grid, created by computer networks, conjoining billions of digital devices into one network and providing social communication in global context.

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BRITISH ESCAPE FROM THE EU: CONTROVERSIAL PERSPECTIVES

Bilateral relations between Great Britain and the European Union (EU) have always contained certain problems and contradictions, the quintessence of which can

be reflected in 2017 UK referendum on the secession from the EU. This initiative was made by the current Prime Minister David Cameron. He promised to hold a referendum if his Conservative Party wins the parliamentary elections in 2015. As shown in the opinion polls, the Labor Party occupies the leading positions at the moment, but this can be changed any time soon. It is possible that economic growth, which is forecast to be 3% and falling unemployment, can ensure the victory of the Tories [3].

British anti-integration sentiments are associated with both the historical past of the country, and with the relationships with the European Union. Evolution of the UK over the last century and its position at the end of the World War II gave rise to controversy, expressed in the fact that the UK was an opponent of the EU (then EEC) for 15 years, but then was forced to ask for accession.

The peak power of Great Britain came in the XIX century, but by the end of the World War it has lost its economic supremacy. The War World II had a strong impact on its policies. Britain emerged from the war as the clear winner, along with the US and the USSR, unlike France and Germany, who were defeated. France was defeated at the beginning of the war, Germany at its end. Also due to its insular position, the United Kingdom escaped being badly damaged. Thus, the people of France and Germany emerged from the war with the awareness of the evils of nationalism and willingness to sacrifice part of their sovereignty for the sake of peace, and the people of Great Britain, on the contrary, proudly referred to their victorious government and sought to strengthen its position in the world. British ruling circles still see their country as the world power and try to keep its exclusive position [7].

The main direction of British foreign policy was to establish a "special relationship" with the United States and to preserve the British Commonwealth of Nations. This required, first, to maintain complete freedom of action, which should not be limited by any political commitments to future integrated Europe. Secondly, it was necessary to keep the system of imperial preferences of England within the Commonwealth countries. In this regard, during the negotiations on the establishment of a broad integration group, the European Free Trade Area (EFTA), the United Kingdom put forward its plan, the main provisions of which were set out in the memorandum February 17, 1957. First of all, Britain wanted to preserve both the principle of its foreign policy and the integrity of its agricultural sector, which lives at the expense of the Treasury grants that allowed British consumers buy food at prices close similar to the world. However, this plan was not accepted by the rest of the negotiators, as it provided for more favorable position in the UK compared with other countries [8].

Thus, after the failure of the plan to create the UK EFTA, it remained outside the EU. For this reason, the UK, along with Austria, Denmark, Norway, Portugal, Sweden and Switzerland initiated to create their own integration structure in the economic sphere – the European Free Trade Association (EFTA), on favorable terms with London. January 4, 1960 in Stockholm, the seven states signed the Convention on the establishment of EFTA [2].

Around the same time, the ruling circles of Britain have come to understanding that the economic potential of the country does not correspond to the status of a global power. Having dramatically increased the decolonization process, it became apparent that further foreign trade orientation to the Commonwealth has no prospects. British industry began to feel its dependence on continental Europe. Therefore already July 31, 1961, the British Prime Minister Harold Macmillan announced his intention to the UK to apply for membership of the EEC on the conditions suiting London. August, 10 it was sent to Brussels. But Charles de Gaulle was against the entry of the UK in the EU, so the application was rejected. Only 1 January, 1973, after France and Germany formed new governments, the United Kingdom, together with Ireland and Denmark was adopted into the EEC [6].

Accession of Great Britain to the EU did not cause approval in the country, the Labour and the Conservatives have presented the move as being forced by the public voters: if Britain had not joined the Union, it would have lost its position in Europe. British leaders have always stressed that the country has a more important foreign policy objectives than participation in integration progress. Thus, from the outset of the EU the United Kingdom acted as a "reluctant partner". For a quarter of a century, it did not make any major initiatives, which would contribute to the development of integration. On the contrary, it "put a spoke in the wheel" whenever partners came out with such initiatives. This position has naturally led to sharp disagreements with other European countries in the preparation of the Maastricht Treaty. The British government insisted on the adoption of a protocol that would allow the UK not to participate in the third stage of integration – the creation of Economic and Monetary Union (EMU). Ratification of the Maastricht Treaty has caused a sharp political struggle in the British Parliament: about 600 amendments were made to the bill proposed by the government.

Change of the policy towards the EU took place during the Tony Blair's tenure as the British Prime Minister. His task was to show that Britain is a strong partner for the development of integration. The main efforts were focused on the development of a new economic strategy of the EU, the establishment of the European Central Bank and the election of its president, the early start of the operation of Europol, negotiations with candidate countries.

At present there are many contradictions between the EU and the UK, one of the main of the EU policy towards immigrants. This contradiction provoked David Cameron's proposal about the referendum.

An important part of European integration process is the development of the EU Member States in common immigration policy. The problem is that, traditionally, immigration policy is responsibility of a national government and linked to security and national sovereignty. Common immigration regime requires matching goals, objectives, priorities and scope of immigration policies of participating countries [4].

Until recently, supporters of European integration were able to prevail over their opponents; the main argument is the contribution of immigrants to the economy. In particular, immigrants from Eastern Europe in the period from 2001 to 2011 paid taxes to the British as much as 7.9 billion dollars more than it received from it [3]. But this special study conducted by Eurobarometer in 2006 showed that the problem of immigration has moved to the UK. The main reason is competition from immigrants for jobs, public services, social housing, education or health. Moreover, according to the respondents, this problem should be solved at the national level. This creates a conflict with international obligations and requirements of the public [5].

In 2012, David Cameron, speaking at the annual conference of the Confederation of British Industry (The Confederation of British Industry, CBI), said there is a need to control immigration and he is considering the introduction of "quotas" or "restrictions" on entry from other European countries [3]. From the EU perspective, this policy is unacceptable; the United Kingdom will be bound by a common European immigration policy. In this connection an escalating conflict between Britain and Germany has started.

Berlin has taken a tough stance. In particular, the German Chancellor Angela Merkel has repeatedly stated that it will not compromise on the issue of free movement, which she considers one of the fundamental principles of European integration. Moreover, she has made it clear that it is ready to undesirable consequences, namely the British exit from the EU if the British Prime Minister introduces restrictions on freedom of movement [1].

Although the prospect of a referendum in 2017 is remote, its possibility should not be excluded. If it still takes place, then it is likely that the majority of Britons will vote for an exit of the country from the EU, in connection with public sentiment against immigrants. In addition, there is a significant number of problems inside the EU, in particular the critical state of the economy in many fragile states, which must be compensated from the budget of powerful countries.

Of course, the withdrawal of Great Britain from the EU could have a negative impact, as in the UK, and in the Union. London is facing diminishing authority in

Europe. The question of about 1.4 million Britons living in other European countries, since they lose their right of free movement in the EU, as well as the 2.5 million citizens of the EU member states residing in the UK. Currently, more than half of British foreign trade is with EU countries. By some estimates, due to the EU membership the United Kingdom received an additional effect of 47-142 billion annually [3]. For the European Union, the UK output may call into question the whole European project and cause damage to it in other countries, where the population is also dislike the integration.

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ASPECTS OF MULTICULTURAL EDUCATION

Human's biggest achievement is language. The most important step in life is when a person can acquire speech. Without language we cannot communicate efficiently and it is through language that people have contact with each other. In modern world the role of languages is very crucial. Historically in our region the most popular foreign languages are English and German. Nowadays due to many factors we can consider English is a global language, and German plays an important part both culturally and economically in Europe. That is why our students of all ages have a strong motivation to learn both the languages.

Teaching with a multicultural perspective encourages appreciation and understanding of other cultures as well as one's own. Teaching with this perspective promotes the child's sense of the uniqueness of his own culture as a positive characteristic and impels to accept the importance of the other cultures.

It is true that languages and their place in schools have long been a focus of debate in Russia. But now school curricula include a foreign language already at the primary level, because some methodologists have suggestions that foreign language learning in school should start as early as possible. And some specialized schools have an experience with even two foreign languages in the schedule. It means that somehow they provide bilingual education. Bilingualism is a complex phenomenon and ideally bilingualism is "when both languages are spoken equally well for all purposes of life" [1, 56].

The fact that foreign language learning begins early in childhood creates some problems for teachers, which are connected with the questions of child's understanding of the processes of foreign language study. It is a problem of psychology but it is undeniable that teachers should know the solutions of this problem, because the way we teach language to young learners will depend a lot on what age they are. The younger they are the more they benefit from learning language in the same ways as they first language, i.e. through exposure, interaction and learning through doing. Supporters of communicative approaches, for example, believe that language is a tool to communicate meaning, and generally speaking, pupils learn best on the basis of the study of their mother tongue by using communicative activities that focus on fluency [2, 23].

It is a well-known fact that teaching in the primary classroom is very different from teaching teens or adults because of the amount of energy children have. Knowing

how to channel this energy, or when to 'stir' and when to 'settle' children will help the teacher achieve balanced lessons without children becoming over-excited on the one hand or bored on the other.

Let us consider what the primary learners need in the classroom and how they can deal with the foreign language. This depends a lot on the learners' characteristics.

Primary learner's characteristics:

- need to move,
- short attention span,
- learning through experience and doing,
- unable to control and plan their own behavior very well,
- not afraid of making mistakes,
- pay attention to meaning in language,
- have limited experience of life [3,1].

In this case, approaches with low age groups will reflect the kind of work typically being done in the rest of their school day - it will just be done in English or German rather than in the first language. As well as teaching English to young learners, we can help them reach their full potential as language learners. What is more, Wendy A. Scott and Lisbeth H. Ytreberg stress, that "children have an amazing ability to absorb language through play and other activities which they find enjoyable. How good they are in a foreign language is not dependent on whether they have learnt the grammar rules or not. Very few of pupils will be able to cope with grammar as such, even at the age of ten or eleven. They may be very aware and clear about the foreign language, but they are not usually mature enough to talk about it because of lack of linguistic and social competences." [4, 6].

Doubtless, teachers need to take many factors into consideration when planning a balanced primary lesson and it is important to plan varied lessons.

Let us consider some tips and ideas how to help your pupils learn more effectively.

So, teachers can:

- Tell stories,
- Sing songs and nursery rhymes with children - especially action songs that involve participation from the children,
- Get children to make up stories and songs following the teachers model,
- Do practical tasks (painting, colouring, making things etc.) but with instructions and help in English or German,
- Help children learn basic skills (recognising alphabetic letters and associating them with objects or picture),

- Run simple games using limited vocabulary (musical games, walking around games),

- Listen and perform tasks (draw a cat, make a noise like a cat etc.”).[5,12]

There are a lot of recourses for teachers; for example, English teachers can use materials by Cambridge University Press, Oxford University Press, Longman etc. One of the examples is “Primary Music Box” by CUP. As for teaching German, materials for students and teachers in the books “Wir” by Linguamedia serve as a good example. Using these materials can help teachers to plan the lessons with primary students more effectively and make lesson planning more flexible. It includes lively games of run and touch to practise vocabulary, calm activities such as listening to a story, moving exercises again by singing an action song, flashcards etc.

One of the good examples of classroom activity is songs. All songs build confidence in young learners and even shy children will enjoy singing or acting out a song as part of a group or whole class. This also develops a sense of class identity. Children are often proud of what they have learnt and will like having the opportunity to ‘show off’ what they have learnt to friends or family. The great exercises let students move around as much as possible, sing songs and perform actions. One should, however, not forget that learning English should not make just fun. But if we design our songs in such a way that they are productive of language learning they become an excellent, even essential, part of a programme of children’s learning activities. It is clear from these observations that songs play an important role in the development of young children learning a foreign language. Using songs as tasks might be one way of helping transfer words from songs into use, and maximize the potential of songs as teaching and learning tools.

At this stage, linguists and educators work with developing strategies for multicultural education. It is easy to integrate foreign language as a subject with other subjects as part of an integrated program of training, due to the nature of language as an instrument of communication. Students begin to learn foreign languages early at school and one of the aims for teachers is keeping primary learners’ motivation by studying languages in primary school and in the further stages.

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AGENDA-SETTING THEORY AND FRAMING REVISITED: ANOTHER LOOK AT THEIR POTENTIAL FOR MEDIA RESEARCH

Agenda setting and framing have taken their important place among theoretical approaches widely spread in political communication research. They are quite popular and in demand overseas: scholars not only scrutinize the theories' analytical potential but actively discuss their similarities and differences as well [14, 143-144]. At the same time, few to no authors doubt the fact that both agenda setting and framing are efficient enough – by using them one can get insight into specific character of interaction between the government, society, and mass media.

In Russia, an interest in agenda setting and framing is still growing. In late 1990th – first half of 2000s agenda-related issues were explored by the tandem of E. Dyakova and A. Trahtenberg. For now, a number of other scholars examine different facets of an agenda, but quite often they draw upon either theoretical approaches of American and European authors, or premises formulated by already mentioned Dyakova and Trahtenberg [see, e.g., 1; 3]. Framing theory's components are also under consideration. For example, starting from 2006, a series of articles about framing effects was published by V. Vahshtain [see, e.g., 12].

By way of preface, a few words about a notion, which is often used in both agenda-setting, and framing theories. It is worth mentioning that a term “salience” has no exact equivalent in the Russian language. From the purview of media research,

saliency consists of how an object is depicted among groups of other objects, stimuli, and so on. In this sense, the term may be used interchangeably with such concepts as awareness, concern, attention, importance, and popularity. S. Kioussis introduced a conceptual model of media saliency, suggesting that it is a multidimensional construct consisting of three pivotal elements:

1. attention – from this perspective, saliency is akin to media awareness of an object, usually gauged by the sheer volume of stories or space dedicated to topics in newspapers, television news, etc.;

2. prominence – refers to the positioning of a story within a media text to communicate its importance;

3. valence – implies affective elements of news, i.e. a positive or negative tone towards the object of a story [5, 73-76].

Therefore, the first two dimensions of saliency (attention and prominence) are externally grounded, while the third (valence) is internally grounded. In other words, a media story about an object may well be rather short and located at the foot of, say, the last but one page, but, nevertheless, its valence and impact on readers can be quite high. Consequently, media effect of such a text may be even stronger than that of a voluminous story from a front page. Arguably, mostly for this reason – due to complexity of this notion's structure – there is still no conventional view on interrelation between agenda setting and framing among Western communication scholars. But, before trying to unravel this dilemma, we deem it necessary to give insight into the bases of these phenomena.

Initially, it was agenda-setting hypothesis that entered media research discourse. Its authors are M. McCombs and D.L. Shaw. In 1972 they reported on the results of empirical field study conducted in Chapel Hill (North Carolina, USA) in 1968 [7]. The scholars found out a clear correlation between a media agenda and agendas of undecided voters on the eve of presidential election. Put differently, it was the first time when, with the help of quantitative methods, scholars proved that media are able to predetermine the number of issues which the audience then counts important and worthwhile. That is to say, issues which are regularly treated by journalists over some time begin to be regarded as priorities by news consumers.

At some point, from 1990th – to be precise, communication scholars began to assert that media can set an agenda not only in relation to a number of current events (rating them in order of priority), but in reference to a certain event or a person as well. McCombs, Shaw, and their proponents explained it as follows. Space constraints force journalists to limit their narratives of events or people they tell or write about. That is why, instead of reporting on the whole bunch of facts and details, they focus public's attention on certain – the most important, in journalists' view – facets or aspects of an

object. In so doing, another agenda is set – an agenda with regard to attributes of a single person or an event. The most salient attributes rise to the top of this agenda, the least – fall to the bottom [15, 259].

McCombs proposed to label such an approach as second-level or attribute agenda setting. It is assumed that, by directing audience's attention to certain aspects of an event or political actor's traits of character, mass media therefore largely determine the way all these are considered by news consumers. To put it another way, by setting the first-level of an agenda the press influences *what* people believe is important, whereas by setting the second-level of an agenda journalists affect *how* audience conceives or evaluates certain event (or, at the very least, media set an array of facts one will take into consideration while defining his or her position on the issue) [11, 23].

In its turn, framing takes on several meanings. Moreover, it is safe to say that this term is one of the most contentious in the whole thesaurus of media research. Nonetheless, we find it possible to single out something which is in common for numerous definitions of framing. The majority of scholars believe that framing implies selection of some aspects of a perceived reality and making them more salient in a communicating text in order to promote a particular problem definition, causal interpretation, moral evaluation, and/or treatment recommendation for the item described. Put otherwise, the results of framing are diagnosis, evaluation, and prescription [2, 52; 9, 405].

However, if we draw on this concept of frame, the question of crucial importance arises. Taking into consideration that both theories imply possibility of stressing and ignoring of some issues, what is then the difference between attribute agenda setting and framing? Trying to answer this question, communication scholars who deal with agenda- and framing-related aspects divided into two relative groups. Members of one of them – a group headed by McCombs, Shaw, Iyengar, and Kinder – believe that, essentially, the second-level agenda setting and framing are equal to each other. Their opponents – Scheufele, Tewksbury, Price, etc. – suppose that framing is an independent process based on its own theoretical premises.

To go further, it seems necessary to take a more detailed look at these views. Advocates of the first position consider framing an extension of agenda setting as “framing is the selection of a restricted number of thematically related attributes for inclusion on the media agenda when a particular object is discussed” [6, 6]. As a result, researchers suggest that framing, as a term, should be replaced by attribute agenda setting or second-level agenda setting [15]. That is to say, by arranging issues or attributes in order of priority (priority as it is understood by the media), the press

sets reference points within which audiences form their own attitudes towards the objects of media messages.

I suspect that the way the situation in south-eastern parts of Ukraine in summer 2014 was covered by the mass media of different countries provides a good illustration of this. Directing audiences' attention to the issues of territorial integrity of Ukraine, but often underestimating or even ignoring the real number of civilian casualties and a scale of humanitarian disaster, some of the American, European, and Ukrainian media succeeded in creating certain public opinion on these events. Arguably, the bulk of their audiences, having no opportunity to get first-hand information about it, were convinced that it was an accurate counter-terrorism operation with minimum casualties among combatants, which took place in Donetsk and Lugansk regions.

In the same vein, Russian media (for the most part those which are loyal to the authorities) had their own agendas and employed their own frames concerning situation in Ukraine. Primarily they underscored heavy civilian casualties, destruction of social infrastructure, attempts upon the lives of journalists, and thousands of refugees fled from Ukraine to Russia. At the same time an issue of the legality of referenda on declaration of independence of Donetsk and Lugansk peoples' republics (which, admittedly, to some extent triggered a military reaction from Kiev) often remained overlooked. As a result, a completely different opinion on the events in neighboring country was shaped: in Russia they were commonly regarded as a distinct human disaster in the course of which a vast number of innocent people were killed.

Proponents of the second approach consider this differently. They argue that the attempts to combine agenda setting and framing into a single theoretical framework are bound to further muddle the distinctions between already ill-defined concepts [see, e.g., 8]. From their point of view, framing is based on a set of premises that is distinctively different from agenda setting. The way mass media describe or frame an issue offers important interpretive cues to the audience. Only if these cues correspond with or activate pre-existing cognitive schema will there be a framing effect noticeable in terms of attitudes or subsequent judgments. By contrast, agenda setting relies upon a memory-based model of information processing which assumes that – at any given time – some pieces of information are more accessible in a person's mind than others. Put differently, decision making is to a large degree a function of how easily accessible certain relevant considerations are in a person's mind when he or she makes the decision [4, 9-10; 13, 70; 14, 146].

There is more. The second approach also implies that the primary difference between agenda setting and framing on the psychological level is therefore the difference between *whether* people think about an issue and *how* they think about it [10, 14]. To sum all differences up, it is not the frequency with which the media treat

the issue (as it is the case in agenda setting), but the way they do it by using certain wordings and tones that determines public opinion.

By way of illustration, let us turn to situation in Ukraine again. It is quite evident, that phrases such as “counter-terrorism operation”, “separatists”, and “pro-Russian terrorists”, commonly used in the Western and Ukrainian media, will shape a certain type of opinion. “Punitive operation” (карательная операция), “genocide of civilians” (геноцид мирного населения), “militants” (ополченцы), and “Ukrainian fascists” (украинские фашисты), in their turn, will result in a completely different view. For almost all more or less educated people these words will carry diametrically opposed connotations, hence different evaluations of the issue.

In my opinion, the two approaches considered are very close to each other as they deal with the same object, i.e. mass media effects on public conscience. Having said that, I believe that there is still a difference, albeit subtle, between them. My supposition draws on two arguments.

The first one. Journalists, clearly, can treat the same aspect of an issue, in different ways. Horrible events in Odessa on May 2 are a typical example of this. To ignore them was hardly possible – that was why they were covered by virtually all mass media. However, the reasons of those events got several interpretations. In some media stories, “Ukrainian fascists” were accused of deaths of tens of civilians. Authors of some other articles admitted an idea that those who died inside the House of trade unions might deliberately set themselves on fire. What can it mean regarding abovementioned discussion on interrelation of two approaches? I presume that from the purview of attribute agenda setting it would be quite difficult (if possible at all) to explore the issue under consideration. It appeared on the agendas of almost all media – so, simple calculation and comparison of attention devoted to the tragedy by different media would hardly bring much fruition. To get deeper understanding of how it was covered one would have to analyze particular problem definitions, causal interpretations, and moral evaluations used by journalists. But all these are nothing else but the essence of framing.

The second one. The same frame can be applied to several stories. Think, for instance, of the ways the shutdown of Malaysian Boeing and the first Russian humanitarian convoy epic were covered. In my opinion, some of the Western, Ukrainian, and disloyal to the government Russian mass media “automatically” employed a frame, according to which our country is an aggressor dreaming about annexation of the south-eastern parts of Ukraine and providing full-fledged military help for “separatists”. In part, due to this, some journalists immediately accused Russia of shooting the Boeing and attempts to use trucks with humanitarian aid for delivering weapons to rebels. Again, there is a situation when attribute agenda setting potential

would not be enough for thorough analysis. To get an idea of communication strategies of various media, a scholar would have to take into consideration the frames that appeared to be able to “migrate” from one story to another.

Therefore, these arguments give us a reason to think that framing and second-level agenda setting are not identical. Moreover, sometimes framing allows taking into account and analyzing the factors which are beyond the scope of agenda-setting theory. At the same time, it does not mean that these theories have much in common and are methodologically fruitful. Both aim to help a scholar in revelation of communication strategies and tactics of information confrontation. Besides, in some cases they can complement each other.

In closing, it should be noted that in-depth study of frames requires much time spending and intellectual efforts. Moreover, to follow principles of objectivity and verifiability of the results one should inevitably use methods of providing inter-coder reliability. This, in its turn, will also complicate research procedure. At last, if foreign media are under scrutiny, there will be a number of additional difficulties. To feel the most subtle nuances of argumentation, possible implications, overtones, and appeals for the past and cultural background of a certain society, a researcher has to fluently speak the foreign language and know details of history and mentality of the nation. In this context, sometimes attribute agenda-setting theory, arguably, could be a real alternative to framing, or – at least – supplement it.

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US SECRETARY OF STATE WARREN CHRISTOPHER AND US ECONOMIC AID TO RUSSIA

The success of economic reforms in Russia in the 1990s was very important for the United States, because the trust of the Russian people to the new political system and all future reforms depends on it, and also because that building of a market economy in Russia promised the United States certain opportunities for penetration on this market. When Warren Christopher became Secretary of State, American administration was optimistic about the success of economic reforms in Russia that helped receive in Congress funds for programs to help Russia.

The researchers noted that Christopher outlined the economic security as the US top priority, putting it in front of the fate of the former Soviet Union and nuclear proliferation, which seemed quite strange [14]. It was also noted that the foreign policy from time to time could serve economic goals, but its basic purpose is to preserve American security and freedom; as well as foreign policy is not a way of making money, but a way to protect things more valuable than money [9].

Christopher noticed that it was very important to help Russia in privatization, strengthening its economy and in the development of representative political institutions. The collapse of the Russian economy at the same time could discredit democracy in the eyes of the Russians and their neighbors, so, Christopher said that the US together with the Group of Seven would increase assistance to Russia [9].

Among the five Clinton's principles voiced by Christopher in 1993 on which the US President build his initiatives towards Russia, four were related to economic reforms.

At first, the United States wanted to deliver fast and tangible assistance to the Russian people, to show them that they receive benefit from the reforms. Also the United States were going to make sure that aid is spent properly.

Secondly, it was necessary to help Russia's transition to a market economy. To this end, Russia should establish the necessary legal and political conditions to attract foreign trade and investment. Markets of the United States should be opened to competitive Russian products. In the same way, the Americans should be allowed to export their products and technologies in Russia.

Third, the United States planned to expand existing programs to exchange experiences, by sending leaders of American business and trade unions, farmers, and community organizers in Russia. Tens of thousands of Russians, at the same time,

should go to the United States to receive the necessary experience. These exchange programs should be focused on the younger generation of Russians and Americans.

The fifth principle means that the efforts to help Russia's reforms had to be the part of a larger partnership between Russia and the international community [11, 389-392].

Observers noted that the sensitive difference from Clinton was that Christopher liked to emphasize the importance of assisting to Russia in its long path of reforms that he called the main problem of national security for the next decade [19, P. A.9].

Christopher pointed the Central Bank of Russia as a key obstacle to attempts of reforms, because, according to the law, the Central Bank reported to the legislative branch, which was opposed to Yeltsin and his economic team [22, P. A15].

Christopher believed that economic assistance to Russia had to be more focused and better coordinated than ever before. According to him, it was vital to reduce the deficit of the Russian budget, to control the money supply, to stabilize the ruble, and close inefficient plants [6, 393-395].

On the eve of the meeting between Christopher and the Russian Foreign Minister Andrei Kozyrev in the US on February 25, 1993, where they would have to discuss the agenda of the summit in Vancouver, almost all the main accents on the issue of aid to Russia had already been placed. Moreover, there was an intention to increase the amount of bilateral assistance from 417 million dollars to 700 million dollars by cutting aid to other recipient countries [16, P. 12A; 18, P. A.5].

At the same time it was noted that most of grain contracts were rejected after Christopher did not specify the exact type of assistance that the Clinton administration was ready to offer to Yeltsin. Also it was noted that oil prices had fallen, partly because of the fact that Christopher was referring to the importance of vast Russian oil reserves and to the need to rejuvenate the dying country's oil industry [13, P. D.20].

On March 11, 1993, Christopher said that he recommended the United States to abandon their plans to build a new embassy in Moscow worth \$ 240 million, and spend the money on other things, but the final decision had not yet been adopted by the administration [21, P. A.14].

After the adoption of 28.4 million aid package to Russia in 1993 it was noted that Christopher stressed that this package was not an act of charity [1, P. A1; 17, P. A.3].

Before traveling to Moscow at the end of October 1993 Christopher stated that the promotion of democratic and market reforms in Russia was the wisest and least expensive contribution that could be made to the security of the United States. The US administration realized that the United States could not afford unlimited supply to

Russia. Trade should take place as soon as it was possible. Russia and other independent states should do their own steps which were necessary to restore stability and provide safe environment for foreign investors and exporters [5, 761-764].

Addressing on 23 October 1993 to the Academy of National Economy in Moscow, Christopher noticed that the transition from a command to a market economy could be extremely painful. It could be dangerous and could undermine society, because such a transition was often accompanied by corruption and crime. One of Russia's most important economic priorities had to control inflation. In the transition to a market economy, privatization was an important key to economic reforms. Christopher said that the process of privatization in Russia goes successfully. American commitment, said Christopher, had a real basis. Only in 1993, the United States laid the \$ 1.6 billion in bilateral assistance programs. A \$ 3 billion program for privatization and restructuring in Russia was proposed by Tokyo and joined by US partners from the Group of Seven. And in September 1993, the US Congress approved the request of the Clinton administration for an additional \$ 2.5 billion for technical and humanitarian assistance.

In October 1993 during the 45-minute meeting in Moscow Christopher and Yeltsin briefly discussed a plan that could cost US \$ 10 million [20, P. A.12].

Because of the results of parliamentary elections in Russia, in winter 1994 the debates over the US aid to Russia were intensified and the stronger voices were calling to reduce or stop this aid. The members of the Clinton administration tried to prove that this assistance was vital for American interests and, as a result of these steps the position of the Republicans was softened. On the 1st and 2nd of May Christopher defended the administration's position on Capitol Hill and demonstrated the necessity of subsidizing more than \$ 900 million to help the republics of the former Soviet Union in the 1995 fiscal year [12, P. 556].

On March 2, 1994, Christopher said that a market economy appeared in Russia, because more than 40% of the labor force was employed in the private sector, and two-thirds of small shops privatized [3].

In the spring and summer of 1995, Bill Clinton was making a counterattack on the Congress, in which there were voices on the reduction of foreign aid in general and to Russia in particular. Christopher became one of the actors in this counterattack, saying that the reduction would damage US national interests.

Speaking on March 29, 1995 at Indiana University, Christopher noted that the American approach to policy in the region was reflected in the emphasis on the financial support of the newly independent states, which were to receive two-thirds of the US aid to in 1995. Moreover, in more increasing measure the US supported a private sector of the trade and investment. But, he noted, there were also difficulties:

high level of crime, corruption, and problems with the economic legacy of the Soviet Union, a decrepit industrial base. Christopher also pointed that most of the planned aid for 1995 had to go to private organizations and local governments outside of Moscow [10, 251-254].

On May 18, 1995, after a trip to Russia with Bill Clinton, Christopher said that the United States would continue to implement programs to support Russia because of their benefits to the States, and that more than half of the US aid to the countries of the former Soviet Union did not go to Russia. Once again, he stressed the importance of Ukraine, which was the fourth recipient of the US aid after Israel, Egypt and Russia [4, 411-416].

In early 1995, President Clinton rejected Christopher's proposal that the Department of State should absorb US aid [2].

Speaking in early February 1995 on the budget, which the administration proposed for international relations for the 1996 fiscal year, Christopher noted that this budget required 788 million dollars to support democratic reforms in Russia and the former Soviet Union, and more than half of this amount would not go to Russia. Such assistance again was announced as the least expensive long-term contribution to the security of the US, and even the excessive use of Russian forces in Chechnya did not change the fundamental interests of the United States in helping Russian reformers to build a state that would live in peace with neighbors [8].

In anticipation of the Russian presidential elections in 1996, Christopher noted that Russia would receive only 173 million dollars from 640 million dollars requested for the new independent states [7]. In fact, from 1994 to 1996 there was a rapid reduction in aid to Russia - from 1.8 billion dollars in 1994 to 147 million dollars in 1996.

Despite the fact that Christopher supported economic aid and economic reforms in Russia, he did not put forward any sensible initiatives to promote this issue. His role was to carry out the ideas of Bill Clinton and his assistant in the Russian policy, primarily Strobe Talbott. Christopher talked a lot about the benefits of the changes in the Russian economics for both Russia and the US. American aid was positioned as the cheapest investment into the future security of the United States. Despite some difficulties and obstacles in economic development in Russia, the overall tone of Christopher's statements was quite positive and optimistic. The United States, of course, did not expect quick and painless changes in the economic system in Russia, but it tried to use possible opportunities, such as new vast market for American trade. And Christopher followed the general spirit of the US policy on this issue.

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IRAN'S NUCLEAR PROGRAM - THE KEY TO ENERGY INDEPENDENCE

Iran's nuclear program, from its inception until today, has undergone two major phases. They are Shah period before the 1979 revolution and post-revolutionary period which can also be divided into two periods. The first period was when the new Iranian government suspended its nuclear program and the construction of the Bushehr nuclear power plant. The second period started after the end of the war between Iran and Iraq.

In 1960, US President Dwight Eisenhower announced a new project "Atoms for Peace" thus giving the start for the support of Iran's development of nuclear energy. Following the United States, France and Germany expressed their interest and started cooperation.

After some time, the Iranian government signed "Treaty on the Non-Proliferation of Nuclear Weapons". Also Iran did not waive submission of its nuclear facilities by the IAEA. At that time the organization was free to inspect all Iranian facilities.

In March 1974, Iranian Shah Pahlavi announced the program of nuclear power development, the plans of this paramount program included: creating a closed nuclear

fuel cycle, as well as the construction of 23 nuclear reactors; Iran's nuclear power plants had to produce approximately 23 thousands megawatt, providing complete energy independence.

But, because of the 1979 revolution, which led to the overthrow of Shah, and the impending crisis in the nuclear field, the goal was not achieved.

After a few years, the intensity of revolutionary passions subsided and the Iranian authorities resumed the nuclear program, but the influence of the United States on the west led to disagreement, which stopped the construction of the Bushehr nuclear plant.

Iran and Russia

Cooperation between Iran and Russia on the nuclear issue is becoming increasingly important and is stays in the focus during the last few years. The Iranian nuclear program plays a very important role in Russian-Iranian relations. Russia is the largest partner of Iran in various areas. Because of the sanctions, some industries are in "standby mode". There are many prospects for Russia: oil and gas, metallurgy, extractive industries, transport, cultural, space exploration and others.

Since, the only country today that cooperates with Iran on nuclear energy is our country, we can safely say that Iran is dependent on the Russian state and will support Russia in the international arena.

In the future, relations between Iran and Russia will only grow stronger, for the territorial and historical predetermination of future friendship was evident. Mutual interests, as well as support in achieving the goal -to be independent from the monopoly of the United States - gave rise to quite stable relationship.

Iran and the United States

"Raising from knees" began in Iran even before it became Iran - namely, during the reign of Reza Pahlavi, who began a large-scale modernization and industrialization of the economy. The US accused Iran of supporting Islamists, Bush classified Iran as the "axis of evil" in 2003, accused Iran of developing and building its own nuclear weapons. Iran resents the accusation. However, the situation continued to deteriorate in 2006, the US to achieve the unanimous adoption of the resolution on the transfer of files of the Iranian nuclear program to the UN Security Council, which would help the country to impose much tougher sanctions.

But time moves on, and Iran is moving further and further in developing its nuclear program, which, according to its stable position, has "exclusively peaceful nature."

The United States should not forget about the program which they once sponsored and that they initiated the "growth" of Iran in terms of energy. I believe that America should stop the "scourge" against Iran and the whole East, as it affects many

aspects, but to consolidate power in the development of nuclear energy, which is so universal in use in all spheres of public life.

In my opinion, the economic support of the West, in spite of its influence on the world stage is not as significant, because there are other "world players" represented by the countries of the developed world. Other countries may be "Suppliers" of brains and technical equipment, they show their interest and begin active cooperation with Iran.

Will Iran reach the goal? Will it reach energy independence from primarily the US monopoly?

My description of the relationships between Iran and other countries may clarify the situation. It should be kept in mind that this is just an analysis of international cooperation in science and technology, the nuclear field, therefore it cannot give the exact answer. The analysis will likely give birth to other points of view.

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THE HOT BATTLE FOR THE COLD CONTINENT: RUSSIAN-AMERICAN CONFRONTATION

Nowadays, it is quite obvious that the next stage of the geopolitical re-division of the world is promptly moved to the Arctic. Let me remind you that the Arctic Ocean washes the coasts of five Arctic nations – Russia, the USA, Canada, Denmark and Norway [11]. Answering the question, "Whose, in fact, the Arctic is?" Arctic powers manage to combine the two opposing positions: the first that the Arctic is the zone of cooperation and common interests, the second position - it is an area of strategic interests of a particular country. One of the main Russia's geopolitical rivals in this region is the United States. Interestingly, in a special report entitled «U.S. Icebreakers, their role and future needs of the United States», prepared in 2001 by order of Congress by the American National research Council, it was stressed that «due to the

geographical location of Alaska USA are Arctic nation with significant geopolitical, economic, scientific interests and security interests in the Arctic, and therefore the interests of the USA in this region should be protected» [9].

According to the analysts of Council on Foreign Relations, the United States is clearly afraid of further strengthening of Russian position in the Arctic. The report of one of the leading analytical centers in the US states that "according to many experts, Russia is already a major player in the region". As a result, the US-Russian cooperative projects of Arctic exploration have proved untenable, and rivalry between Moscow and Washington came to the fore. One of the most important points of geopolitical confrontation between Russia and the United States in the Arctic - is the Northern Sea Route (NSR), or Northeast Passage. Russia insists on maintaining the internal status of the NSR, while the US and its NATO allies are in favor of its internationalization and, in the long term, for ousting Russia from this region. Washington calls the freedom of trans-Arctic flights and freedom of navigation in Arctic, including the Northern Sea Route, which runs along the territory of Russia, the highest national priority in this area [1, 67].

The acuteness of this problem is blocked by the fact that the most part of the Arctic Ocean is covered by ice all the year round. However, in case of real Arctic ice melting the situation might be exacerbated [4]. That's why, based on the possibility of imminent climate change in the Arctic region, I believe that Russia should accelerate the development of the northern route, until warming opens opportunities for shipping outside the 200-mile economic zone of Russia. Nevertheless, the confrontation between Arctic nations is not limited to the issue of the NSR. According to the US Geological Survey (2008), exploration of the north of the Arctic Circle has already resulted in the discovery of more than 400 oil and gas fields [12]. In this regard, a section of the Arctic shelf occupies a significant place in the dispute over this region. Under international law, the North Pole and the adjacent region of the Arctic Ocean is not owned by any country [11].

However, the five Arctic states have the rights to the 370-kilometer exclusive economic zone off their shores. But Washington has not yet ratified the International Convention on the Law of the Sea and largely insists on the principle of freedom of navigation and the economic development of the Arctic, which is categorically contrary to the interests of Moscow, tending to divide the continental shelf on a sectoral basis [1, 43]. On 20 December 2001, Russia submitted documents to the UN Commission on the Limits of the Continental Shelf claiming expanded limits to Russian continental shelf beyond the previous 200 mile zone within the Russian Arctic sector. However, the UN Commission recommended Russia to improve justification for the request due to the lack of maps of underwater Lomonosov and

Mendeleev ridges. This decision was perceived in Moscow as a result of opposition from Canada and the USA [7]. According to the Deputy Director for mineral resources of the Institute of Oceanology, the US State Department, which sent an official note, influenced the position of the UN Commission. Indeed, the US explicitly objected to the inclusion of Lomonosov and Mendeleev Ridges into the Russian shelf. In the opinion of the American side, these uplifts are structures of the ocean bottom, rather than the continental margin [2]. Nowadays, Russia has made several researches for re-submission to the UN Commission. Russia is going to apply for the right to control Lomonosov and Mendeleev Ridges in spring 2015 [6].

However, the USA is not going to give up. It is known that the expert of the Council on Foreign Relations encourages Department of State to ratify the UN Convention on the Law of the Sea, which will give Americans the opportunity to defend their interests in determining the limits of the continental shelf, and, consequently, in the distribution of access to the riches of the Arctic. According to the study, which was published in February 2007, the continental shelf of the United States extends to the north of Alaska for more than 100 nautical miles farther than it was previously thought [9].

After the introduction of anti-Russian sanctions, experts have expressed concerns about the purchase of American equipment for drilling in the Arctic shelf. Nevertheless, a representative of the Board of Directors of the company "Rosneft", said that "we will look for a replacement for this equipment, but we will not leave the shelf, we will develop our resources" [8]. Indeed, Russia has close relations with China and India. Having signed Russian-Indian agreement "Friendship Dosti", India intends to work with Russia and "to develop processing technology of rare earth materials" in the Russian Arctic [5]

Another controversial point in the Arctic relations between Russia and the USA is the military and strategic equipment for the region [3]. Barack Obama has activated the US air defense operations, aimed at the interception of Russian strategic aviation, which patrols the Arctic and North Atlantic. In October 2009 Arctic Road Map was published. It reflects the five-year plan of expanding the maritime operations in the Arctic.

Russia also intends to strengthen its position in the Arctic on all fronts. In April, Russian President Vladimir Putin stated that Russia would build a unified network of naval facilities on its Arctic territories to host the advanced warships and submarines as part of a plan to boost protection of the country's interests and borders in the region [13].

Certainly these actions found negative responses from the United States. Recently, there were concerns in the US about violations of the "peace of mind" in the

Arctic region, in relation to the events in Ukraine. Hillary Clinton said that "expansionary approach of Russia in the Crimea" might appear in the Russian policy in the Far North. She recalled that the Russian government paid much attention to enhancing its military capabilities in the Arctic region, creating a whole group of troops there [10].

At the same time, in the "battle for the Arctic", Russia has some advantages over the US. It is known that the control over marine areas is determined by two factors: military power and geographical proximity. Russia has both of it. However, the United States has the necessary naval power, but a considerable distance separates them from the region.

Thus, in my opinion, for neutralizing the negative trends and defending the geopolitical and economic interests of Russia in the region, we need a long-term Arctic strategy that would provide constant updating of its doctrinal principles and practical approaches to solving the regional problems.

In spite of the confrontational course of the US and NATO, aimed at suppressing the interests of Russia, Russian policy should be based on international cooperation and consideration mutual interests. This course is more preferable than the increased competition in the Arctic, the value of which will increase in the nearest future.

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NATO'S OPERATIONS AND MISSIONS IN THE BALKANS IN THE 1990S-2000S

The period of the 1990s became the testing time for the Balkans. The break-up of Yugoslavia has created preconditions for appearance of the instability zone in the region. Economic crisis in the Balkan states, rise of nationalism and ambitions of political leaders of former Federal Republics had to lead to large-scale interethnic clashes.

It is worth pointing out that ethnopolitical conflicts did not only destabilize the situation in the region, but they also created a real threat for European security. Undoubtedly such state of affairs worried many politicians in Europe; at the same time some of them got the opportunity to receive geopolitical dividends from this war.

Conflicts in the Balkans played a special role in the history of NATO, that took part actively in its resolution in the 1990s-2000s. Balkan operations and missions of the North Atlantic Alliance allowed it to meet a serious existential crisis after the end of the Cold War and they also helped the organization in the process of transformation.

Let us try to examine how NATO could use the situation in the Balkans in the early 1990s in order to establish its geopolitical control under the region and to find new reference points for its own development.

The NATO's position on the issue of tension's intensification on the Yugoslavian territory was declared officially for the first time in the press release «The situation in Yugoslavia» issued on 8 November 1991 during Summit Meeting of Heads of States and Governments in Rome. The Alliance expressed concern about the crisis in the state and separately criticized numerous facts of human rights violation by the conflict sides.

The Balkans were for NATO not only a unique testing area for examination of new principles of its regional strategy, but the organization acquired here the experience of real use of its military force. Yugoslavian crisis was the first baptism of fire in the history of the Alliance.

From the geostrategic point of view the task of NATO's military command in the early 1990s was to secure the southern flank of the organization and to protect borders of Turkey and Greece from the export of instability on their territory. The main aim of NATO's involvement in the Balkan conflicts became an attempt of establishing hegemony in the region in the conditions of weakening Russian geopolitical positions in the Balkan Peninsula.

First of all NATO decided to interfere in the situation in Bosnia and Herzegovina, where military strikes between the Bosnian Serbs, the Bosnians and the Croats culminated in 1995. It resulted not only in sudden increase of victims, but also in migration of a considerable part of the population to Western Europe. Such state of affairs created the prerequisites for a humanitarian crisis of All-European scale.

In spite of the fact that NATO's operation «Deliberate force» was conducted in late summer of 1995, the North Atlantic Alliance had taken part in crisis management since 1992. NATO enforced the UN arms embargo on weapons in the Adriatic Sea with the purpose of the UN Security Council's resolution's № 713 [3] and № 757 [4] fulfillment since July 1992. It also protected functioning of no-fly-zone in accordance with the UN Security Council's resolution's № 781.

At the end of 1992 the NATO's leadership announced that the organization could participate in peacekeeping operations under the mandate of the UN. Operation «Deny Flight» started in April 1993 and 4 warplanes, which broke the no-fly-regime were shaken down. Besides to protect special safe areas of the UN and to help United Nations Protection Force, NATO bombed ground targets of the Bosnian Serb Army.

The culmination of NATO's efforts to shake the Bosnian Serbs' positions became the operation «Deliberate force» in August- September 1995. It changed the balance of forces in favor of the Bosnians, which made the Bosnian Serbs negotiate.

Negotiations were completed by the Dayton Agreement signing on 14 December 1995 [10].

However the end of the operation «Deliberate force» did not mean that the North Atlantic Alliance intended to stop in Bosnia and Herzegovina, so the organization started deployment of NATO-led Implementation Force (IFOR) with the purpose of military aspects of the Dayton Agreement realization. NATO's contingent numbered 60 thousands soldiers, half of them were Americans. According to the section «Peace support operations in Bosnia and Herzegovina» on the official NATO Web site of the status of formed IFOR was determined in the following way: «IFOR operated under Chapter VII of the UN Charter, deriving its authority from UN Security Council Resolution (UNSCR) 1031 of 15 December 1995. This gave it a mandate not just to maintain peace, but also, where necessary, to enforce it. As such and strictly speaking, IFOR was a peace enforcement operation, which was more generally referred to as a peace support operation» [2].

Situation in Bosnia and Herzegovina remained unstable in the end of 1996 and some missions were not accomplished. In order to change this state of affairs NATO's leadership decided to deploy the Stabilisation Force (SFOR) with reduced contingent that numbered 31 thousand soldiers. Official completion of SFOR mission took place on 2 December 2004. EU became NATO successor in Bosnia and Herzegovina according to used in the Republic of Macedonia scheme. European Union still manages multinational Stabilization forces in the framework of the operation «Althea».

However, it did not mean that NATO stopped its participation in the crisis management. The organization continues to help EU in planning and logistics according to the agreements «Berlin plus», which were signed in March 2003.

After the establishment of fragile peace in Bosnia and Herzegovina, the country became dependent on NATO and EU. In such a situation the North Atlantic Alliance decided to attack the next target-Serbia. NATO wanted to shake S. Milošević position, because even economic sanctions, which were approved by the UN Security Council in 1992 with tacit agreement of Russia did not break down his resistance. He actively supported the Bosnians Serbs up to signing the Dayton Agreement and then the President of the Federal Republic of Yugoslavia switched over to fighting with terrorists and separatists in Kosovo and Metohija. Kosovo issue became a suitable cause for intervention of the Alliance in the internal affairs of Yugoslavia.

Since the spring of 1996 conflict escalation began between Albanian separatists and Yugoslavian leadership. Tension reached apogee in October 1998, when after the NATO's pressure on S. Milošević that lasted for several months, the organization made a decision to conduct an operation against the Federal Republic of Yugoslavia.

However, Belgrade made a compromise and backed the troops into position, therefore pre-arranged airstrikes were canceled.

Armistice, which constantly was broken, came to the end in January 1999. The Račak massacre, which was not thoroughly investigated by the world community, gave cause for NATO's interference in the Kosovo conflict. Negotiations between Albanian separatists and Yugoslavian leadership in Rambouillet in February 1999 were unsuccessful; Belgrade rejected the plan of peaceful settlement that was offered by the USA and Great Britain. In these conditions NATO's leadership made a decision to start the operation «Allied power», that became a turning point in the modern history of the Balkans.

Consequences of the North Atlantic Alliance' military campaign was catastrophic for Yugoslavia. Transport, industry and social infrastructure were seriously damaged. A large-scale economic crisis continued, but the most painful result of the war for Serbs became the loss of Kosovo, which had been occupied by NATO's troops since 1999. «Bulldozer Revolution» at the beginning of October 2000 put an end to active resistance of Yugoslavian leadership to the West, because S. Milošević resigned and there were no independent leaders in Serbia anymore.

As concerns operations and missions, which NATO conducted in the territory of the Republic of Macedonia, we should highlight that they became the final stage of the organization's military domination establishment in the Balkans. Undoubtedly, the North Atlantic Alliance was in a difficult situation, because it was obliged to act against the interests of its ally – the Albanians, who constituted approximately 25 % of the Macedonian population. They called for autonomy and NATO had to find the way of mutually beneficial conflict resolution in order to support the government of Macedonia and to save good relationship with the Albanian minority. Interference in Macedonian internal affairs allowed NATO to deploy troops temporarily on this state's territory. As a result of such actions Macedonia has become a dependent on the West country.

Today the Balkan region faces difficulties once again in its history. It continues to be an arena of the confrontation between regional actors and superpowers. NATO played a special role in the process of regional security system's transformation in the 1990s-2000s. The North Atlantic Alliance has conducted several military operations in the region. It has realized in fact its own integration project in the Balkans.

To sum up, we should say that after two decades after the end of the Cold War, NATO carried out a universal model of whole region's submission. Today the North Atlantic Alliance tries to use this experience in the post-Soviet space in order to transform traditional architecture of regional security. Undoubtedly Russia is

threatened by such actions; therefore Russian leadership should take proper measures, which will be based on the analysis of NATO's policy in the Balkans.

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ORGANISATIONAL CULTURE OF JOINT VENTURES

Today we can see that the process of globalization is accelerated despite the existence of some large-scale geopolitical and economic problems on the world arena. Companies from different countries try to find new business-links in order to enter new foreign markets. Organizations, which are created by partners from two states, not only receive finance, technologies or employees from them. These joint ventures acquire a unique combined organizational culture, which plays a big role in their activity. It could become the factor of new firm's success, but at the same time it could lead to the collapse of their work. We will try to analyze the process of organizational cultures creation, the ways of its development and the problem of two original cultures' ratio in joint ventures.

We should highlight, that such a form of international business-cooperation as a joint venture began actively to develop in the 1970s-1980s at first in the West and then on the space of The Council for Mutual Economic Assistance states, where the market economy did not function at that time. For many years researchers have been interested in the analysis of the power and finance distribution and exploration of the conflict of law between two parent companies from different states instead of in-depth studying socio-cultural aspects of employees' relationship.

Main issues of the organizational cultures theory were also formulated in the 1970s-1980s. However, the study of joint ventures' organizational culture is a sufficiently new scientific phenomenon. The first serious attempt to develop this research direction was made by J. E. Salk in 1992. In order to understand peculiarities of international firms, which were established by parent companies from different countries, she explored 3 joint ventures. The first of them was located in Europe, Canadian and Italian companies participated in its creation, the second joint venture was French-German, it was established in France, and the third one was German-American. The results of the research have showed that there are many differences between organizational cultures of European and North American firms despite their cultural similarity.

For example, the Canadians made notes and necessary requirements in writing, at the same time the Italians thought that it was senseless. They ignored written procedures and messages and preferred personal meetings to correspondence. Such a situation created misunderstanding in partners' relations. The Italians regarded the Canadians as bureaucrats, employees from Canada thought that their Italian partners were not serious. Beneficial perceptions negatively influenced the work of the company.

This example shows that stereotypes could play a destructive role in the process of forming joint ventures' organizational cultures. They «demonize» the image of employees from the other country and promote the rise of «nationalism» in the organization. Such «nationalism» could be expressed in the form of the national groups' appearance, which does not want to submit to the general principles of organizational culture, because they think that these norms take into account interests of employees from the other country to a greater degree. If there is predominance of one culture people in the management of a low and middle level, they will most likely form organizational culture on the basis of their own cultural codes. It could lead to a large-scale conflict in the organization. To prevent this a top manager of the joint venture should create the united and combined organizational culture, which will include principles, norms and attributes that will be comprehensible for all employees. It is a difficult task because overcoming cultural diversity could take much time and efforts.

All nations have their own ideas about the time and space that influence their attitude to politics, social life and business. This fact determines the relations between people of different nationalities in various spheres at all levels. E.T. Hall was one of the first scholars, who started to study cross-cultural communication. He created the concept of high and low context cultures, which explains the cultural diversity in the world. If we use his theory with reference to the organizational culture of the joint ventures it will help us to understand the ability of different nations to work together effectively. For example, employees of an organization, which was set up by parents companies from Russia and Belorussia, will share common values and principles that will lighten forming a general organizational culture. At the same time, employees of Russian-Chinese, Russian-German or Russian-Turkish joint ventures will have some difficulties in the perception of another culture's principles and norms until they create a combined organizational culture. It will become apparent on the level of organizational culture, which E. Schein named «artifacts».

In order to accelerate the process of the united organizational cultures' creation management of the joint ventures, should take the following measures: 1) to organize periodical multilingual workshops for explanation of general organizational cultures'

principles; 2) to create short brochures which will contain all necessary information for employees concerning organizational culture; 3) to form a working group, which will be responsible for planned events in the framework of forming joint venture's organizational cultures.

To sum up we should say that today organizational culture has become one of the significant factors, which determines the degree of success of companies' cooperation with foreign firms. The task of managers is to minimize conflicts during the creation of the organizational culture and to work out new general principles, which will be comprehensible for all employees.

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VICTORIAN LIFE AS SEEN BY FORD MADDOX BROWN (PAINTING "WORK" AS AN EXAMPLE)

The significance of work was widely discussed among Victorian thinkers, such as Thomas Carlyle (1795-1881), who was recognized as a "prophet" during his lifetime. He argued that, each man was born with a special mission, and should be useful for World, in other case he was "mere a dead rubbish cumbering the Earth" [1, 23]. Labour, which seems to us an everyday routine, is perceived by him as something sublime, because "there is a perennial nobleness and even sacredness, in the Work" [3,189]. This idea of sacredness of work was central in the art of the Pre-Raphaelite Brotherhood, founded in 1848 in London, and its circle. These painters referred to different types of work, whether carpentry in biblical Nazareth or digging on the English streets of the XIX century.

Faord Maddox Brown (1821-1893) – a painter, adopted the role of an elder brother, but he had never been a member of the group because "the words Pre-

Raphaelite Brotherhood or the letters PRB used to be looked upon as... childish or ridiculous” [7, 49]. Brown also tried to give in his paintings a critical view on modern life and thought that the main aim of each artist was “seeking to enter into character of each actor striving after pathos and purity of feeling , with patient endeavour and utter simplicity of heart” [7,50].

“Work” is one of the most significant paintings in the art of F. M. Brown. Having been made for 11 years, this painting is not just an illustration of labour and of different social types, but also a kind of modern life investigation. The sources varied from modern writings to newspapers with reports about sanitary conditions, but the main source was “Past and present” by T. Carlyle. The painter also laid a special emphasis on adverts, leaflets and posters, depicted in the painting. [8, 235]. Especially for his personal exhibition Brown wrote a comment for “Work”, where he told the stories of the painting’s characters.

“Work”, his magnum opus, was begun in 1852. Presumably, Ford Madox Brown got the idea of painting, when he saw a group of navvies at Heath street in Hamstead. In the middle of the XIX century this district situated in the outskirts of London, but was one of the richest parts of the city. The excavation, immortalized in the painting, was a part of the project for the extension of London sewerage system, intended to eliminate the treat of cholera and typhus, which was the subject of wide speculation. Just three years before John Snow, a physician, shocked the English society by the statement that the cause of all these diseases was not stinking miasma, but dirty water, mixed with waste products [4, 218].

As it is remembered by the painter, at that moment when he noticed colourful diggers, who were working under the boiling sun, he decided to prove that a British worker was as attractive as “the fishermen of the Adriatic, the peasant of the Campagna, or Neapolitan lazzarone” [5, 189]. Eventually, this idea took its shape just in the central composition.

The second character is a ragged man. This man, looking through brim of his hat at people around him, seems both ridiculous and dangerous. He lives in the doss-house “in Flower and Dean Street, where the policemen walk two and two, and the worst cut-throats surround him” [5, 190]. He has not been taught to work, or, as it could be said by Brown or Carlyle, he does useless work. He sells chickweed; passers-by could buy this plant for making bouquets or for feeding their pets. The number of street sellers fluctuated from 30 thousands and higher, and there was a wide range of offered goods. They sold rat-poison, plants, gathered in the countryside (as this chickweed seller), fruit and green, which was bought at the market and then resold at a higher price [9, 114]. Really, just Henry Mayhew, the author of “London Labour and

the London Poor”, who collected lots of materials about a survey of the city’s poor, was interested in these characters.

Most of the Victorians, on the contrary, regarded this work, as “the lowest of the low”. Nevertheless, in Ford Madox Brown’s opinion, the chickweed seller took the place next to navvy, because he was trying to turn an honest penny, unlike his neighbors in the doss-house.

The scene in the painting is laid in the heat of an election campaign: in the lower road the procession of sandwich-men are calling on to vote for Bobus. Bobus himself does not appear in the picture, but he can be inferred by Thomas Carlyle’s pamphlets. Bobus Higgins, “our old friend <...> from “Past and present” [5, 194], There is a sausage-maker from Houndsditch and impersonation of a dishonest businessman, who has no perfections and talents except money. In the F. M. Brown’s painting this character decided to stand for election and hired a few idlers to carry sandwich-boards.

The next group of characters is a worker with a jug of beer in his hand, a beer-seller and a temperance campaigner. A lady gives out leaflets entitled “Hodman’s Haven or Drink for thirsty souls”. She is a charity-worker and currently joined the movement against alcohol consumption. In Victorian era Temperance movements were very popular. Members, mainly women and children, tried to stop the workers’ habit of drinking alcohol, because they saw in it the cause of crime, drunkenness and violence. Activists gave out tracts and leaflets about “the evils of alcohol”. Despite its dark side, beer was an important part of the working class’ diet. Beer was significantly clearer than water in drinking fountains, and moreover, provided valuable calories, vitamins and minerals. [6, 158]. Sometimes temperance campaigners persuaded people to sign a pledge stating that they would never drink even a drop of alcohol. How that lady will succeed in her efforts, we can guess by looking at the navvy, who enjoys his beer and does not take notice of her appeal.

Next to them is a beer-seller, humpbacked, stunt and with a black eye. His vulgar appearance proclaims him as Birmingham inhabitant. In the proposed by Brown biography it is said that as a child he suffered from hunger, but because of his energy the boy had survived and even became a successful seller. This story of succeeding in life is similar to the idea of “Self-help”, which was copular in England of the XIX century.

Samuel Smiles, the author of “Self-help” argues that every man is responsible for his own destiny: people have equal merits and possibilities, but use them in different ways. Ideas from “Self-help” were spread in articles, books, “from zero to hero” stories and guides. [9, 345] This man, selling beer on London streets is an example of a hungered boy, grown to “a sort of a hero” [5, 193].

The only business of the lady, sheltered beneath an umbrella, is “to dress and look beautiful for our benefit” [5, 193]. She has everything that can give the enjoyment of life, and that could make joy for others. Thomas Carlyle asked Bobus Higgins: “what is it in yourself that you are proudest of, that you take most pleasure in surveying meditatively in thoughtful moments?” [3, 32]. Similarly the painter reminds the lady that “health may fail, beauty fade, pleasures through repetition fall” [5, 192].

Brown tries to draw her interest to the group of dirty children. They are the impersonation of thousands of urchins, living on the Victorian London streets. Their mother died, probably, of cholera or typhus, and their father “I have no doubt, he drinks, and will be sentenced in the police-court for neglecting them [5, 192]. Brown draws special attention to the baby with a mourning band. The child looks “wonderfully solemn and intellectual as all babies do <...> as your own little cherub looks at this moment asleep in its charming bassinet” [5, 192]. Urchin baby is surrounded by different people of different age from different social classes. Nevertheless, every tiny child whether he was born in a rich or a poor family, looks equal, so for the painter it is a kind of hope for unity and equality of the society in the future.

A couple on the horseback is a gentleman and his daughter. Brown informs that he is a member of parliament, a colonel in the army with fifteen thousand a year and the pack of hounds. This man is still at the top of the hierarchy, but he is pushed back, because he is not involved in “useful work”. At the same time Brown notices, that this gentleman looks an honest and true-hearted man. He is interested in what is happening, but probably he can suggest nothing but “pills”: just another act, law or innovation, which cannot change life for the better.

Two men are standing in the corner of the painting. They “seem to be idle but work” [5, 192]. In fact they are brain-workers, Thomas Carlyle and Frederick Maurice, who shared the idea that labour check people for strength and just due to hard work they can do great in life and find salvation. [2, 130] Maurice was one of the establishers of Christian socialism and a founder of Working Man College. Although Maurice thought that through learning to write and read, the man can improve himself, The College gave an opportunity to get a profession. This educational institution, founded in 1854, placed in Ormond Street trained artisans: book-binders, engravers, and jewelry makers. Admission to the college was one shilling. Among famous teachers there was an art critic John Ruskin, a painter Dante Gabriel Rossetti, and Ford Madox Brown, who had been teaching art of portrait since 1858. It is interesting to note, that Brown quizzically writes about his masterminds. The first one, Thomas Carlyle, “has moulded a nation to his pattern, converted a hitherto combative race to

obstinate passivity” [5, 190], the other – scholar, a philosopher and a writer – is sure in the axiom that “each unit of humanity feels as much as all the rest combined” [5, 191].

The “Atheneum” critic after Brown’s personal exhibition in 1865 wrote that the painting is “brilliant, solid, sound, studied with extraordinary earnestness, elaborate and masterly” [2, 131]. Ford Madox Brown created a satirical allegory of work in all its forms: from manual to intellectual, from business to look beautiful to work for survival. Closely related to religious and social ideas, widely discussed in Victorian England, this painting and the comment on it covers broad areas such as sanitation or an issue on homeless children. Ford Madox Brown shows a critical view on modern reality. Moreover, the image and the text, where the painter speaks to his characters (and with readers and viewers), made the conception as clear and vivid as possible.

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MODERN ORGANIZATIONAL PRINCIPLES OF SPEECH THERAPY IN KINDERGARTEN: A COMPARISON OF RUSSIAN AND AMERICAN EXPERIENCE

A speech therapy work is an essential part of a developing activity which is conducted in kindergartens. Children of the early and late preschool age with speech disorders require correction of these violations. A speech therapist and educator must

work harmonically to «cover» a child with correctional work in every direction for most effective therapy. There are specialized correctional groups and even whole kindergartens which focus on therapy corrections of speech disorders for children both with safe intellect and with mental retardation.

The objective of this article is to identify the main principles governing speech therapy correction work in preschools (kindergartens) as the main institutions of children's socialization under a preschool age. The emphasis is put on the analysis of the similarities and differences of therapy in Russia and abroad.

In Russia the formation of a preschool education has its roots in 1866 when the famous Russian teacher and journalist Adelaida Semenovna Simonovich established the first kindergarten. Her very idea to organize the kindergartens in Russia was inspired by the Russian writer in exile Alexander Herzen. It was he to whom the young woman with her husband went to Geneva in 1864 for advice with a negligible amount of money. Dreaming of organizing a free school and with lack of the opportunities in Russia, they wanted to open such a school in Switzerland for Russian immigrants. But Herzen, seeing their sincere enthusiasm, advised them to return home in Russia which was in desperate need of honest and active young people. Living in Geneva, Simonovich had an opportunity to learn the experience of the first national kindergarten [4]. Together with her husband she also researched the organization of kindergartens in Germany. Then, full of excitement and desire to create such kindergartens in the motherland, they returned home. There, in St. Petersburg, they opened a kindergarten and in 1866 began to publish a monthly magazine about 350 pages long which contained all the materials produced by their observations and experiments. In fact, the "Kindergarten" Journal has become a tool in the initial education.

Today there are about 60 000 different preschools [7], almost half of which have speech therapy bias. This means that almost half of children are suffering from various speech disorders. Such children need qualified care. Therefore, there is a necessity to consider the way of the therapy organization in Russian kindergartens.

Correctional and developing work with preschoolers suggests a clear organization for children in kindergarten, a proper load distribution during the day, a coordination and continuity in the work of a speech therapist and educator. A day schedule and timetable of a speech therapist and an educator are built taking into account an age, speech and individual characteristics of children, as well as developmental tasks.

The most difficult children in terms of correctional work are not just children with the General speech underdevelopment, but also suffering from various levels of mental retardation. The main purpose of the special (correctional) kindergartens for

children with mental retardation is to create optimal conditions for amplification of the emotional, volitional, cognitive and motor areas, as well as to develop a positive personality of every child.

The specificity of the organization of activity in special (correctional) kindergarten for children with mental retardation is determined by the peculiarities of the children of this category and the basic principles of construction of correctional and educational work in a special kindergarten. Solving initial correctional developmental tasks, the staff of a kindergarten should remember about their traditional problems: child development, early childhood care and education. It is rather clear that the organizational structure of this kind of institution will inevitably be more complex, compared to a kindergarten of a general type.

The main priority areas of correctional and educational work in a special kindergarten basically coincide with the directions given in the publications of the Institute of Correctional Pedagogy of the Russian Academy of Education [8]. The task of each kindergarten is to practically connect correctional and development components with an educational one.

Turning to a coordination of an education process, we should take into consideration a few factors. First of all, a therapist must create the necessary conditions:

- to set up a special developmental environment, to select equipment and toys (they must meet the requirements of safety and aesthetics and have a remedial developmental orientation);
- to attract to work in correctional kindergarten such teachers who are competent in the issues of the mental retardation;
- to choose teaching material that provides a diagnosis and an implementation of the main activities under the «Education Program» in a special kindergarten. This includes programs, long-term plans, training manuals, regulations, operating records, etc.

Secondly, the basic regulations and normative acts must be developed to reflect the organization of children' life, their education and training (special daily routine, motor mode, syllabus, class schedule).

Correctional and educational work with preschool children with mental retardation, among others, has a specific feature - the younger a child is the more significant a developing component in program should be. The work is based on individual, typological and psychological characteristics of every child. Thus, a therapist should be ready for creative activity, for designing individual and group correctional and educational programs. He should know the regulations governing the

psychophysical load of the child and be observant not to miss the start of his fatigue as well as rules, which regulate conditions for the implementation of the pedagogical process. Moreover, if you do not have a special knowledge in the field related to pedagogy disciplines, as general and special psychology, neuropsychology, medicine, social pedagogy, the implementation of the tasks would be difficult.

To conclude an analysis of the Russian experience of a speech therapy's organization in special kindergartens (especially for children with the mental retardation) we should list a range of particular principles that are to be implemented in practice.

1. The principle of comprehensiveness, which helps clearly define the general and specific objectives of correctional and educational process. General tasks usually aim at development of the child with speech disorders and at timely provision of the most appropriate diagnostic, preventive, corrective and educational assistance. Specific objectives are normally determined for each member of correctional and educational process [5].

2. The principle of gradual formation of correct speech which presents a hard way from the first phase «I want to learn speaking in a good way» to the stage «I have learned to speak in a good way, and I go to school» [9].

3. The principle of development and correction of higher mental functions, which is realized through the introduction of special exercises and techniques for development and correction of various mental processes and functions (visual attention, verbal, visual, motor memory, auditory perception etc.).

4. The principle of a differentiated approach, which allows working with students, taking into account their individual characteristics.

5. The principle of multidimensionality and multidisciplinary character of a speech therapy work.

6. The principle of a properly organized training and speech activity.

7. The principle of a motivation and interest through a game.

8. The principle of a personal example (in speech, in behavior etc.).

A foreign practice of speech therapy is much wider than in Russian. That is the reason why Russian speech therapists work out their programs based on foreign experience. We are to analyze the practice coming from abroad to compare it with the modern Russian speech therapy described above. A vivid example of an effective speech therapy is an American school.

The US logopedic system is rather different than a usual Russian system. Speech therapy system is divided into two categories: the so-called medical and pediatric (teaching) components. Medical care is provided in hospitals, medical centers, at home, at nursing homes and in rehabilitation centers. Pediatric help is

provided to pupils in special and secondary schools. The main difference of the American system from Russian practice is the fact that there are no kindergartens in their traditional Russian meaning.

In this connection, it is significant to analyze the surveys of Russian researcher Bruno Ekaterina Viktorovna who has got an experience of working in American system of speech therapy. According to her studies, for preschoolers a system of private day care centers is organized [6]. They look like special spaces for children with staff which possibly even do not have a proper pedagogical education. A person may get certification for such an activity after a special training. A school begins with a kindergarten that means a preschool class where children enter under the age of 5 years. Moreover, sometimes a school has a pre-kindergarten (pre-K) where there are toddlers from 3 till 5 years. Usually a day there lasts for 3 hours and the schedule contains games and easy activities. This class differs from the Russian kindergarten since it does not have the familiar daily routine: a full lunch, an after-lunch sleep and the official classes at the table.

Special schools are not widespread in the US. So, children with special needs are integrated into ordinary schools, but they can be trained in specially organized classes or can attend special classes helping them to keep up with the school program. Unfortunately, not all of the children are able to study with these models. Very often, a separate educator could be attached to a «special» child. This person spends days with a child and helps him/her in the classroom, deals with the games individually, etc. A speech therapist works with children of all speech levels at all levels of education. The speech surveys are conducted for new entrants into the school system at the request of parents, teachers, or in the prescription of a pediatrician. According to a survey, an Individual Educational Plan (IEP) is compiled with the goals and objectives of speech therapy. It is updated annually taking into consideration the results achieved. According to an IEP a survey is conducted by the teacher, speech therapist, physical therapist and other experts that the child needs. As school, hospital therapist is a part of a team of specialists and participates in the Councils for each patient. Each team member reports on the results of the survey, whether some progress is observed, offers solutions to the problems relating to their field of expertise, and then a joint decision is made on the treatment of the patient in the most efficient, financially accessible and scientifically proven way [6]. These principles are a priority in the work of a speech therapist as well.

For all types of therapy, activities should work toward functional skills which include academic-based skills, but should still be fun [2]. Preschoolers need to spend a lot of time in play, so activities will still involve a lot of fun activities and pretend play. A speech therapist should balance play-based therapy activities with structured

activities. Children in preschool are focusing on a task for 5 to 15 minutes at a time, so the number of activities per session may start to decrease as the amount of time a child is expected to focus on a single task is starting to increase. So it is significant to entertain a child while developing his special skills. Furthermore, a speech therapist should know a time of fatigue. This principle is common for Russian and American practice.

Learning numbers, colors, shapes, and letters may be addressed to in a number games, but speech therapists will often focus more on vocabulary such as names of familiar objects, verbs, and early concepts – including descriptive words, location words, and opposites. Moreover, a child's classroom teacher (educator) will usually be the one to focus on the numbers and letters. It means that in foreign practice it is important to support a joint work of a speech therapist and an educator.

Among other principles of an American speech therapy we can list:

1. Therapy sessions are based on working toward and meeting the main goal. The basic goal of all speech interventions should be to help the child to achieve greater facility in the comprehension and use of syntax and morphology in the service of conversation, narration, exposition, and other textual genres in both written and oral modalities [1]. That is, the goal is to fix a lack of language or speech.

2. The specific goals of a speech therapy must be based on the child's «functional readiness» and need for the targeted forms. This principle coincides with Russian gradualness in speech developing.

3. There the principle of fragmentation appears. The major goal is broken down into smaller objectives and a time frame is established in which they can reasonably be met.

4. Avoid telegraphic speech, always present grammatical models in well-formed phrases and sentences.

In the American speech therapy practice new technologies are used much wider than in Russia. Among others techniques there is a speech and hearing screening in kindergartens which has become an essential part of modern therapy. The speech and language screening allows a speech-language pathologist to observe the child's language understanding and use, production of speech sounds, vocal and nasal quality, and social language skills. The screening is typically a checklist that a speech-language therapist administers in approximately 15-20 minutes [3]. Most screening tools yield a «pass» or «did not pass» if there are areas of concern. If a child did not pass the screening, a comprehensive full speech-language evaluation is typically recommended.

From the analysis above we can see that Russian and American experiences of speech therapy are rather close in their organizational components. The majority of

principles are common for both parties. From my point of view, the three main differences could be named. First, the Western speech therapy has deeper theoretical roots, so it has more experience in organizing the therapy. The second one, a kindergarten in the US is not the same institution as in Russia. In America there are no such traditional components of a kindergarten's life as day schedule, sleep hours or usual lessons. Even not all children are going to the preschools because very few schools have such levels of education. It means that in Russia speech therapists and educators have more possibilities to implement speech correctional activities in a day of special children. And last, but not least, the Western practice has more possibilities connected with the medical and correctional facilities and equipment. So, it is the reason why Russian and American speech therapists should cooperate to share and develop their experiences.

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YOUTH GOVERNMENT AS A MECHANISM FOR THE IMPLEMENTATION OF POLITICAL INTERESTS

Modern Russia pays great attention to engaging young people into the political sphere. These activities include the following aspects: youth organizations, youth parliaments, forums and youth councils with authorities. In this paper we will discuss the activities of the Association of the Youth Governments of Russia in detail, with the Youth Government of the Saratov region (hereinafter "YouthGov") being the example of a mechanism for implementing political interests.

One of the crucial problems of today's youth is their non-participation in social and political life. To address this situation, some measures have been taken, including, creation of the Association of the Youth governments of Russia as a platform for interaction of talented youth and young managers for the development of the country in 2009. At the moment, 67 regions have set up their youth government offices with about 2,000 members in Russia. According to the statute of the Association, its aim is to create and develop a coherent and effective interaction of the youth governments (administrations) created with the executive authorities of the Russian Federation for youth participation in social and economic development and modernization of Russia. The youth government can be created not only on the basis of regions, but also at the municipal level.

The analysis of the statute of the youth government of Saratov region enables us to identify the following main tasks and activities:

1. The main objectives of these organizations are:
 - involving the youth in social and political life of the country.
 - training young managers for executive power, due to the lack of qualified personnel in this area as a result of little experience after graduating from universities.
 - implementing project activities of young people as a way to address the most vital problems of the regions and the country as a whole.
 - making the youth governments more popular.
2. As a rule, the youth government conducts its work in three main areas:
 - "Project Issues": development and implementation of industrial projects;
 - "Expert and analytical issues": development of proposals to the regulations relating to the competence of the regional executive authority;
 - "Human Resources Issues": education and training in the appropriate executive bodies of state power [1].

In addition, "YouthGov" actively participates in grant competitions. The initiative of young people in this way can be supported not only in financial terms by the authorities, but also in terms of assistance in the implementation of projects. Taken together, throughout the years of its existence of the Association of the youth government has received grant support in the amount of about 9.5 million rubles [2].

Another area of activity of the youth government in which young people participate actively in different regions of the country is organization of youth forums. From 2011 up to 2014 the main venue for the youth government was the change in the international forum "Seliger"; the given authority implements "Politics" direction on the basis of the forum. As a part of the change, extensive educational program involving experts from federal and international levels, as well as the heads of federal departments, regions and business representatives is implemented. The most active participants have an opportunity to have internship in federal departments and agencies. In addition to federal forums, this activity is also carried out on the districts forums, for example, the "iVolga" Youth Forum in the Volga Federal District.

Speaking about the possibilities offered by the members of the youth government, we should pay attention to the educational program and second higher education supported by the Association. At the moment, creation of educational programs for spokespersons, as well as internships in the issue of profiling departments is actively developing.

In our opinion, the most interesting activity of the youth government, as a part of the problem raised, is a program for training young managers. Experience in this case shows positive results: in St. Petersburg the Chairman of the youth government has been appointed to the post of the head of the Committee for Youth Affairs; in Krasnoyarsk the Chairman of the Youth Government is Deputy Minister for Sport, Tourism and Youth Policy of the Krasnoyarsk Region; the Co-Chair of the Association of the Youth Governments of Russia has become the head of one of the Departments of the Federal Agency for Youth Affairs. According to statistics, 41% of the members of the youth government are employed in the executive branch agencies [2].

However, the activities of the Association of the youth governments of Russia, with the example of the youth government of the Saratov region, can identify a number of issues relating to the effective implementation and consolidation of the political interests of youth:

1. There is low degree of involvement of young people in social and political life of the country. This is evidenced by the fact that a part of the youth governments often includes two dozens of young people who are the members of the unit and youth ministers. In this common situation some positions of youth ministers remain vacant.

2. Unfortunately, the lack of interest in this organization is partly due to poor promotion campaigns, the lack of effective branding of the youth governments in some regions. There appears to be insufficient information that results in low level of awareness with regard to the activities of "YouthGov".

3. There is a low level of consolidation and exchange between the entities of different regions of the Russian Federation, which manifests itself in the absence of joint regional projects, as well as inefficiency of press centers of the youth governments in different regions to inform young people about current events and projects.

4. There is a simulation of real participation in the political process, which can be seen in the existing models of participation. Along with such models of participation as "I do not take part, because I am not interested in ...", ".. that will not change anything", "... because I do not believe in political institutions", there appears a new model - "involved, because everybody takes part in ...". The essence of the latter is to simulate political participation due to the formal inclusion of the youth in governing structures and political decision-making.

5. At the federal level, the participation of youth is controlled by administrative means, as opposed to the regional level, where such projects are implemented as a residual ones.

Thus, the analysis of the realization mechanism of political interests represented by the Association of the youth governments of Russia, with the youth government of the Saratov region being the example, leads to the conclusion that there are certain achievements in attracting young people into politics with this organization. However, there are significant problems connected with both ineffective communication between organizations and the youth and with system errors in the work of the organizations.

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INTERNATIONAL EXPERIENCE OF IMPLEMENTATION OF THE CONSTITUTIONAL PRINCIPLE OF SECRET BALLOT

The principle of secret ballot is one of the key foundations of the electoral process in any state. In broad terms, this principle consists in eliminating any outside tracking of voters' preferences. No one except the voter / referendum participant has a right to know the contents of his / her personal decision and no one has a right to exert any pressure on it. Features of the principle of secret ballot depend on the characteristics of the electoral process of each particular state.

Before considering specific implementation of this principle in foreign countries, we should refer to its International Standards. The principle of secret ballot is proclaimed by universal and regional international electoral standards. The latter, however, primarily regulate the binding power of this principle for the electoral process in all the participating countries, but do not contain the concept of this principle and its full-fledged regulation.

Among the international legal instruments the Code of Good Practice in Electoral Matters should be singled out; it was created within the Council of Europe. It is important to note that this legal act was not officially accepted as a legally binding act for member states of the Council of Europe, but through the jurisprudence of the European Court of Human Rights it has acquired legal force in the interpretation of the provisions of the Convention on Election standards, rights and freedoms.

This Code establishes six basic principles of the election of foreign countries, with secret ballot being one of them. However, it is important to note that in accordance with the provisions of the Code, secrecy of voting for voters is not only a right but also a duty, and failure to comply with it shall be punishable by deprivation of legal force of any bulletin, the content of which has been disclosed.

Besides, special attention is paid to the fact that the vote must be individual. Family voting and any other form of control by one voter over the vote of another must be prohibited. At the same time, the list of voters must not be published, and violation of the secrecy of ballot must always be punished in any case [1]. Thus, the provisions of the Code of the Council of Europe on good practices in the field of pan-European elections are detailed concepts of the principle of the secret ballot and the foundations of its implementation.

Following the principle of secret ballot is provided with different instruments, their choice depends on the characteristics of the electoral process of each individual

state. The most common to many countries is the use of paper bulletin, boxes for them and special booths / rooms for secret voting (Germany, France). Some foreign countries when using paper bulletins provide additional ways of implementing the principle of secret ballot (Poland, Bulgaria - envelopes for bulletins). The use of electronic voting in the stationary (USA, Belgium) and remote (Estonia: voting by Internet) forms is characteristic of a number of other countries.

However, despite the uniformity of legal confirmation of the principle of secret ballot in legislations of foreign countries, the practice of its implementation is different and reveals some violations.

Germany. Functioning of the national electoral system in Germany is generally consistent with international principles and standards in this area, but the prevalence of early voting by mail is particularly problematic in this country. German law provides the possibility of such voting, but it does not even need to specify certain justifiable grounds. Thus, this type of voting has lost its exclusive character, while in its essence, this alternative does not meet the principle of secret ballot. With this voting the state cannot enforce the principle of the secret ballot, as well as control its observance [2].

USA. The voting by fax and e-mail for electors who are outside the country is the most problematic in this state. In addition, in most states, when registering as a voter, a citizen has the right to indicate belonging to a political party that is the basis for admission to participate in corresponding party primaries. Another violation of this principle is to vote on the “conditional” bulletin which requires subsequent confirmation of the right of a voter to vote (“conditional” bulletin must be stored with reference to a particular voter). There are other forms of violation of the secrecy of voting in some US states: for example, observers have the right to check the bulletin, if the voter is physically incapable to fill it or do not speak English, employees of the election commission help them in Texas. The Instagram service - free application for sharing photos – is also promoted violation of the principle of secret ballot, because during voting, voters placed the photographs of their filled in bulletins, with the total amount exceeding 460000. The law prohibits photographing of filled in bulletins in some states [3].

Problems in implementation of the principle of secret ballot also arise in those states in the US where the electronic voting system used. It is important to note that such technical devices in the US are not designed for printing or any other documentary evidence of citizen participation in the electoral process. Moreover, their software was announced to be a commercial secret and not subject to control, which allows to reset or rewrite the votes in favor of one candidate or another, leaving no trace of violations.

Estonia. In Estonia, voting is conducted by Internet and by using the ID-card, which is an identification document. These cards are mandatory for all citizens starting at the age of 15 years and for foreigners who are on the territory of the State on the basis of a residence permit. It is important that the ID-card has a special smart-chip, which allows to apply a digital signature to a specific file format. However, this procedure is also far from ideal in relation to the principle of secret ballot. From a technical point of view, the software, used in Estonia, does not exclude the possibility of identifying the results of voting using digital signature of the citizen [4].

Thus, after analyzing the experience of implementation of the principle of secret ballot in some foreign countries (Germany, the USA, Estonia), we can conclude that in each of them there are violations of this principle, which is primarily due to the features of the electoral process of a country. However, existing violations must be eliminated.

So, Germany required additional legal basis for the regulation of early voting by mail, which would make the procedure applicable only in exceptional cases, when there are certain justifiable circumstances and limit its use without them. Many ways of the US electoral process contradict the principle of secret ballot. Voting procedures by fax or e-mail should be minimized or replaced by other procedures, consistent with the principle of secret ballot. Application of the elections “conditional” bulletin is also unacceptable. Electronic voting system needs technical revision in order to improve software security and to avoid interference at the stage of counting the election results.

In Estonia, the procedure for electronic voting should be brought into compliance with international electoral standards in this area and software based on of non-identification results of every voter should be developed.

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NEW HORIZONS IN THE LONG TERM EXTENSION OF SCO: INDIA

The Shanghai Cooperation Organisation exists 14 years. By means of such lines as spirit of an equal dialogue, respect of interests of other states, taking into consideration their national, cultural and civilization features, the organization becomes more and more attractive for the neighboring countries. It is also equitable to interests of the organization in whose Charter it is recorded that the SCO is an open structure [1, 119]. Now the number of observers at the SCO includes Afghanistan, India, Iran, Mongolia and Pakistan. Three more states – Belarus, Turkey, Sri Lanka – have the status of partners in a dialogue.

One of the most topical issues which are on the SCO's agenda is the process of its extension, first of all, due to giving to countries-observers the status of full members [4, 59]. All necessary for this decision documents were accepted at the summit in Dushanbe in September 2014. In particular, the heads of the SCO member states expressed support to aspiration of India and Pakistan to become full participants of the organization.

India and Pakistan received the status of observers in the SCO in 2005, and their full membership, according to some experts, will turn the organization into the largest structure of safety. However, there is also an opposite point of view according to which the extension of the SCO can become the beginning of the end of this organization [3, 82].

In the work I wouldn't like to focus my attention on the minuses of the SCO extension (they are quite obvious and rather fully described by experts). The main goal is to allocate the reasons for the growing interest of India in the SCO and, respectively, the member states' interest in India.

Firstly, India shares with the SCO approaches to such problems as fighting against terrorism, disagreement with the concept of "the unipolar world" and "color revolutions".

Secondly, membership in the SCO will promote strengthening of East direction of the Indian foreign policy.

Thirdly, for India it is important that the SCO offers a wide list of spheres of economic cooperation: development of infrastructure, cooperation in power and communications, and in the near future the possibility of a common market creation.

In this list a power factor has a priority. Now India is on the 6th place in the list of the leading countries of consumers of energy carriers. Thus, it is in a more difficult situation, than China: two thirds of its needs for oil are satisfied due to import, whereas in China only a third. It is natural that in the aspiration to diversify power supply sources India looks in the direction of Central Asia [2, 78].

Fourthly, admission of India in the SCO is spoken well by its international authority, weight on world affairs. The statement of the Kazakhstan president Nursultan Nazarbayev is indicative in this sense: "The prospect of entry of India into the SCO will help this organization to become the most powerful structure of safety on the Euroasian continent"; it "will make advance of the SCO to the south and the East of Asia where adjustment of interaction with the ASEAN countries" is seen as very perspective [5].

Fifthly, it is necessary to consider that the extension of the SCO directly will affect the American position in the region: influence of Washington will significantly weaken there. Thus, India's joining the organization can entail decrease of the activity of the Indian-American strategic and military cooperation.

The cooperation of the two countries with the return to the president post of Vladimir Putin became especially intensive. It should be noted that now India and Russia have similar political interests and views. According to the Indian Prime Minister, "Russia and India interact at the most different levels, especially in the last two years. We constantly define and we increase new opportunities and areas of cooperation. It concerns both a bilateral level and interaction on regional platforms, such as the SCO" [6].

Sixthly, India hopes that membership in the SCO will promote building relations with China, which is extremely important, and with Pakistan which is also applying for a full membership in the organization. These countries clash among themselves, and the SCO could become the platform promoting strengthening peace among them. Also with the admission of India in the SCO the Afghan issue, as it actively cooperates with Afghanistan in the field of safety, political and economic spheres, will be resolved more effectively and can become an alternative to the West in the solution of this task [7].

Seventhly, the aspiration of India to enter the SCO is connected with the growth of Islamic extremism. And though India directly does not border on the countries of

Central Asia, it seems concerned about terrorists acting in Jammu and Kashmir with their supporters not only in Pakistan, but also in the Central Asian states.

So, for the sake of the statement in the status of a leading Asian power in the medium-term and long term India will develop communications with the SCO. This aspiration coincides with interests of Russia in Central Asia as it can become one of the factors of control not only by the USA, but also China. Finally, candidacy of India as a potential participant of the SCO will hardly meet any objection. Beijing is obviously disturbed by the fact that the reflected light has taken place and future "color revolutions" can come to Xinjiang and Tibet. Thus, it is obvious that the full membership of India in the Shanghai Cooperation Organisation will promote a change in the geopolitical situation in the Asian region in general.

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THE PROSPECTS AND HARSHIPS OF MUSLIM-WESTERN RELATIONS

Is the dialog between Western and Islamic states possible? This question has been asked by the politicians, governments of the states, international organizations

and outstanding public spokesmen for several decades. The following issue might not be put on the agenda in UN Security Council meeting for instance, but this invisible question covers the entire socio-political world. For that reason the paper is meant to be currently important. The primary goal of the work lies in ascertaining the reasons of Western-Islamic confrontation over the course of centuries. Also it has to be proved, that the prospects of relations have positive tendency to some extent.

The comparison between Islamic states and the West has an opposing nature; perhaps, it happens unconsciously as a historical and reiterated confrontation between two antipodes. Scientific communities specify them into two terms: the “Muslim world” or “Muslim Ummah” and the “rest of the world”. The first one stands for lands – *dar al-Islam* – which are inhabited by Muslims accompanied by strict behavior, sacred traditions and Islamic way of living. The Muslim world is taken as a group of states that represents its own interests alongside the serious confrontation between each other and also as a certain political community with Islamic basis. “Muslim Ummah” or “nation” includes all representatives regardless of their location. Consequently, Muslims maintain their religious identity across the globe.

Arguing about the concept of "the Muslim world" it is essential to assign the role of Islamism in Muslim countries. Do not confuse the concept of "Islam" and "Islamism". There are Muslims, but there are Islamists: the first are dealing with issues of faith, morals, ethics, solidarity and creating communities - *Jamaat*, while the latter are fighting for power and establishing parties under the guise of religion. The President of researching center “Middle East Forum” and analyst of Islam Daniel Pipes wrote: " Muhammad was a plain Muslim, not an Islamist, for the latter concept dates back only to the 1920s." [6] Brief definition of Islamism - the religious-political ideology and practical activity, the goals of which are: formation of a society living under sharia laws, creation of an Islamic state and institutionalization of the global Muslim Ummah. Islamism can be moderate, radical and extremist, and can occur at several levels: local, national, regional and global [4, 4].

Let us return to the concept of the "rest of the world", which includes the countries of Europe, United States, China, Russia, India and some other countries in which Muslims confronted with other societies and regions in geographical and civilizational way. At this crossroads there are difficulties between the two parties, who see each other as the enemy, both politically and ideologically. It is impossible here not to mention one of the new security threats in the world – international terrorism. Western society associates the terrorist threat entirely with the Muslim world. This trend emerged after the George W. Bush announcement of a "crusade" against Islamic terrorism shortly after 9/11. Therefore, at the present stage, many political figures do not agree on a constructive dialog and only formally accept the

dialog of cultures. American philosopher Richard Rorty admits: “The idea of a dialog with Islam is pointless. There was no dialog between the philosophers and the Vatican in the eighteenth century, and there is not going to be one between the mullahs of the Islamic world and the democratic West”. [2, 2]

However, the Muslim world, in its turn, has a great resistance to his Western opponents, and even has a claim to dominance on the world stage. In recent years there has been serious unrest among the academic community of the Muslim society. Prominent professor of philosophy (Cairo University) states:”Islam appears as the only savior of the World. It is the foundation of a new order. It offers a solution of the actual world crisis in the Earth as well as in the West. Islamic umma is ready for it. It is still the guardian of principles and the custodian of universal values.”[2, 1]

Now let us go to the judgment of the previous thesis, namely a global system of values, because it is impossible to talk about any culture without affecting that issue. Islam is perhaps the most unique phenomenon in the world with its unity, identity and deep faith. Islam has gone through hard trials throughout the world history, starting with the formation of the Arab Caliphate in the VII century. Islam has always defended its values and protected them from mixing with their neighbors. Prophet Muhammad saw the threat posed by the other two monotheistic religions appeared earlier - Judaism and Christianity, whereby Muslims were forbidden to leave their faith, and the gentiles were forbidden to visit Mecca and Medina. In this early period, it was believed that the Muslim community had the most advanced political system. In the following centuries Islamic ideology justified successful wars waged by Muslims. They created great empires and Kingdoms, but in the Middle Ages began to decline, and by the end of the XVIII century, Muslims went on a defense at all. From that moment they had to defend their rights to independence. Gradually civilizational identity was strangulated, and this, in its turn, became one of the reasons for the complexity of relationships.

In the analysis of this problem it is important to refer to the work "Clash of Civilizations" by Samuel Huntington, in which he describes new political realities in the era of globalization and gives his outlook on the further development of the entire Earth's civilization. In one of the chapters political scientist wonders whether the Western civilization has to be a new kind of civilization, and that it cannot be compared with all the others. She is one of its kinds. Huntington argues that in fact, Western civilization is almost always prevailed over others. Processes of modernization and industrialization took place here much faster, while the states in other civilizations were trying just to catch up with her. But at the present stage the civilization is on the edge of breakdown, and in urgent needs of a reboot. Perhaps this

is the finest hour for the Muslim world, a time when Islam will regain global recognition.

In any phenomenon there is a reverse side of the coin and the second part of the work should refer to it. Professor Huntington wrote in his work: "The reasons for the failure of democracy in the Muslim world are largely rooted in Islamic culture and its hostility to Western liberal values." [5, 495] Accordingly, Islam is hostile to democracy, while liberalism is unique to Western countries. However, there are studies that refute this thesis. Value systems of different societies studied in detail an American political scientist and sociologist Ronald Inglehart, professor at Michigan State University. Professor has organized the "World Values Survey", and in 1981 a global survey of the entire population was firstly conducted, to find out what values are common to all civilizations. In his study, Professor asks the question whether the value systems of both worlds differ, if so, what are the main differences between Islamic values and the values of the other cultures, and what is the attitude of the Islamic world to democracy. Professor notes that the gap between a particular society due to the historical past civilizations. However, now it is the era of globalization. World is shrouded in a global network through the development of technology. Hollywood films are known everywhere, the Internet allows people to be in touch with each other, in any place, and even a cuisine is being McDonaldized. So, one might think, cultures begin to converge into one homogenized global system of values. But it has been only cultural aspects, economic indicators still point to the difference between the values. The difference between the rich and the poor becomes stronger every year. Theories of Karl Marx, Max Weber and Daniel Bell argue that economic development affects on their cultural changes. In rich countries, the values vary significantly faster compared to the poor. Consequently, the gap between civilizations is inevitable, but it is only from the economical point of view.

To study the values professor Inglehart brought two crucial dimensions based on factor analysis: traditional - secular-rational and survival - self-expression values. By traditional they refer religious beliefs, family values, childbearing / rejection of abortion and divorce, national pride and respect for the authorities. These values inherent in agrarian societies. Industrial societies adhere to secular-rational values that have the opposite characteristics. Priorities of self-expression values are: environmental protection, tolerance of different minorities and gender equality. Survival values are meant to be opposite. With the development of the economy the industrialized countries are dominated by secular-rational values, but weaken traditional ones. The post-industrial countries enhance self-expression values, while the values of survival diminish.

As regards the Muslim world, here, of course, dominate traditional views, in comparison with other cultural zones, but their rates are similar to the Latin American and African societies. In terms of the second dimension, Islamic society strives for the survival. We should also highlight the problem of gender inequality among Islamic society that prevails in the largest extent in comparison with other societies. There appear problems such as lifelong discrimination against girls and women, the difference in the level of education of men and women, gender-based infanticide. It follows the complete dominance of men in political and public life.

A recent studies conducted by Professor analyze public attitudes towards democracy and democratic institutions. At this stage, the Muslim and Western worlds once again went on the same path. Studies have shown that Arab countries such as Egypt, Algeria, Jordan, Saudi Arabia and Morocco, to the greatest extent support the development of democracy. Other Islamic countries also have a positive attitude to this political trend. "Democracy may have many problems but it is better than any other form of government", - expresses the public [3, 18]. Based on the analysis professor concluded that Islamic commitment to democracy would emerge in the future. It turns out, that he was right. Five years later after the publication of the paper an event called "Arab Spring" took its rise.

Summing up and answering the question posed at the beginning, it can be concluded that the dialog between two civilizations is possible and it is created during the process of globalization, which has covered all aspects of human life. The report of U.S. researchers "Global Trends 2025: A transformed world" raises the question of the role of Islamic ideology in the future. [1, 73] Scientists believe that ideological conflicts are unlikely in a world where most states are concerned about the pragmatic challenges of globalization and shifts in the global balance of power. Islamic discourse becomes more fluid and the development of media technology will promote the traditional Islamic schools and become a counterweight to the radical trend in Islam. This will manifest itself especially in countries with favorable economic and demographic conditions. However, in countries that may face youth spree and weak economy, the radical trends will become more attractive (Afghanistan, Nigeria, Pakistan, Yemen). Establishing dialog can occur due to successful trade relations, cultural exchanges, technological exchange, acceptance of democratic values and religious solidarity. Through these processes, the Muslim community will be able to develop relationships and trust-based contacts with Western countries.

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RELIGIOUS CONFLICTS IN SARATOV REGION FOR THE PERIOD 2004-2014 YEARS

Despite the obvious relevance and urgency of the problem of "religious conflicts in modern society", in science the problem has not been studied. Mainly it is studied from legal and regulatory views. In terms of jurisprudence the concepts of motive are studied for following crimes - internal motivation, expressing the desire of the guilty to show their superiority and inferiority of the victim because they practice a particular religion, to express his hateful attitude toward him, to humiliate his dignity. The main reason for such crimes is the inability of the society to regulate inter-confessional relations. But even in this area of science the "religious conflict" is considered along with the national, ethnic issues. In the framework of Social Psychology, Personality Psychology and Legal Psychology the concept of "religious conflict" is found, but as a separate phenomenon and is also little studied. In the Religious Studies researches the religious conflict is considered not as a concept and as a phenomenon and study usually centers on some specific examples - "Wahhabism and Sufism in the North Caucasus." Often Religious Studies publications explore the variety of religious conflict: such as interfaith, ethnic and confessional.

But as such, a specific definition of religious conflict is not given. Doctor of Political Sciences M.Y. Zelenkov in his book "Religious conflicts: problems and ways

to solve them at the beginning of the XXI century" focused on the characteristic features of religious conflicts directly. According to this list, we can conclude that Zelenkov decides: religious conflicts are always connected with the military and terrorist acts, riots, are designed to obtain political power by one of the parties to the conflict. It is rather the notion of religious wars than that of "religious conflict". In a similar way this issue is covered by other authors. Of course, in the world history the so-called religious wars that really or only seemingly had religious overtones had never stopped. But a religious conflict is still a broader concept. For example, in Saratov region there are no hostilities between people of different faiths, but for according to specialists confessional situation is tense.

A famous Russian scientist, Doctor of Philosophy A.A. Nurullayev in one of his articles gave a definition which is most often used by researchers. It defines the subject and the object of religious conflicts. However, after the investigation by the author of media publications on request "religious conflict in Saratov region," it turned out that not all of the materials on this topic completely correlated with the concept of "religious conflict", given by Nurullayev. Moreover it did not correlate with signs of religious conflicts by Zelenkov, although there are quiet reports of aggressive defense of their religious beliefs, or vice versa, about insulting other people a lot.

First of all, meaning the definition of Nurullayev, collision on religious grounds occurs not only between social groups. For example, one person may be a party to the religious conflict, who does not agree with this or that doctrine, or does not accept coexistence with other faiths. In some analyzed reports state agencies: administration city/ region, Supervisory and law enforcement agencies were involved in religious conflicts in Saratov region.

Also, in the definition of Nurullayev the object of religious conflict is the "certain moral norms and values." But then again, the study of materials on conflict situations on religious grounds has shown that the object may be: both the doctrine itself, and direct religious activities, as well as rules for constructing a religious organization, the interaction of the organization and its members with the rest of the world. The latter is proposed to take as the object of religious conflict due to the fact that often the society and the individual in particular do not perceive creed and his followers separately. Therefore, negative experience with one of the representatives of the cult, the leader of a religious organization, or even information about their activities with other people's words, can give rise to exactly the religious hostility or hatred towards all doctrine and / or its representatives.

Based on the above, the following definition is proposed: **religious conflict** is the manifestation of objective or subjective contradictions, in a clash of individuals and / or groups due to the different positions in matters of doctrine, operations and

rules of construction of a religious organization, the interaction of the organization and its members with the rest of the world.

Religious conflicts can arise: 1) directly within the religious community / denomination / direction / flow between its members or leadership; 2) between faiths / directions / Religions; 3) between the individual and the religious organization; 4) between the public and religious organizations; 5) between public authorities and religious organizations.

As a religious conflict can be distinguished by the reason of its origin: 1) interpretation of the Doctrine of the Faith; 2) hostility to the doctrine itself; 3) hostility to religion in general; 4) aversion to the cult followers; 5) negative attitude towards the government that supports a particular religion or is based on it, etc.

The analysis showed that the conflicts occurred in Saratov region over the period from 2004 to 2014:

- between persons of different religious belief (for example, an attack at the 8th grade student of Tatar gymnasium on 05.04.2010)

- between individuals and religious organizations (shelling pneumatic gun the Pentecostal Church in Tatischevo on 11.07.2014)

- between religious organizations (appeal of Bishop Longin of Saratov and Volsk to the governor of Saratov region Pavel Ipatov, to the chairman of the regional Duma Paul Bolshedanov and to regional prosecutor Yevgeny Grigoryev to ban the activities of TBC television station in Saratov region in connection with the "dangerous" ideas the starting broadcasting Pentecostals and neo-Pentecostals over cable channels companies. The director of TBC Sergey Vitukhin is a member of the "Association of Full Gospel Business Men")

- between public authorities and religious organizations:

- with the so-called "traditional religious organizations" (November 2005 - Co-Chair of the Council of Muftis of Russia, the imam of the Spiritual Administration of Muslims of the Volga MukaddasBibarsov sent an appeal to the President of Russia, accusing the authorities in the hostile treatment of Muslims)

- with sects (Office of Public Prosecutor checked children's camp church "Word of Life" in Spring 2007, January 2008 - did not consider the case of a fire in the Pentecostal church version of arson)

- between religious organizations and the public (condemned many transmission of buildings to ROC, often illegal conviction and unproven accusations against "sects")

- confrontation between NGOs / activists and religious organizations (Orthodox activists society in the name of Alexander Nevsky wrecked a charity event by Krishna followers on Cosmonaut Embankment in Saratov on 04.09.2004; Union of Orthodox

Citizens outraged "mockery of the Gospel story» on 23.01.2006 in connection with the release of the book by a former priest Ali Vyacheslav Polosin "Gospel through the eyes of a Muslim")

- extremist actions, calls for extremism (Pakistani student, who preached the ideas of radical Islam, expelled from Russia)

In each group the religious conflict exceeds in the number of participants other religious organization. For example, most often Muslim organizations are in conflict relationships with government agencies about the lack of understanding of doctrine, in connection with the suspected extremist currents. During the period from 2004 to 2009 Mukaddas Bibarsov often made statements about the oppression of Muslims, took up the protection of banned literature; Rasim Kuzyahmetov - Director of Saratov madrassas, in early September 2006 condemned the idea of religious education in school, justifying the fact that Muslims have not developed such educational program. At the same time, quite often there are conflicts with the Saratov diocese of the Russian Orthodox Church. For example, Bibarsov, along with several other muftis, signed in support of the charges of academics of RAS ROC of Russian society in "clericalism". Particular note must be made of the head of the Human Rights Centre of the World Russian People's Council and Islamic scholar Roman Silantev to the PFD muftis, in particular to Bibarsov. Silantev repeatedly made negative comments in his interviews with the media about different situations connected with the mufti. So, on the events in Pugachev, as shown by the investigation, without religious overtones, a human rights activist summoned to find out "how could sympathy of Saratov Mufti to radicals lead to conflict."

Since 2002 Saratov met news about the creation of the Diocese of the Roman Catholic Church negatively, in several Russian cities protests arose. And in October 2006, Clemens Pickel long engaged in office pastor in Saratov, criticized the intention of the Russian Orthodox Church to build a temple on the site of the Beslan tragedy.

2004-2006 - regular acts of vandalism at the Jewish cemetery; at that time Chairman of the Jewish community of Saratov Alexander Lazerson said in an interview that the police refused to accept the application and initiate a criminal investigation into the desecration of a synagogue – the unknown painted swastikas on it. Also in 2009 - Saratov Rabbi Michael Frumin asked the prosecutor of the Saratov region to test a number of Saratov media accused by him of anti-Semitism.

The most striking confrontation with the ROC in public is about the construction of the temple in the same place, or transfer of city property in the property of the Church. The fact is that most often the Diocese requests to return the land and buildings that belong to the Russian Orthodox Church under the law. But there are conflicts and on the development of new areas that the city authorities have given the

Diocese nowadays. For example, July 30, 2013 Balashov residents began collecting signatures against the construction of the Holy Trinity Cathedral in the Kuibyshev park. The conflict has continued to grow and in the following year, when the Metropolitan accused the local pagan priest Oleg Nepein of inciting religious hatred. This accusation followed immediately after Nepein filed in October 2014 statement to the territorial election commission to initiate a referendum on the construction of this cathedral. The action against "clericalism" of Saratov society and politics of the SSU after Chernyshevsky was organized in 2004-2005 on the initiative of the so-called committee of "direct action". There were two pickets during which students were handing out leaflets "against the invasion of the Orthodox Church in the life of a classical university and schools." One of the pickets almost led to a clash of trade unionists and religious activists.

But among mostly civilized confrontations the overt forms of aggression occurred. In August 2006 the interior Tatischevo church "Word of Life" was filled with engine oil. On June 12, 2005 in Saratov house of assembly of Mormon was attacked. At night, the unknown perpetrators smashed the glass in the windows and the front door and damaged the plaster on the walls. In July 2006, it was possible to prevent an explosion in the synagogue through the Office of the Federal Security Service of Russia for Saratov region, but in 2007, on the night of 5 May, the explosion occurred in the Saratov synagogue, the cemetery of the village Rybushka Saratov region ten marble gravestones were crashed, and the inscription "Satanists get out, and then thou shalt burn" on the wall house of worship Seventh-day Adventists in Engels was left.

In general, 2007 was full of religious conflict situations: the desecration of an Orthodox church in honor of Our Lady of Kazan in the village of SukhoiKarabulak; suppression of the illegal "local church" sect; Longin opposed the construction of a multistory building on the site of the former convent; Deputies from the Communist Party and the SPS blocked the transfer of the gratuitous use Timofeev's mansion" and by the Diocesan Administration of the Russian Orthodox Church" so on.

Regularly law enforcement agencies carried out raids on bookstores, found extremist literature, found it in prayer room in the mosque as well. The main event of the conflict on the "literary" issue is the victory in court of appeal against the decision to ban the Koran translated by E.Kuliev, as well as some of his other books.

In Saratov region, in the region with both a large number of representatives of different faiths and denominations, confessional situation is on the whole restless. This is facilitated by a number of factors such as: a high degree of migration in the region, the reluctance of religious organizations to meet each other, wrong policies of the state on the restoration of traditional (often long lost and forgotten) individual nations,

leading to disunity in the community. The world situation is of importance: tensions with Western countries, the acute problem of global terrorism. Despite the obvious problems, there is a positive trend: after an extremely aggressive and "rich" in the religious conflict in the year 2007, the situation tends to be more or less stable. But the character of the old religious conflicts is the same the extremist literature, is seized sites, and video materials are blocked; attacks on religious buildings, cemeteries desecrated. The author does not support the view that the desecration of religious sites may be of purely hooligan character. The notion of the holy and the sacred is present in every human being, even if he calls himself an atheist. Therefore, even a seemingly bullying crime, for example, the firing of "Word of Life" sect house or an act of vandalism in the Orthodox church by the teenagers still have a religious motive. Otherwise, these actions would have been made in relation to other, public or private objects. There may be a religious intolerance, a way to express protest against the idea of the existence of God, or even existential crisis.

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WEAKNESSES OF THE MODERN OCEAN GOVERNANCE SYSTEM

What does the term ‘ocean’ mean? I am sure that right from infancy we all are convinced that it is something huge, mighty, boundless, unique, impregnable and eternal element of our planet, which covers upward of 70 per cent of its surface. However, in the course of time we begin to understand that the ocean needs to be protected. The role of water is impossible to overstress. Unfortunately, in recent years with political, economic and cultural changes taking place the significance of the problem of weakness of the modern ocean governance system has increased dramatically.

To my mind, no nation exists in absolute isolation: all developed and developing countries are linked violently as it actually affects a great majority of spheres of life, for example, international interdependent trade. In fact, 97 per cent of the water on the planet is in the ocean, which condenses nearly all the terrestrial water in the form of snow and rain. Moreover, the ocean provides people with medicine, liquid fuel (oil-‘black oil’), transport routes, food and other coastal resources.

Nevertheless, all this gorgeousness given by the Mother Earth is now in extreme danger. As much as 40 per cent of the world oceans are rated to be terrifically affected by human beings and their activities such as irresponsible and unauthorized fishing and shipping, man-made pollution and anomalous climate change. Yet, as history shows there is no specialized system of ocean law, unfortunately, and the only thing that the modern world society can put forward is just out-of-date principles of open unlimited access. At the same time human activity remains unregulated which causes serious problems to the ecosystem. The UNCLOS (the United Nation Convention on the Law of the Sea) has not solved the problem of introducing new laws which should regulate international relationships about the ocean. There are loads of drawbacks in the up-to-date ocean governance system.

Not so far ago, in August 2013, 165 countries and the European Union joined in the United Nations Convention on the Law of the Sea which nowadays is the international agreement defining all the duties and rights of nations which have ratified it. While the Secretary General of the United Nations receives instruments of ratification and accession and the UN provides support for meetings of states party to the Convention, the UN has no direct operational role in the implementation of the Convention. There is, however, a role played by organizations such as the

International Maritime Organization, the International Whaling Commission, and the International Seabed Authority (ISB).

In 1956, the United Nations held its first Conference on the Law of the Sea (UNCLOS I) at Geneva, Switzerland. UNCLOS I resulted in four treaties concluded in 1958: Convention on the Territorial Sea and Contiguous Zone, Convention on the Continental Shelf, Convention on the High Seas, Convention on Fishing and Conservation of Living Resources of the High Seas. Although UNCLOS I was considered a success, it left the important issue of extension of territorial waters open.

In 1960, the United Nations held the second Conference on the Law of the Sea ("UNCLOS II"). However, the six-week Geneva conference did not result in any new agreements. Generally speaking, developing nations and third world countries participated only as clients, allies, or dependents of the United States or the Soviet Union, with no significant voice of their own.

The issue of varying claims of territorial waters was raised in the UN in 1967 by Arvid Pardo, of Malta, and in 1973 the Third United Nations Conference on the Law of the Sea was convened in New York. In an attempt to reduce the possibility of groups of nation-states dominating the negotiations, the conference used a consensus process rather than majority vote. With more than 160 nations participating, the conference lasted until 1982. The resulting convention came into force on 16 November 1994, one year after the sixtieth state, Guyana, ratified the treaty. The convention introduced a number of provisions. The most significant issues covered were setting limits, navigation, archipelagic status and transit regimes, exclusive economic zones (EEZs), continental shelf jurisdiction, deep seabed mining, the exploitation regime, protection of the marine environment, scientific research, and settlement of disputes.

The convention was opened for signature on 10 December 1982 and entered into force on 16 November 1994 upon deposition of the 60th instrument of ratification. The convention has been ratified by 166 parties, which includes 165 states and the European Union. But some UN member states have signed but not ratified the convention. These countries include Cambodia, Colombia, El Salvador, Iran, North Korea, Libya, United Arab Emirates, Afghanistan, Bhutan, Burundi, Central African Republic, Ethiopia, Liechtenstein and Rwanda. Moreover, there are countries which didn't sign it, for example Eritrea, Israel, Peru, Syria, Turkey, the United States, Venezuela, Andorra, Azerbaijan, Kazakhstan, Kyrgyzstan, San Marino, South Sudan, Tajikistan, Turkmenistan, Uzbekistan. The UN Observer states of the Vatican City and the State of Palestine have not signed the convention either.

The position of the USA is very contradictory. The United States was among the nations that participated in the third United Nations Conference on the Law of the

Sea, which took place in the period between 1973 and 1982 and resulted in the international treaty known as the United Nations Convention on the Law of the Sea (UNCLOS). The United States also participated in the subsequent negotiations of modifications to the treaty from 1990 to 1994. The UNCLOS came into force in 1994. Although the United States now recognizes the UNCLOS as a codification of customary international law, it has not ratified it.

However, the time of getting free and unlimited access to the world oceans comes to an end. All resources, which the ocean consists of, are surely exhaustible. Of course, the direct and concrete allocation of the ocean is fishing and shipping for human consumption. It was stated that nearly 53 per cent of fish stocks are at full exploitation. It can be described as official statistics. In reality, illegal trading fish is still taking place. For example, during the first nine months in 2013 266 Chinese fishing vessels were arrested because of the unlawful trade in the South Korean waters. Moreover, they had fished out 4.6 million tons of fish per year between 2000 and 2011 years, which is near 12 billion dollars. The most interesting fact is that they did not report FAO inspectors about 80 per cent of their catch. ”Lots of undocumented goods are procured and traded off the books in China—including fish. That’s a growing concern for the coastal patrols of China’s neighbors and West African countries, as well as for international environmental watchdogs. China routinely over-reports its domestic marine catch to the U.N.’s Food and Agriculture Organization (FAO), the country massively under-reports the tonnage of fish reeled in by distant-water fleets, according to a report prepared by researchers at the University of British Columbia and funded (PDF) by the European Parliament’s Committee on Committee on Fisheries. “China’s massive distant-water fishing fleet is problematic for a few reasons, the most prominent being that a significant portion of its catch is illegal, unreported, or unregulated,” the Woodrow Wilson Center’s Katie Lebling wrote in a Nov. 11 research brief. That means it’s impossible to ensure sustainable fishing practices. According to the FAO’s 2012 report global fisheries are in peril: “The increased percentage of overexploited fish stocks ... around the world convey the strong message that the state of world marine fisheries is worsening.” The number of fish in the sea is not infinite. An alternative approach has introduced market incentives to encourage sustainable fishing. The Marine Stewardship Council (MSC) has introduced this through a fishery certification programme, with the incentive that the consumer will buy fish only caught by sustainable fisheries. This in turn creates a cycle that encourages the producer to abide by sustainable practices to gain the custom. Up to (December 2011) there were 135 certified fisheries in the MSC Program.

From my point of view, the matter can be solved by publishing strong and uncompromising rules and creating local fishery institutions regulated by the

government at different levels of national submission. Another variant of solution of exactly that problem is to make global trade more beneficial and profitable by creating transnational corporations with low barriers to enter the fishing business.

The other crucial point is that often management decisions of how the diversity of the underwater world should be used are not based on the best available scientific inventions and present-day technologies. Sometimes we come across the case that it is more important for some countries to evolve their military strength rather than to save the ecology. As far as I am concerned, that drawback can be easily overcome by setting up different scientific projects, movements and events. They all can develop social understanding of urgent ecological problems and longing for shared safe future.

To sum up, in the world of unsteadiness and constant changing of priorities not all governments pay much attention to the weaknesses of the ocean governance system. Lots of rules are advisable and do not regulate activities connected with the ocean strongly. It is evident that I haven't covered all the varied aspects of the ocean governance system in my paper. There are more of them, for example, preservation and augmentation of ocean wealth, international corporation for the purpose of more advantageous trade, public open and available access to information (this system surely will help to involve more people into the process of creating new rules and restrictions connected with the regulation of the ocean: moreover, human beings will trust the government policy), making decision process transparent with participation of ordinary people and other issues, which have to be solved as quickly as possible. I strongly feel that by cooperating with all the nations, all people, all countries we can cope with all of the ecological problems, in particular, with imperfections of the up-to-day ocean system of laws. And I emphatically insist on solving that problem immediately not to make the situation worse than it is now.

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IMMANUEL KANT'S CATEGORICAL IMPERATIVE IN POLITICS: REALITY OR UTOPIA?

In today's society people often confront with the phenomenon of immoral behaviour. This phenomenon occurs not only in ordinary, everyday life, but also takes place in politics. Such conduct is not connected with a desire to somehow degrade or offend society but arises from the loss of original concepts of morality, that is, the understanding of this phenomenon as it was in its original form.

To understand origins of morality it is necessary to appeal to basic works of philosophers. It was a great German philosopher Immanuel Kant who put forward the wording of the Basic Law of morality: a categorical imperative. This law is fundamental for Kant's philosophical doctrine about ethics. In order to understand the essence of philosophical teachings and subsequent theories of the German philosopher, political ones in particular, as well as to determine the applicability of this law to modern politics, it is necessary to study the process of this law evolution and its features.

One characteristic feature of Kant's ethics is the "autonomy" of morality doctrine. Unlike his predecessors referring to the divine origin of ethical laws, Immanuel Kant was the first to put forward the idea of their self-reliance and independence from religion. The laws of morality, in his view, require a simple form of universal rules of regularity. Thus, while formulating the Basic Law of morality, Kant from the very beginning restricted the authority of religion, although not excluding its importance completely.

One more specific feature of Kant's ethical theory is his pessimistic attitude to the man. The main tag of this feature is the thesis of "inherent evil", which supposedly is inherent in human nature. However, it should be noted that these beliefs of the philosopher is conditioned by the social situation in Germany in that period, characterized by underdevelopment and weakness of the middle class, i.e. German burghers. The same factor influenced German philosophers, including Immanuel Kant,

in developing the idea of “good will”. The daily practical activities in their minds are transformed into a moral activity activated by the mentioned above “good will”.

In accordance with these ideas Kant expressed a thought about purely formal definition of the moral law. In his view, the nature of the law is not in empirical principles of reason but in higher a priori principles, based on a sense of duty and grounded in morality.

Thus, the essence of all these views is a categorical imperative. The understanding of the moral law impacts main features of Kant's ethics: 1) its extremely formal character; 2) refusing to build ethics as a theory about conditions and ways leading to happiness; 3) opposition of moral duties to sensual addiction.

These same features can be seen in both legal and political theories of Kant, which led to further embarrassment of the philosopher in their development. The problem is that the categorical imperative rules out any contact with the outside world, and, thus, locks the moral life in the area of pure will. But legal and political, to the bigger extent, spheres are in an inevitable interaction with practical activities. This leads to an inevitable result for Kant’s philosophy: when he wants to describe the law in connection with the moral, the law loses its characteristic features; when he tries to emphasize the specific features of the law, it loses its link with the moral. However, the philosopher still attempts to link the moral with the law, starting from their original definitions set forth in the “Critique of Practical Reason” in terms of morality and legality. The result is a rather complicated concept of connection of law with moral basis.

The political theory of the German philosopher is a far more complex distillation of his own ethical beliefs, the categorical imperative and dominant political ideas of the era. No doubt, other political theories influenced Kant’s political principles formation, but his own philosophy of morality is apparent in his works. The idea of the categorical imperative, in the expression Kant put it in, did not fit the reality. Therefore, to obtain more or less coherent theory, it was necessary either to cast this idea down in order to move it closer to political interests, or deny these interests in the sake of the higher ideal. In fact Kant’s concept combines both. In public law there is an idea that if the categorical imperative requires the law and the state then they must exist, regardless of the characteristics and inclinations of a human nature. But at this point we are talking about a purely formal understanding of the State as an entity resulting from a priori principles of reason.

In order to provide rationale for moral and educational designation of the state and the law, the philosopher proposes an idea about an inevitable antagonism among individuals within culture formation. One of the prerequisites is the order which will give practical value to irredeemable and possibly violent confrontation of personalities

and will lead to the establishment of a civil dialogue. This communication must be the greatest freedom of individuals and, at the same time, this freedom must be limited in order not to interfere with the freedom of other people. Fair civil governance means the possibility to combine greater freedom with an authoritative power.

The idea of a human's imperfection is fully consistent with the Immanuel Kant's categorical imperative, because its main idea is the destination of the man to communicate, because only in communication he is evolving. From the original idea of the evil man, also underlining the categorical imperative, Kant presents the idea of the supreme value of the discipline imposed on the person in a society, and practical significance of public life. Life without authorities and laws seemed contrary to the higher purposes of nature. The idea of autonomy of will in the political theories of Immanuel Kant is seen in his approval of the need to combine supreme power with the universal freedom of self-determination, order and discipline with legal self-control and equality. Following Rousseau he suggested that "the legislature could only belong to the will of the people..." and "civil liberty means not to obey any law but the one to which the citizen gave his consent". For Kant the Republican ideal is no more than a divert idea, the required moral consciousness and, however, not having any example in reality.

The concept of the unified will of everyone as a legitimate authorities is common throughout Kant's political theory but it is clearly indicated that there is no valid expressed contract almost, moreover, there is no need in any. Union of wills must have an a priori character. Obviously, this is nothing but the categorical imperative in communication among people. As for operant forms of the state Kant suggests that regardless of a state structure it is sacred and inviolable. Moreover, he rejects any possibility of resistance to the existing government and finds this contradiction in citizens' conduct since they see the authority as obedience of people's will to the sovereign will expressed in the act accomplished only through takeover of higher power. No doubt, Kant does not reject civil rights; however, he puts inviolability of a state authority above them.

Kant also first defined different state political systems of the State marking a Republic and tyranny as forms of Government and as a perfect combination of the two options he considered a possible reign of autocratic monarch in the spirit of republicanism.

Thus, in his political theory Kant attempts to combine the moral principle of the State with its practical essence. According to some scholars the above theory in greater detail and careful study is a very complex and in some respects even contradictory system. No doubt, addressing the results of outstanding German philosopher's deliberation one can see quite clear and concise principles for organizing

political and public authorities. But it is worth keeping in mind that Kant himself frequently confronted the utopian content of the categorical imperative, which is a purely a priori principle of reason, abstract from any empirical basis.

With regard to the possibility of applying the categorical imperative in its pristine form to contemporary politics it must be said that this concept initially showed its utopianism, limited in application to practice. However, addressing the findings of Kant's political theory one can imagine a democratic monarchy as an organizational form of State power. Kant also puts forward the idea of separation of powers into legislative, executive and judicial ones with their subsequent subordination. Taking into account his reasoning about the people as the only power carrier his political theory of a limited monarchy is rather close to the political realities of our time. Modern liberalism finds it possible to continue the Kant's tradition in a post-industrial society. A well-known political scholar and philosopher Hannah Arendt in her lectures on Kant's political philosophy addresses his theory of ethical judgements using the latter as a model for policy. She sees a parallel between subjective perception of political opinions and ethical judgments, which being individual are still based on ideals universal for all humans.

In conclusion, it is necessary to underline that Kant's categorical imperative in its original understanding was a very utopian concept, since its distribution does not extend beyond the higher pure reason, autonomous morality and pure will. But in the form corrected in the process of applying the categorical imperative to practical activities, which finally can be found in Kant's legal and political theories the Supreme moral law not only has a right to exist but also claims to be the highest ideal, the rule that should be followed and be aimed at in the implementation of political power.

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SOCIAL INTERACTION INFLUENCE ON THE LEADERS THINKING PROCESS IN SCHOOL GROUPS

The modern society demands a great deal from a person. A person learns and reproduces a lot of information in the competitive conditions of continuously changing of developing technology. It requires certain abilities, skills, level of development of a person.

There are informal leaders in any group (in the classroom, sports team). Informal leaders are the people who do not have a formal status but they are occupy the special leadership position in their group and can influence the behavior of others through their personal qualities, knowledge and experience. The leader is the organizer, center of development of any social group (a school group, a family, a sports team and other).

Leadership qualities are brought up at school. These include communication skills, self-confidence, and vision of the future, initiative, etc. Many of these characteristics depend on the level of development of cognitive processes (for example, memory, attention, thinking, perception). More developed these processes are, more effective the leaders are. This efficiency may occur as a result of leader's own work and as a result of their interaction with their team.

Cognitive processes and leadership qualities develop during upbringing and education, as the saying runs, from their schoolroom days.

In this connection, there is a question about social interaction influence on thinking process of leaders of school groups in the learning context, and as a result, on the success of the learning curriculum.

Social interaction is the process of individuals and groups influence on each other [5, 91-95]. We can identify different types of social interaction with their inherent basic characteristics of the process, more specifically, meaningfulness, motivation, focus on another subject.

Generally, all variety of social interaction is reduced in its form to cooperation and competition of form. The model of cooperation is cooperating of people to solve common problems; the model of competition is individual or group race for possession of any values or benefits.

One of the manifestations of social interaction acts as a leaning cognitive activity, which always has a collective character. This interaction contains cooperation and competition situations. Cooperation is a manifestation of the search group learning

task solving in the learning process. Competition is a manifestation of verification and assessment of schoolchildren knowledge.

We can observe the cognitive processes efficiency of modern schoolchildren in their work with the text. The text is one of the main means of communication, perception and knowledge transfer. The study of perception of the text will help to understand whether the current generation of young leaders is competitive in today's society.

Logical structure of the text contains the logic of the text, way of reasoning, proof, development of logical means.

The text is a special phenomenon. The main unit of the text is a sentence. Sentences form integrating text. This text is characterized in a semantic connection in the course of thought development. This thought is in the title of text.

A schoolchild searches for answers to hidden questions; he / she discloses a system of semantic connections when he / she is working with the text. The essence of the composition the text is a reproduction of the actual semantic connections between sentences.

The purpose of our research is to study the influence of the social interaction on the leaders thinking process in school groups in the schools of Saratov.

We have previously considered the aspects of cognitive productivity of schoolchildren under different situations of social interaction [2]. However, first we considered the aspect of leadership in the context of this research.

Eleventh class schoolchildren of school № 31 took part in the experiment.

We investigated the ability of children to the logical-psychological analysis of texts. We took explanatory texts for our study. These texts have a well-built structure, that is, each sentence is associated with each other, and each subsequent one is subordinate to the previous one. We focused on identification of errors in structuring of texts in our research.

We introduced valence characteristics of text sentences to quantify reflection of the need for a specific sentence. Valence characteristics offerings allow us to show the position of the text sentence in the structure of the text at the formal level. These are divided into the depth and breadth indicators of valence. Valence indicators of the depth and breadth reflect a degree of semantic saturation of a sentence, especially, dynamics of development of the thought in the text.

Stages of research:

1. Preparatory stage.

At the preparatory stage we prepared materials for the experiment. These are cards with the text, forms sociometric analysis to identify leaders of school groups.

2. Experiment

The experiment consists of 3 series.

2.1. Interpersonal relations diagnostics procedure. The purpose of this series was to identify the leaders of school class'. We used the technique of J. Moreno sociometric analysis [3] to identify leaders.

2.2. Compilation of the text arranged from jumbled sentences under the competitive conditions.

2.3. Compilation of the text arranged from jumbled sentences under the cooperative conditions. Groups of 5 people were formed on the basis of data obtained as a result of sociometry. There must be one leader in each group.

The point of last two series was to study the level of development of logical thinking of schoolchildren in different situations of social interaction on the basis of logical and psychological analysis of the text. This analysis of the text was invented by L.P. Dobraev [1].

The main research technique is a technique for memorizing and reproducing of texts. This technique was developed by A.F. Pantelev, L.S. Tsvetkova and J.M. Glozman [4].

3. The last stage is the analysis of the results.

Leaders of school groups were identified as a result of the sociometric analysis. A group of leaders was chosen as an experimental group, and other schoolchildren were acting as a control group.

In the second series of the research schoolchildren solved a task independently under the competition conditions. The participants were offered the text to compile quickly and in a correct way. The system of stimulations and punishments was used under the competitive conditions. The participants received a positive token for correctly arranged sentences in the text, and received a negative token for incorrectly arranged sentences in the text.

In the third series of our research all the schoolchildren in classes were divided into micro- groups. Each microgroup had one leader; the leader and the members of the group fulfilled the same task. After completion of the task, they were offered to correct mistakes they made while arranging the sentences. The group had to keep on doing the task until they achieved the only correct result.

To study thinking process disorders, we identified formal and logical mistakes in the compilation of the text by schoolchildren. The formal mistakes were the sentences which were in the wrong place in the text, while the semantic structure of the text was not broken. The logical mistakes were scored when there was a breakdown of the text semantic structure.

When checking the task, we considered logical and formal mistakes. In the second series we found that the leaders made more mistakes, than other

schoolchildren. The quantity of logical and formal mistakes among the leaders is almost twice more than among others. Thus 70% of the leaders were among those who performed work first. So, we can draw a conclusion that leaders of the school groups sought to solve the task quickly, thus, quality was not considered to be the main criterion of solution.

In the third series, microgroups were doing the tasks until they achieved the only correct result. But number of the attempts spent on checking varied among the groups (the number of the attempts varied from 3 to 6).

In the process of arranging the text, the leaders behaved in accordance with their status. Generally, they handled the cards and asked other microgroup members for advice. The leaders controlled their microgroups, watched they were fulfilling the task, defined the purposes, and established rules of the work.

Table 1. Formal Mistakes (The average number of mistakes in compilation of the text)

	Experimental Group	Control Group
Model of Competition	4,1	2,5
Model of Cooperation	7	7

Table 2. Logical Mistakes (The average number of mistakes in compilation of the text of the 12 possible semantic mistakes)

	Experimental Group	Control Group
Model of Competition	1,1	0,6
Model of Cooperation	1,5	1,5

We got the following results. Working within a group appeared to be less effective than working under the competition conditions. Perhaps, it is connected with the fact that leaders could not fully show their cognitive abilities because they spent their resources for organization of group interaction.

The research revealed that the nature of social interaction influences thinking process of leaders of school groups. The cognitive processes of leaders are more effective under the competition conditions than under the cooperation conditions.

It depends on the fact that modern education system does not rely on cooperative activity, working within a group and, as a result, it does not develop personal leadership skills. On the contrary, schoolchildren who are under the competition conditions can solve the problems connected with logical processes alone.

The results are relevant only for the given sampling. Perhaps, we will achieve different results if we extend sampling. This research is the intermediate stage in studying cognitive processes of modern schoolchildren. Further, we plan to expand sampling and include studying both memory and attention there.

The applied aspect of the problem under investigation can be implemented in pedagogical practice of educational organization and practice of creating effective training programs on the basis of social and psychological technologies.

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THE GREAT TRIANGLE OF RUSSIA-THE USA-CHINA: AN ASPECT RATIO

Today tectonic shifts take place on the world stage, changing the balance of power radically and involving all «chessboard's» participants. Gradually the world is getting out of the unipolarity, creating a new world order based on the multipolarity. Search for collective answers on global challenges and threats is coming to the forefront, which determines a unifying agenda within continuing contradictions between powers. No doubt, the turbulent atmosphere in international affairs engages main actors, which are forced to adapt new international conditions and to look for ways to avoid the world turbulence and to provide their independent foreign policy. Supporters of the unipolar concept in the international relations are forced to resist new challenges, trying to search for methods to retain and to gain their influence.

A characteristic feature of the changing world order is weakening of the most powerful country of the XXth century — the USA — and at the same time the impetuous rise of the «Asian tiger» — China. Undoubtedly, the XXI century will be largely marked by the competitive struggle of the two economic giants, between which a Great country, Russia, an ex-superpower, will stand. This article is devoted to relations inside «the Great Triangle» of the USA, China and Russia.

China — U.S.: two elephants at a crockery bench or allies?

In new geopolitical realities China plays the role of a mediator between Russia and the West (particularly the USA). At this viewpoint China took the most favorable place at the current situation: on the one hand, supporting Russia and, on the other hand, enhancing bilateral relations with the USA. In my opinion, this sort of China's behavior indicates its political maturity as a responsible country which is capable of taking response for its actions. Nowadays China is far from being a developing country of «the third world» as it was some decades ago. Currently it is already a world potential leader, which has a chance to push out the flagging U.S. from the world pedestal. According to the World Bank data Chinese economics is more than 9,5 trln. dollars, that is more than half of the US economics. Moreover, according to the parameters of foreign trade turnover in 2012 China broke into the leaders in world trade and outstripped the USA in 50 billion dollars (import and export amounted to 3,87 trln., the USA – 3,82 trln.) [5]. These data precisely indicate that the foreign trade balance of China gains faster, it is explained that the American market absorbs about 20 % of the whole Chinese export. The USA is the main consumer of Chinese

electronics, ferrous metals, mechanical engineering products and clothes [6]. Also the commodity circulation between the USA and China is getting raised, in 2013 it reached 521 billion dollars (for comparison — China - Japan — 312,55 billion dollars, China - Russia — 89,21 billion dollars only). China actively buys treasury bonds (1,1 trln. dollars) [7], which makes it one of the greatest the U.S. creditors, therefore, Washington is not interested in spoiling relations with Beijing.

Aside from the economical correlation, an important peculiarity of their relations is conflict potential. Generally, in spite of the intensive economical connections these giants regard each other through the prism of rivalry and mutual non-confidence, both on the global and regional (Asia Pacific region) stage. Traditional topics — human rights in China, absence of political reforms, the situation in Tibet, Xinjiang, Taiwan — remain on the Chinese-U.S. contradictory agenda.

Simultaneously despite expanding their conflict potential, the USA in 2009 offered a kind of duumvirate — G2, understanding that China is able to declare itself as a global leader and thereby occupy the U.S. place in prospect. It was a new world order concept, based on the joint American-Chinese global leadership. The majority of experts believe that it was not an act of the U.S. goodwill, but it was a tactical idea blossomed among American establishment in order to attract Chinese resources for searching a method to overcome the crisis, whereas a true goal of this project was targeted on the outbreak of a new global geopolitical game. The USA was pursuing their respective goals and objectives aimed at retaining their leading position on the world arena [8]. However, it was naive to believe that China could support the American proposal and, indeed, China refused unhesitatingly, emphasizing that global problems should be solved by all states, but not one or two. Thus, the American trap was faulty.

Today the growth of mutual claims and intensity between Washington and Beijing is getting increased, but it has not reached critical limits yet. Though, in the media the thesis about the potential change of a political and economic leader in the world in the near future is circulated, there are reasons to believe that these prospects can be quite probable. If recently following its way, it oriented on the USA, now within the changing international system China gradually declares itself as a strong power both economically and politically, which leads to the competition in any field with the USA. Under such circumstances, it seems to me, Chinese-Russian relations will be more beneficial, since Russia, like China, is a developing country and Russia is not seeking to impose its objectives and values.

Russia — China: total partnership relations

At present due to Ukrainian events, joining the Crimea and ensued anti-Russian sanctions the reorientation of the Russian foreign policy course from the West towards

the East, predominantly to China, is observed. It should be noted that Russian-Chinese relations are strengthening in both political and economic way. Some investigators assert that «for a short 20 year historical period Russian-Chinese relations passed the way from friendly relation to across-the-board and equal partnership and strategic interaction» [5].

Frequently it is declared officially that positions of Russia and China on the most international issues are close, economics of both countries are complementary, and currently there are no challenges and problems between them, or there are no problems which have to be solved, or at the worst there are no conflicts of their fundamental interests [6].

Nowadays China is one of the greatest trade partners of Russia. The cooperation is developing in various ways: from energy and finances to cultural and humanitarian interactions. A gas supply agreement from Russia to China has become a culmination of their cooperation. Furthermore, China is involved in the project of gas production on the Arctic shelf. The Russian Foreign Minister Sergey Lavrov points out that the solid foundation of a continuing progress in all directions is the highest level of a credit, primarily in politics, which is reflected in regular meetings at the official level [7].

Undoubtedly, it is undeniable that the Russian-Chinese cooperation has a friendly soul but it should not be overestimated, since the current global changes on the international arena play into the hands of China. In other words, now Russia and China would be named as strategic partners. Though it should be noted that their interaction is absolutely pragmatic, it is based on the necessity to solve common problems and answer common challenges.

Simultaneously, in spite of problems predominantly on the bilateral level, especially in economics, «a further extension and amplification of partnership relations and the strategic interaction with China is the one of key foreground and durable directions of the Russian foreign policy, certainly. The formed character of Russian-Chinese relations is in fundamental interests of both countries and international security in current complicated circumstances, and thereby it is getting to become a cardinal guarantee of firm potential development and co-development of both countries» [8].

Russia and the USA: the permanent rivalry

On the background of a deepening Russian-Chinese dialog, we can observe, an intense cooling of relations between the U.S. and Russia as well. It should be noted that Russian-U.S. dialog has developed unevenly: cold periods have been replaced by numerous «resets». 2014 was no exception, but now it is unrealistic to speak about a new reset since there are too many accumulated contradictions. Here is a Ukrainian

conflict, a return of the Crimea, anti-Russian sanctions and an enormous number of unsettled ingrained problems. It is clear that Russia is not such a strong competitor of the U.S., as the USSR was in time of the Cold War. At present Russia will hardly be able to measure swords with the USA for several reasons. But at the same time Russia is not a pawn at «the world chessboard» since it possesses a nuclear and military potential along with the U.S. and permanent membership in the Security Council of the UN, that enables Russia to play a significant role in dealing with key international issues.

Nevertheless, Russia has to be considered by the USA as a developing country that should go a long way in order to satisfy the claims of the West civilization. The Americans are still connecting Russia with the barbaric country, seeking to reestablish its previous authority in the world by means of returning to the imperialistic way. Moreover, in the light of the Ukrainian crisis in the Western press the Kremlin is considered to be an aggressor, which prohibits its ex-republic to go its own and sovereign way to «prosperity and democracy».

In the current circumstances Russian-U.S. relations are constantly getting worse. It seems that they have no thread that could link these contrary states. If earlier there were platforms for a dialog and bilateral cooperation between Russia and the U.S., now there are multilateral formats. «NATO-Russia Council» forums are blocked, negotiations of missile defense and strategic offensive arms are suspended, etc. It is no wonder that mass media exaggerates the ideas of the continuing Cold War and Russian-U.S. conflict on Ukraine.

The role of American factor in the Russian-Chinese relations

A large scale of Russian-Chinese cooperation by no means pleases Washington since its actions aimed to pressure Russia in order to make concessions in the Ukrainian issue failed. The position of China in the issue speaks in favor of Russia. As a result, however, the U.S. establishment pursues the goal to break Russian-Chinese connection: in the short term it is beneficial for Beijing to continue establishing a dialog with Russia, as Washington will not undertake ultimate measures because of strong economic interdependence with China. Proceeding from it, it can be concluded that despite the presence of the external factor in Russian-Chinese relations (the USA), Russia and China make their cooperation deeper. One of global targets of such interaction is the reduction of political and economic dependence from the U.S. since both countries are pursuing a common goal in the global frames — to create a multipolar world order, in which common challenges and threats will be solved by all members of world society, but not only by one power. «The Great Triangle» of Russia-the USA-China is shredding distinctly on two elements: Russia-China component and China-the U.S. component. At that the first component is getting

tenser. The second is primarily based on the economic grounds. Herewith if inside the Russian-Chinese tandem the states are not divided according to the principle «who is superior», inside the China-U.S. component Washington is aimed to play the first violin forthrightly, that surely offends proud China. Moreover, China has a chance to push out the USA from the world leader's post prospectively. In this situation Beijing scarcely bet on the USA, in this regard Moscow is a more suitable partner and it will not undermine the growing power of China on account of the lack of economic potential and due to sanction pressure, and cooling with the West, Russia holds good relationship with China.

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EFFICIENT CLASSROOM INTERACTION (APPLYING LEARNER-CENTERED TEACHING METHODS)

Many teachers have noticed that there can be a tendency for the learners to want to interact rather with a teacher than with their peers. However, any teacher will agree that learning anything involves active participation. Therefore student to student interaction is desirable given that language primarily exists to facilitate

communication, interaction in that language must have an important role to play in developing a learner's ability in that language. In other words, teachers need to promote learner interaction in order to help the learners succeed. The question is how we can promote an increase in student interaction.

Here are two definitions of an autonomous learner:

1. The autonomous learner takes a (pro-) active role in the learning process, generating ideas and availing himself of learning opportunities, rather than simply reacting to various stimuli of the teacher (Boud, 1988; Kohonen, 1992; Knowles, 1975).

2. The autonomous learner is a self-activated maker of meaning, an active agent in his own learning process. He is not one to whom things merely happen; he is the one who, by his own volition, causes things to happen. Learning is seen as the result of his own self-initiated interaction with the world. Rathbone (1971: 100, 104, cited in Candy, 1991: 271)

The key thing is that an autonomous learner is an active member of the learning process who is able to make things happen.

In the traditional approach to teaching, most class time is spent with the professor lecturing and the students watching and listening. The students work individually on assignments, and cooperation is discouraged.

Learner-centered teaching methods shift the focus of activity from the teacher to the learners. These methods include **active learning**, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; **cooperative learning**, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and **inductive teaching and learning**, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include *inquiry-based learning*, *case-based instruction*, *problem-based learning*, *project-based learning*, *discovery learning*, and *just-in-time teaching*. Collaborative learning, particularly through the use of collaborative tasks, has been shown to foster language development since learners can see a reason to use language in order to interact.

Learner-centered activities let teachers help learners be an active while learning. Every learner has different abilities; when they work in pairs or groups they can help each other. Besides, learners take more responsibility in the classroom, which helps them understand and remember new information better and use the information in real life situations.

However, we must understand that we can face a range of problems such as student resistance, their self-consciousness, insufficient language when trying to

increase interaction. Interaction seems so desirable and sensible in theory but we all know that actually promoting and increasing it can be an uphill struggle. But it is always possible to find some solutions to the problems outlined above. There are many strategies to make the learning process more focused on the learners such as pre-teaching task language, providing support, varying the interaction and repeating tasks, providing a supportive atmosphere, having different level version of the same task, providing a reason to interact.

According to Constructivist Learning Theory it's very important for teachers to encourage and accept student autonomy and initiative. Teachers should try to use raw data and primary sources and encourage student critical thinking and inquiry by asking them thoughtful, open-ended questions, and encourage them to ask questions to each other. It's extremely important to use cognitive terminology such as "classify," "analyze," "predict," and "create" when assigning tasks to the students. Students should be put in the situations that might challenge their previous conceptions and that will create contradictions to encourage discussion.

Student-centered methods have repeatedly been shown to be superior to the traditional teacher-centered approach in regards of depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills. Interaction helps learners develop language learning and social skills and so maximizing interaction in the classroom is an important part of the teacher's role. The approaches suggested above all have this in common - they require forethought and are, therefore, a part of the lesson planning process.

Lesson plan “British Food. Keeping Food Diary”

A. Students and Setting

12-13 year-old students (the 6th grade of a public school, a group with intensive learning of English) of similar linguistic, cultural and economic backgrounds. The group consists of 8 girls and 2 boys. On the whole, the group is at a low intermediate-level of English proficiency. The students have six 45-minute-sessions weekly. They have been learning English for 5 years.

Three of the students can be defined as global learners (their level is upper - intermediate), another two students are visuals as they prefer reading instructions to listening to them, two are auditory learners so they prefer oral instructions and do not take so many notes; the other is tactile. All of them enjoy working in groups.

B. Lesson Background:

The topic is “Food”, the end of the module. I'd like to involve my students into extended practice of integrated skills (listening, speaking, reading and writing) based

on using authentic materials and realia online (food) and through pair and group interaction. In the next class, they will be discussing food diaries analyzing good and bad eating habits of the class and speaking about a healthy diet.

C. Teaching Objectives:

By the end of the lesson, students should be able to

- identify and use vocabulary connected with the topic;
- watch and listen effectively for the main idea and for specific information;
- interact in pairs and groups in order to participate in a discussion covering food issues in GB and Russia;
- keep their food diary;
- expand their knowledge and deeper understanding of the issue;
- develop critical thinking skills (comparing, contrasting, analyzing, negotiating, summarizing, explaining)

D. Materials and Resources:

- Pictures with different dishes
- Working sheets with new words and handouts with different tasks
- Computer
- Multimedia projector
- KWL chart
- Video ESL "Food in Britain" (<http://www.youtube.com/watch?v=7DPFYEd-6IU>)
- <http://learnenglishkids.britishcouncil.org/en/category/topics/food>

E. Procedures:

Warm up:

Teacher greets the students and engages in small talk about their classes. Teacher asks students to guess the topic of the lesson looking at the pictures on the blackboard.

1. Matching activity (Teacher shows pictures with different dishes and ask students to match the pictures of popular food in GB with the words on the board).

2. Brainstorming (Teacher asks students in groups to make a list of popular Russian food).

The teacher monitors, checks and corrects.

Pre-watching tasks

Teacher elicits questions about British food giving students the menus from British cafes and restaurants.

- What do you know about British food?
- Can you name some traditional food in Britain?

Teacher offers a KWL chart.

While-watching tasks

Task 1: The questions to answer:

1. What do milkmen do?
2. Do British people often eat bacon and egg for breakfast?
3. When do they usually have lunch?
4. When do they usually have their evening meal?
5. What do they usually eat for dinner?
6. Are there many foreign restaurants in London?
7. Do British people really eat a lot of fish and chips?

Task 2 (in pairs):

What do these people have for breakfast?

(Match people and their breakfast in a table in the working sheet)

Mr Robinson	toast and marmalade
Tom	cereal with milk
Julie	fried bread, egg, tomato and sausage

Speaking practice (in groups)

Before grouping students and have them discuss in groups the teacher draws their attention to the following rules:

Participate and cooperate with your peers in classroom activities.

Don't be afraid to risk making mistakes. Remember, it's natural!

Use classroom language appropriately. (Look at the posters on the walls(classroom social language)

Ask your teacher/peers for help and correction.

Use I-messages!

Students have to answer the questions: What do English children eat? Whose breakfast is healthier? What would you choose for breakfast? Why? and give a gist of the video.

Students discuss the answers and then one of them will give a short summary. Another one will monitor the answer and evaluate it commenting in the end.

Post-task activity

Students work in groups with a questionnaire. They discuss what they eat.

They discuss the following questions:

1. What do you usually have for breakfast? Is your breakfast healthy?
2. What is your favorite food?
3. What snacks do you usually have? Do you have packed lunch at school?
4. What does your lunch consist of?
5. What do you usually have for supper?

The teacher monitors.

A teacher gives a graphic organizer to make students fill in a food diary for an average group member for a day. Students work in groups. One of the students presents their "product"

The teacher asks students' feedback (if they feel satisfied, if they have learnt something new (KWL), if there were some challenges for them). The teacher gives homework. The homework for the next lesson is to fill a food diary for a week but students have a choice in what way they will present their diaries (a poster, PPP, a short video, a comics, a letter to a friend etc). They also can present a healthy eating guide.

Next lesson will be devoted to discussing food diaries analyzing good and bad eating habits of the class and speaking about a healthy diet.

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SAFE EDUCATION ENVIRONMENT AS A CONDITION FOR IMPROVING THE QUALITY OF SCHOOL EDUCATION

A safe education environment is one of the most major conditions of increasing the quality of school education. It appears by force of many components, and in my

paper I want to highlight one of these components, specifically, the safe assessment approach.

The importance and relevance of researching and analysis such aspect of educational process like pupil's assessment appears because of a strengthening of a school education humanization. School education is defined by the humanization how joyful, useful and developmental process.

Analysis of English lessons at school showed us some disadvantages in procedure of pupil's assessment under traditional approach to its organization:

1. Teacher's overcontrol, when knowledge checks and marks were being end in itself during the lesson

2. Use of the same ways of knowledge checks and marks from lesson to lesson;

3. Various aspects of assessment and as a result, one mark;

4. Subjectivity at giving marks, absence of distinct, reasonable criteria;

5. Overestimation of the results for some pupils, at the aim of keeping teacher's statistics as well as pupil's.

It should be noted that the beginning of safe assessment is underlying at teacher's self-esteem. The teacher, as a responsible person for children's schooling, should analyse his/her own activity by reference to pupils and make conclusions about his/her (teacher's) competence.

After that follows the assessment of emotional and psychological state of the child. As children's emotions are not stable, teacher should give a reflection. Referring to English lesson, a good example of reflection is to give children cards with such phrases as «I'm fine», «so-so» or «I'm in a bad mood», so according to these phrases a child can show his real feelings by the beginning of the lesson. One of the major goals for a teacher is to make his/her lesson in the way children will choose a card "I'm fine" at the end of the lesson.

The next factor of motivation of a child is a positive characteristic of his/her activity. As practice shows, teachers sometimes while noticing the slightest mistakes immediately criticize pupils. However, it is necessary to notice the slightest success rather than the slightest mistake. It is important for pupils to move on by overcoming their fails, and if teachers see only negative, it may cause fear of failure motivation [1]. It means that before doing something a pupil will think of the failure and of the way how to avoid it, so thoughts of success will disappear from his/her head.

Pupils are pupils; they understand new modules step by step. And teachers should help them during these periods. For example, during the English lesson pupils read a new text with lots of new vocabulary, the aim of the teacher is to help them with the meaning of the new words and pupils should give literary translation according to the context.

Also the possibility of improvement of the grades can be included in rules of the safe assessment. In this case one should be mentioned, it is not necessary to fix the mark in the class register. But there comes the question, when exactly teacher should or shouldn't give a chance to pupils?

New theme is always new challenges, pupils try to understand the meaning of it, and their efforts should be appreciated aurally with explanations. By the end of the studying module when the tests are passed teacher must give marks. But he/she also should give a chance for pupils to rewrite the test and give a better mark right next to previous one. It helps to show pupils that you believe in him/her and it makes them be responsible, independent, be able to analyse themselves.

Individuality of each student should be one of the determining factors over assessment. Which mistakes do teachers do? The most common mistake in assessment is comparing with the others, this is pedagogically incorrect. Teacher should take previous results of the pupil and identify if his/her progress in study becomes higher or not. The use of individual approach helps pupils not feel themselves worse than others.

What role does safe assessment play in the education process? It plays one of the major roles. On this stage a teacher shows his professional competence. It stands to mention, the technology of grading system changes and develops so does the pedagogic. New techniques and criteria of grading system introduce. Such techniques let pupils and teachers communicate on a different level. The aim is to motivate pupils to further learning.

To conclude, let us formulate some rules which will help to make the process of assessment and grading much more productive and useful, comfortable and psychologically safe.

1. Before the assessment of pupils, teacher should analyse his/her own actions (self-examination, self-rating)

2. Analyse information about emotional state of pupils during each lesson.

3. Note success of pupils not only in their grade book but also aurally, with the help of gestures, smile, these actions are necessary for children for feeling the comfort during the lesson.

4. By no means criticize pupils, but explain their mistake in that way, so they could find it by themselves

5. Take into account the stage of learning material, if it is the beginning, be more indulgent to pupils.

6. It is necessary to take into account pupil's individuality, to follow his/her dynamic of work and to do conclusions.

If a teacher follows these rules he/she demonstrates their humanity, professional competence and responsibility of successful personal advancement of their pupils.

Accomplishment of these simple rules is a necessary condition for children's successful development in the educational school process, their personal development and it also provides the achievement of criteria of Federal State Education Standards to modern lesson.

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PROSPECTS OF RUSSIAN-CHINESE COOPERATION WITHIN BRICS

An important aspect of the existence and development of the BRICS group is strengthening of bilateral relations between the members of the club, in the first place between Russia and China. The parties noted that they have common global interests, agreed to coordinate foreign policy steps and intensify efforts in international institutions, including the BRIC. It is obvious that the attention of both countries to this format is unabated. Describing the Russian-Chinese cooperation, it can be noted that the participation in the group has a positive effect on the development of both economic and political bilateral relations

The period of the group's activity has been productive enough for the development of bilateral economic Russian-Chinese cooperation. The greatest increase in the growth rate appeared in 2010-2011. On the one hand, it is connected with overcoming the global economic crisis; on the other, with the beginning of an intensive interaction within BRICS. Total trade between the two countries has grown by 1.5 times during the period of the Group's existence and amounted 88.8 billion in 2013. At that Russia is on the 10th place in the list of Chinese trading partners, and China, in turn, is among the first places partners of Russia.

There are some specific areas of cooperation, promoting the activity of the BRICS group, to be remarked. Firstly, it is the intensification of investment cooperation. In particular, Russia, in this case, is interested to encourage the inflow of foreign investment from China. Secondly, one of the focus areas is scientific and technical partnership. Russia is important to be presented in the Chinese market not only as a source of raw materials and mineral resources, but also in the field of modern

engineering and technology services. Thirdly, calculations in national currencies, strengthening of economic relations, infrastructure projects as well as cooperation in other areas have a positive influence on the development of bilateral relations. All these areas of interaction are included in the scope of the BRICS, as it is noted in the declarations adopted at the summits of the group.

BRICS group members regularly discuss the problems of increasing of interlocking investments and sustainable development. The Russian-Chinese Investment Fund (RCIF) with capital of more than \$ 2 billion dollars was created in 2011. At the VI Summit of BRICS in Fortaleza representative for the Russian investment fund K. Dmitriev made a proposal to establish an infrastructure fund BRICS size of several dozens of billion. Besides, the capital of the Russian-Chinese investment fund will be also included into the BRICS fund. Its creation is possible by 2015. At the same time investment to “Rosseti” and “Rostelecom” projects have been already planned, as well as attracting finance from the fund to federal highways, such as the route Europe – Western China, which will run through the Perm region. RCIF is going to take part in the construction of a railway bridge across the Amur.

Russia is interested in closer cooperation with China in high-tech spheres. A rational step is to involve other BRICS countries to projects in the space sector. Firstly, the BRICS countries have common interests on the peaceful uses of outer space and joint opposition to its military use. Secondly, due to its geographical location, club members possess a number of advantages for successful implementation of projects in this sector. So siting of GLONASS ground stations in the BRICS countries can make it more accurate and, therefore, more competitive. This project could be one of the first joint projects of the New Development Bank, established at the summit in Fortaleza. These days Russia and China are discussing the issue of installing measuring stations navigation satellite systems GLONASS and BeiDou.

In Delhi Declaration BRICS countries marked “the growing capacities for research and development and innovation in our countries”. In September 2011 meeting of senior officials of the BRICS countries on scientific and technical cooperation took place [5]. The same month there was a meeting of the Tender Committee of the Ministry of Education and Science of the Russian Federation to conduct open tenders for state contracts to perform exploratory research work with scientific and investigative bodies of the BRICS countries.

Another important goal of the club is to expand bilateral and multilateral trade between the BRICS countries. The Master Agreement on Extending Credit Facility in Local Currency under BRICS Interbank Cooperation Mechanism and the Multilateral Letter of Credit Confirmation Facility Agreement between our EXIM/Development Banks are aimed at this [5]. It is often China that initiate such agreements. Nowadays

Russia and China have already moved to settlements in national currency. In 2011 in the Shanghai Foreign Exchange rouble / yuan trading volume has exceeded 22 billion roubles, which goes beyond the volume of transactions between the yuan and the British pound.

However, Russia and China do not only interact in these areas in the frames of the BRICS. So at the summit of the BRICS countries in Fortaleza, a meeting of heads of state of Russia and China discussed issues such as security and democratization of international relations. China supposed to lend assistance to Russia in the FIFA World Cup 2018.

As for political cooperation, the most indicative area is the activity in the UN. BRICS group has repeatedly made statements about the central role of the United Nations in resolving international conflicts.

According to the common opinion of the BRICS countries, any additional intervention that does not correspond to the UN Charter should be excluded. On 4 October, 2012 Russian and Chinese representatives imposed a veto on a draft resolution condemning the Syrian government. Brazil, India and South Africa, that was a non-permanent member at that time, abstained from voting, giving extra weight to this veto. Instead, the countries called the parties for beginning a dialogue. At that the BRICS countries emphasized, the only acceptable resolution scenario of internal crisis in Syria is the immediate peace negotiations with both sides of the conflict.

Political interaction of the BRICS countries in the UN also has become apparent in relation to the Crimean issue. On 15 March, 2014 China abstained from voting in the Security Council on the resolution, which included items such as an illegitimacy of the referendum in the Crimea and non- recognition of its results. Some researchers consider the moderate position of China and other members of the BRICS to be an evidence of disunity of the group. However, in this case it is important to remember that the problem of inviolability of China's territory is extremely relevant. If China supported Russia publicly (voting “for”), it would create a precedent for their own territories striving to separation.

The BRICS countries shared the same position when adopted a joint declaration at the end of the summer summit in Fortaleza: “We express our deep concern with the situation in Ukraine. We call for a comprehensive dialogue, the de-escalation of the conflict and restraint from all the actors involved, with a view to finding a peaceful political solution, in full compliance with the UN Charter and universally recognized human rights and fundamental freedoms” [13].

Thus there is a mutually beneficial partnership between Russia and China, serving the interests of the whole world and directed against none of third country. Participation in the BRICS has been contributing to improvement of the bilateral

relations between the parties. However, it should be noted that co-operation in some areas at the bilateral level is developing faster than a similar interaction on BRICS-level.

Therefore, several scenarios of the development of Russian-Chinese cooperation in the BRICS group can be suggested.

Scenario 1

China's policy towards the BRICS group can develop in two directions:

a) China will possess a dominant position in the group, violating its principles. The opinion of other members of the BRICS won't be taken into account, they won't have the ability to defend their positions. In this case, since the mechanisms of decisions enforcement will have been still lacking, and Brazil, India, Russia, and South Africa will not be going to conflict with their national interests, existence of the group will lose its significance.

b) China will secede from the group, and BRICS will lose one of the important members. Interaction between China and the former "colleagues" will be developing on the basis of intense economic competition. Russia's relations with China will not develop, political dialogue will be weakened and economic cooperation will stay limited with the sphere of energy sales. Russia will lose the existing economic and political weight and pull the band back.

Scenario 2

Russia and China will intensify contacts rapidly. International institutions will be created to harmonize political positions. In most international issues Russia and China will have the same views with the support of the other group members. Russia will be among the top five in the list of Chinese trading partners. Effective economic cooperation will allow countries to come out on top in terms of economic growth again. Joint projects in the fields of education, science and technology, infrastructure will be implemented actively involving other BRICS.

Scenario 3

Russia and China will continue to look for ways of rapprochement. Positions will coincide not on all matters, although consultations will take place. Imbalance in economic relations will remain, their volume will be actively increasing. Several joint projects in collaboration with colleagues in BRICS will be implemented.

Out of the three, the last scenario seems to be more likely, because it takes into account the positive and negative factors affecting the activity of the BRICS in a balanced way. It also reflects the current position of the BRICS better. However, under certain conditions, scenarios number 1 and number 2 could also be implemented.

In conclusion, it should be noted that the BRICS group, with all its specific features, has become an inherent actor of modern international relations and now

possesses significant resources to develop as an international institution. Today BRICS is making one additional step to strengthen the cooperation between Russia and China. The two countries have both common and different features in the approaches to participation in the group. However, this does not prevent them from effective interaction, developing political, economic, cultural relations and achieving their goals with a help of the mechanisms of the group. Prospects for these relations within BRICS depend primarily on the political will of the countries which are interested in the positive aspects of participation in BRICS.

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LEGAL REGULATION OF LOBBYING ACTIVITIES IN RUSSIA AND THE US

The Russian Constitution of 1993 having enshrined the basic democratic rights and freedoms marked the beginning of the difficult path of building a democratic lawful state.

Declaration of the principles of democracy, political pluralism, liberal basics of the economy encouraged the development of institutions of civil society. Against the background of socio-economic crisis and lack of legislation in the 90s these factors led to excessive liberty and activity of different organizations and companies lobbying the government.

It should be noted that the scientists who studied different interest groups that had been formed in the 90s consider the deputies of the State Duma as the main subjects of lobbying [10, 79]. That is, the so-called internal lobbying phenomena were formed implying the presence of interest groups pushing favorable decisions within the government bodies [5, 78]. But it is important to emphasize that public officials cannot be subjects of lobbying [1, 244].

A lack of a legal regulation of relations between the authorities and civil society contributed to flourishing the "shadow lobbying" and corruption of power in the 90s. Corruption and opacity in the public authorities' activities turned to be the factor of public mistrust of the authorities. This is also the reason that explains an extremely negative attitude of Russians to the concept of «lobbying» since it is associated with corruption and defined as «the process of opening doors of chief's office by the forehead» [3, 38]. But such a situation is an obvious obstacle to the implementation of the Constitution provisions enshrining the political rights of citizens and especially, the right to participate in managing state affairs (art. 32, 33) [2].

In this regard, the concept of lobbyism should be interpreted as a way of mutual balancing and reconciliation of diverse interests [9, 4]. Therefore, the development of legislation on lobbying should be the priority for Russian lawmakers at the current stage.

At present, the relationship between the public authorities and civil society and business are regulated by several legal acts.

Thus, the Federal Law «On the status of a member of the Federation Council and the status of a deputy of the State Duma of the Federal Assembly of the Russian Federation» prohibits the combination of the deputies' basic work with other activities, except for teaching; participation in the activities of companies, NGOs; acceptance gifts, money and services from individuals and entities, etc. (art. 6) [8].

The Regulation of the Federal Assembly's chambers develop these provisions. The Federation Council Regulation requires its members to provide annually the information on income, expenses, assets, etc [7].

Then, the Federal Law «On the Election of Deputies of the State Duma of the Federal Assembly of the Russian Federation» regulates the financing of election campaigns and funds: in particular, it sets the limit extent of these funds and defines the range of subjects entitled to make donations (art. 6, 7) [6]. However, in general, the

mechanism of formation of election funds in Russia remains opaque: restrictions on NCOs and foreign entities are clear, while the activities of business are not regulated.

Therefore, the individual legislative acts concern the relations between the government and the society indirectly. But the very concept of lobbyism, subjects and objects of lobbying activities, methods of promoting their interests are not defined in Russian legislation. At the same time there appear and function the departments and special companies specializing in GR in our country. In fact, Russian legislation lags behind the rapid development of social relations in this area. All these factors determine the need to adopt a federal law on lobbying.

In this connection it is necessary to study the international experience of legislative regulation of lobbying activities, in particular, the experience of the United States.

It is important to notice that the attitude of Americans to this institute differs from the Russian perception, and it is established by the First Amendment to the US Constitution which proclaims the right to petition the Government [12]. The institute of lobbying in the United States has being formed under the pragmatic concept of pluralism. It bases itself on the premise that it is impossible to avoid competition between private interests and prevent their impact on the power in a democratic state. The very essence of the democratic political regime is the development of the civil society and political rights and freedoms. Therefore, lobbyism in the United States is interpreted as an inevitable element of a democratic state system. So, it requires clear legal regulation.

In the US lobbying is regulated by a number of legislative acts.

The basics of the relations between the authorities and the society are established by the US Constitution and the Rules of the Chambers of US Congress. The US legislation includes very high requirements for the officials. Members of the House of Representatives (Rule 25) cannot receive remuneration for teaching activities without an official permission of the Ethics Committee; foreign income of Representatives must not exceed 15% of their basic salary, etc; the value of gifts that the congressman is entitled to receive may not exceed \$ 50 (Rule 24). In addition, within the US House of Representatives the post of Inspector General is established that conducts inspection, investigation of financial, moral, ethical violations of Congressman and submits reports to the chamber to determine the penalties (Rule 2) [18]. The most severe penalty is exclusion from the chamber.

The requirements that the Rules of US Senate establish for senators are more severe. The Rules regulate in detail the procedure for disclosure of financial information, sets limits on the reception of gifts by senators, their outside income, foreign travel, etc. (sec.34-39) [19].

Apart from these legislative acts, special laws were adopted regulating lobbying in the United States.

One of the first attempts of American lawmakers was the Federal Regulation of Lobbying Act of 1946 that, however, due to many legal ambiguities turned to be ineffective [13].

In 1995 the Lobbying Disclosure Act was adopted. It established the obligatory registration procedure for all the individuals and entities that seek to carry out lobbying activities in the US. The lobbyists must register with the Secretary of the Senate and the Clerk of the House of Representatives (sec.4) [16]. It is significant, although the registration is of a notifying character it is an effective way to make the institute legal and open.

Then, under the law when registering a lobbyist or lobbying organization must provide detailed information, including all the contacts, description of businesses; information about each client, as well as sources of funding (sec.4) [16]. Some organizations are not required to register. They include the NGOs falling under Article 501 (c) (3) of the Tax Code of the United States – those whose expenditures on lobbying are less than 20% of their total expenses and who do not engage in propaganda in favor of specific parties and candidates [14].

The reports the lobbyists must submit are detailed and concern all the aspects of lobbying activity including the information about all the customers, as well as information about all received and spent funds (sec.5). Failure to comply with reporting requirements lead to severe penalties – from large fines (up to \$ 50,000) to prison terms (up to 5 years imprisonment) (sec.7).

In 2006 on the wave of tightening of legislation on lobbying, the Lobbying Transparency and Accountability Act was adopted [17]. It contains higher requirements for parliamentarians as objects of lobbying and lobbyists, obliging them to provide quarterly instead of semiannual filing of lobbying disclosures reports (sec.101). Besides, the law has introduced the practice of electronic filing by the lobbyists in electronic data base, available to the public free of charge over the Internet (sec. 102, 103); the requirement for lobbyists to disclose disclosure of all past executive and congressional employment (sec. 104). The law also set a 2-year period instead of 1-year period during which the officials of the executive and legislative branches are forbidden to lobby their former colleagues (sec.201). In addition, the law has increased penalty for failure to comply with lobbying legislation – the fines have been increased up to \$100000 (sec.107).

Concluding the analysis of American legislation on lobbying, it should be said about the latest law passed in 2007 – the Honest Leadership and Open Government Act [15], that imposes higher fines for violating the legislation by lobbyists – up to \$

200,000 (sec.211). The Law contains the entire sections that appeal to the chambers of US Congress and consolidate all the most important norms regulating the relationship between legislators and the civil society. This is the great advantage and significance of the Law. It is important to also mark the general trend of tightening American legislation on lobbying in response to the challenges of our time.

Thus, US law clearly determines the form of lobbying activities. At first, it is the so called «fundraising» that implies raising money strictly for the election campaign and funds. The second form is providing an official with a highly paid work after his term at office, but such a deal is possible only two years after the term. This is the practice of «revolving doors». The most common form of lobbying is informing the authorities of private interest, providing them with notes, explanations and reports, as well as consulting services. Apart from GR, there exists a rapidly developing «external lobbying» that focuses at drawing public attention to certain initiative by different media means [4, 16].

In addition to the legal instruments of regulation of lobbying in the United States, the ethics and principles of lobbying play a significant role. The basic principle is that «the pursuit of lobbying must take into account the common good, not merely a particular client's interests narrowly considered» [20]. The American League of Lobbyists developed Code of Ethics [11].

It should be also noted that reputation is extremely important for lobbying organization in the US, so a violation of ethical standards by lobbyists leads to public scandals and loss of communication channels with the authorities.

Thus, the main terms of lobbying activities in the US are obligatory registration, full disclosure, detailed and regular reporting. These pillars provide openness, legitimacy and transparency in the relations between the authorities and society. So, they should be taken as a landmark in the development of Russian law on lobbying activities.

Nowadays there is an urgent need in forming the institute of lobbying as an immutable and essential element of the democratic and legal state in our country. Adoption of the Federal law on lobbying would be development of the provisions of the Russian Constitution [5, 82]. The law should be aimed at forming the positive image of lobbying in the eyes of society, as well as the implementation of the principle of "equidistance" of all lobbyists from the authorities. So, the objective for the Russian lawmakers is legislative equalization of opportunities of business and NGOs to promote their interests. Finally, the law should provide a clear definition of lobbying, the subject and object of lobbying, methods of promoting interests and determine the penalties for violation of this law.

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THE USE OF INTERNET RESOURCES AS A MEANS OF BUILDING SOCIO-CULTURAL COMPETENCE AT ENGLISH CLASSES IN PRIMARY SCHOOL

The modern requirements for the foreign language teaching are increasingly high. A number of approaches to improve the effectiveness of general education are developed; a lot of money is invested in the development and implementation of new information and communication technologies. Among the main goals of modern foreign language teaching is building communicative competence.

Communicative competence can be described as including socio-cultural competence, compensative competence, speech, language, educational-cognitive aspects. Socio-cultural competence is one of the components of communicative competence [6, 252].

The purpose of socio-cultural competence is an internationally oriented person, which is aware of the interdependence and integrity of the world, intercultural cooperation in solving global problems [5, 13].

A study was made of the new National Federal Education Standards. It states that the development of substantive results of the basic educational program of

primary education including specific academic subjects, namely foreign language, should reflect:

1) Acquisition of the initial communication skills (both speaking and writing on the basis of their speech capabilities and needs with native speakers); mastering rules of speech and nonverbal behavior;

2) Mastering initial linguistic concepts, which are necessary for speaking and writing in a foreign language at the elementary level, the expansion of linguistic view of the world;

3) Forming tolerance to other language speakers on the basis of exploring the lives of their coevals in other countries, with children's folklore and available samples of children's literature [1].

Taking into consideration the new National Federal Education Standards, we can consider that the requirements for the results of mastering a foreign language in primary school are the basis of socio-cultural competence.

The dictionary of methodological terms gives the definition of socio-cultural competence, which runs as follows. Socio-cultural competence is defined as a set of knowledge about the target language country values, behaviors, attitudes; it refers to the ability to use this knowledge in the process of communication, to manage social situations in order to achieve common communicative goals [2].

According to the above definition the formation of the socio-cultural knowledge and skills means expansion of knowledge of the country or countries of the target language, their science and culture, historical and contemporary realities, public figures and the place of these countries in the global society, global culture, relations with our country; expansion of linguistic and cultural knowledge and skills related to the appropriate use of language. It is defined that a certain level of language proficiency, speech and social-cultural set of knowledge, skills and abilities should be developed.

The content of socio-cultural competence can be represented in the form of four components:

a) Socio-cultural knowledge about universal and culture-specific values of the target language culture (spiritual values and cultural traditions, peculiarities of national mentality);

b) The ability to choose and to use suitable strategies for making and interpreting texts in the process of intercultural communication;

c) Personal relation to culture of the target language, recognition of the fact that different cultural models have a right to exist (in particular the ability to overcome and resolve socio-cultural conflicts in communication);

d) The ability and willingness to interact with native language users of a studied foreign language, to manage social situations in order to achieve common communicative goals [2].

In this regard, it is especially necessary to improve the quality of language training on the basis of the development of key competencies, in particular socio-cultural competence. It is necessary to combine a variety of tools and techniques to use different types of activities to build social competence at English classes in the primary school.

The usage of new learning technologies is a significant aspect in building social competence in elementary school. In order to find "fresh" socio-cultural information, we use Internet resources. Potential worldwide network provides an excellent opportunity both to find the necessary materials and increase the effectiveness of teaching foreign languages. That is the World web allows intensifying the process of education, motivation of students, which is especially important at the initial stage of learning a foreign language. And the most important of all is that the students have the possibility to communicate directly with language speakers, to watch the video-materials, become acquainted with the customs and realities of the country of the studied language.

The requirements for professional competence of foreign language teachers include sustainable selection of Internet resources. It should be noted that the use of Internet resources in the primary school should be considered to pass sanitary and epidemiological requirements for the organization and training in educational institutions according to "Hygienic requirements to video displays terminals, personal computers and the organization of work (approved by decision by Resolution of the State Committee on Sanitary and Epidemiology Surveillance the Russian Federation July 14, 1996 № 14) SanPiN 2.2.2.542-96 ". The recommended stretch of time related to the fixation of gaze directly on the screen should not exceed 15 minutes for students in the I - IV forms. The optimal number of classes with the use of PC during the school day for students of the I - IV form is one lesson.

As a rule, a complex of forms and methods for primary school should be directed mainly to the acquisition of speech skills, which lies in the fact that class activities are primary actable [6, 253]. Of particular importance in the process of learning a foreign language at an early stage is the principle of visibility; at this stage of learning a foreign language visual and auditory visibility is widely used, and their combination in the formation of pronunciation, vocabulary, grammar skills [4, 69]. Visual learning tools help to expand the scope of learning material, reduce fatigue, exercise creative imagination, keep motivation to learn a foreign language. While teaching students a foreign language, it is important to create an environment close to

the real conditions of using the language, to provide semantization of objects or phenomena that do not have equivalents in the native language, familiarizing students with authentic cultural realities.

The Internet offers foreign language teachers and students a variety of useful resources. There are special programs for teaching foreign languages, regional studies material, articles from newspapers and magazines, as well as authentic materials. The teacher can select the materials independently and adapt them to the specific learning objectives.

Thus, at the present stage of development it may be stated that the Internet technology will provide valuable opportunities for the formation of socio-cultural competence. Huge global network capabilities allow communicate with native speakers. Educational programs of the new generation should maximize the potential of the Internet for the development of social competence of students. The global Internet network provides access to a huge amount of information stored in different parts of our planet.

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FILM-INDUCED TOURISM AS A PHENOMENON OF THE 21st CENTURY

Film and television tourism (or “induced-tourism”) is a phenomenon which has long been acknowledged and reported, but few in-depth studies of it have been published. Within the last decade film-induced tourism has gained increasing attention from academics and the industry alike. Film tourism marketing strategies have been successfully employed in the leading film destinations such as United Kingdom, United States, New Zealand and Australia. Lessons learned from these countries can benefit many destinations that intend to use films to promote existing or new attractions.

This article deals with:

- the definitions of film induced tourism and the categories of tourists;
- positive and negative impact of film-induced industry;
- the growth of travel motivation of tourists in visiting a film-shooting destination.

Nowadays, the interest in film-induced tourism is increasing and this trend is shown by the number of different researches done by now.

To start up, it is necessary to define the term of a «film-induced tourism». Previous studies have used different terminologies to delineate “visits to sites where movies and dramas have been filmed,” such as screen tourism, cinematic tourism, celebrity-induced tourism, television-induced tourism, media-induced tourism, movie-induced tourism, film-motivated tourism, film-induced tourism ([Beeton, 2005](#)) [1] , and film tourism ([Croy, Macionis and O'Connor, 2011](#)).

While film tourism and film-induced tourism are used interchangeably, there is a distinction between them. Film tourism is defined as visitation to a site that is or has been used for or is associated with filming ([Buchmann, Moore, & Fisher, 2010](#)), whereas film-induced tourism is a kind of tourism influenced by both television and cinema that attracts and motivates people to travel to a film location ([Beeton, 2010](#) and [Croy, 2011](#)). In other words, film-induced tourism does motivate visitation to and tourist activities at film locations ([Croy & Heitmann, 2011](#)), but film tourism is just an incidental tourist experience of tourists to film-shooting locations ([Croy, 2011](#) and [Macionis and Sparks, 2009](#)).

Previous studies have demonstrated the scope of film tourism as visits to portrayed locations (real/substitute), tours of film studios, film theme parks, film premier attendance, award ceremonies, film festivals, celebrity spottings, places

marketed through film locations, and organized tours of portrayed locations, as well as watching ongoing filming taking place.

There are various forms and features of film-induced tourism and the types of tourists consequently. Similar to definitions of film tourism, a number of researchers have found and categorized different types of film tourists based on different samples, such as film pilgrims ([Riley & van Doren, 1992](#)) [8], film tourists ([Couldry, 1998](#)), “film and non-film tourists” ([Young & Young, 2008](#)), screen tourists ([Kim et al., 2009](#)) [6], elite screen tourists ([Connell & Meyer, 2009](#)), and purposeful film tourist ([Croy, 2011](#)). Film tourists can be excursionists who are traveling to a film site as part of their itinerary during a day trip to other destinations ([Mordue, 2009](#) and [Young and Young, 2008](#)) or film pilgrims who take a pilgrimage film trip and those who are motivated by nostalgia and place identity as a result of a film ([Jewell & McKinnon, 2008](#)). This study adopts the film tourist typology as proposed by [Macionis \(2004\)](#) [7].

This new type of tourism emphasizes many forms of film-induced tourism as follows (adapted from Busby & Klug, 2001) [2]:

1. Film-induced tourism - as part of a larger holiday – the tourist visit a film location or take part in a video tour without having previous knowledge about the destination.

2. Film-induced tourism – as a main purpose of a special interest - the location and holiday booking is made as a result of its image in film.

3. Film-induced tourism - as part of a romantic holiday - tourists visit places shown in movies as special, warm, full of love.

4. Film-induced tourism - as a reason to escape - tourists want to temporarily escape from the reality of everyday life.

Films, especially romantic film, can motivate viewers to participate in film pilgrimage. Film tourism provides film tourists with the opportunity to relive the emotions experienced while watching a film. The extent to which film viewers become specific film tourists depends on the degree of their emotional connection with a film. Such emotional experience derived from an interesting plot and/or characters, special effects, the sound track, the narrative and the music, which stimulate viewer interest, and sympathy with certain characters. Not surprisingly, specific film tourists display unusually intense admiration and reverence for an actor/actress, especially for their favorite actors. Accordingly, film actors are frequently used to promote a destination and motivate film-induced

All these factors encourage the companies to develop the areas of film destinations, create new facilities and build infrastructure, thus, contributing to the popularity of this type of tourism. Nevertheless, being one of the branches of economy, film-induced tourism has both its benefits and drawbacks.

The previous international studies have indicated that film induced tourism could have different types of positive impacts. For instance, one of the major economic benefits that film-induced tourism can bring to the local community is constant tourism revenue. Film locations can be all-year, all-weather attractions, which improves problems of seasonality in the tourism industry.

Another significant benefit of the film tourism is that it increases the cultural value for the film location. Many heritage sites that serve as film locations gain fame after the film release because these places obtain specific meaning through film narration. Without film storylines, a castle or a stately home may not be distinguishable from others.

Although films provide many positive impacts for the destination in terms of economic, cultural values and destination awareness and image, drawbacks of it should also be carefully considered. This could be undesirable consequences such as loss of privacy and the difficulty of accessing local facilities for local people, traffic congestion and the destruction of the natural environment (Hudson & Ritchie, 2006) [5]. For example, the Beach on the Thai Island used in the film 'The Beach' was bulldozed, widened and much of the native vegetation removed. Another important issue includes the residents' attitudes towards the influx of film producing crews and the large number of tourists to the film locations.

In this research, we have been looking for some examples of successfully developing film-induced destinations. One of the effective strategies to induce film tourists is joint campaigns with the film industry. England is a good example in this sense. Approximately 28 million visitors visit Britain each year after viewing the country on the screen (Kim et al., 2008) [6].

Consequently, tour operators have created film-related tourist activities by highlighting the fact that the destinations are film-shooting locations to create demand from film viewers for tours to places they have seen in. Different types of film tours can arise, such as those organized by local authorities, those found in self-guide maps and brochures, and those promoted in all-inclusive tour packages with trained guides for bus tours. In such case, tour guides play a major role in tourist satisfaction in their role as interpreter regarding the film and behind the scenes locations.

Travel company «Brit movie tours» offers travelers to visit places, where their favorite movies were filmed. They offered to see places where the films and serials were made. Among them, for example, are: «Game of Thrones», «Sherlock Holmes», « Doctor Who», «The Da Vinci Code», «James Bond» and others.

The most popular places are where «Harry Potter» was filmed. Harry's story is set in a magical Britain, and all of the places mentioned in the books, except London, are fictional, but there are many real film locations.

New figures released by leading tour operator British Tours Ltd - which specializes in tailor-made trips around the British Isles - revealed that more tourists book their ‘Harry Potter’ tours than any other special interest outing they offer.

The London-based firm reported almost 700 groups booking their ‘Harry Potter locations tour’ over the last five years – just under 50% more than their second most popular trip, a tour of pre-historic monument Stonehenge at sunrise or sunset [10].

Other popular film-induced tours are connected with the film «The Lord of the Ring».

Lord of the Rings tours in New Zealand showcase over 150 locations that were used as spectacular backdrops for Peter Jackson's Lord of the Rings film trilogy. Famous locations can easily be reached through guided tours that reveal why New Zealand has truly become today's Middle Earth.

International Visitor Arrivals data for year ending February 2014 showed holiday arrivals into New Zealand are up 10.6 per cent on the previous year. The International Visitor Survey shows that 12 per cent of all international visitors surveyed October-December 2013, say The Hobbit Trilogy was a factor in stimulating their interest in New Zealand as a destination [9].

Therefore, that is vivid that the popularity of film-induced tourism is growing. There is a number of studies that reveal the increasing visitation numbers of tourists at film locations.

In this table you can see the impact which the film industry has had on the number of tourists, arriving in a destination:

The Impact of Film on Visitor Number

Film	Location	Impact of visitor number
The Lord of the Rings	New Zealand	arrivals are up 10.6 per cent on the previous year
Harry Potter	Various locations in UK	Increase of 50% or more in all filmed locations
Braveheart	Wallace Monument, Scotland	300% increase a year after release
Captain Corelli's Mandolin	Cephalonia, Greece	50% increase
Field of Dreams	Iowa	35,000 visits in 1991 and steady increase every year
Four Weddings and a	The Crown Hotel, Amersham,	Fully booked for at least 3

Funeral	England	years
Mission Impossible 2	National Park, Sydney	200% increase in 2000
Notting Hill	Kenwood House, England	10% increase in one month
Pride and Prejudice	Lyme Park, England	150% increase
Sense and Sensibility	Saltram House, England	39% increase
The Beach	Thailand	22% increase in youth market in 2000
Troy	Canakkale	73% increase

In conclusion, I would like to stress that film tourism marketing strategies have been successfully employed in the leading film destinations such as the United Kingdom, the United States, New Zealand and Australia. Lessons learned from these countries can benefit many destinations that intend to use films to promote existing or new attractions.

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IMPROVING LISTENING COMPREHENSION SKILL OF HIGH SCHOOL
STUDENTS OF MONGOLIA
(A CASE STUDY OF TOEFL LISTENING
COMPREHENSION EXERCISES)

Language is the most important tool for communication. Language learning is significant because today countries are having deeper business and other relationships. If we compare the acceptance of student's language learning, the level of teaching the foreign language and its usage and effectiveness in real life, the result would not be good enough. It must be connected with foreign language teaching curriculum.

In Mongolia most high schools take grammar more seriously than speaking and listening in language teaching curriculum. There is a common view that school teaches grammar more, thinking that speaking and listening will be learnt through life experience. The courses that most high schools have are based on classroom teaching or teacher-student communication, so in real life students meet many difficulties in communicating. These students mostly don't understand what foreigners are saying and also, they have difficulties expressing themselves. As a result, they are discouraged that they cannot learn English, and then they just ignore it. However, the real reason is just because of the poor listening comprehension. That is why I chose this topic to develop the listening comprehension.

When teaching a foreign language the main four skills /reading, writing, listening, speaking/ must be taught as well. We did this research as we observed that teaching listening comprehension is an efficient way to learn English.

The aim of our research is to compose and analyze the result of successful exercise system of improving listening comprehension to high school students.

During the academic year of 2010- 2011, about 60 high school students of 11th grade in "Oyuniiturga" high school, Mongolia were involved in our study.

The objectives of the research were

1. To introduce and read some theoretical and practical books of improving listening comprehension and to get deeper knowledge in this field.
2. To evaluate the exercises of "Click on 3" textbook.
3. To do trial course to improve listening comprehension using some TOEFL exercises.

A number of foreign and native linguists, methodologists and pedagogues wrote many articles and works on teaching listening comprehension in teaching a foreign language.

For example such English researchers as Anne Anderson, Tony Linch, Dieter Viel, David Nunan, John Field, Gillian Brown, Rebecca L. Morley, Randal Holme, Harold L. Palmer and Russian researchers B.V. Belyaev, N.V. Jelukhina, Ye.I. Passow, A.N. Shukin, A.A. Lyeontow, and also, Mongolian linguists D. Nyamjav, Ts. Batmunkh, D. Batchuluun, S. Namjil developed methodological conceptions and published articles on teaching methods of listening comprehension and exercises to overcome difficulties when learning the clarification. These works and articles have been used in our courses and became the main practical and theoretical material.

The participants of the research were the students of foreign language learning classes /11th grade high school students/ who made our listening comprehension studies as their main study object.

The uniqueness of the research consists in the following:

1. We tested some TOEFL exercises in high school courses.
2. We studied the exercises from "Click on 3" textbook.

The research resources were the works of linguists on foreign language teaching and the trial course

We attempted 6 types of exercises in both experimental class and a regular class. In addition, we analyzed their results by scores.

Test course class included 28 students

Exercises	First exercise scores in the beginning of the term		Last exercise scores In the end of the term		Improvement
	Students	Percentage	Students	Percentage	
1. Phonetic Exercises	28	90%	28	98%	8%
2. Vocabulary	27	81%	28	93%	12%

3.Syntax	28	87%	28	98%	11%
4.Reminding Exercises	26	52%	27	88%	36%
5. Conversation Listening	28	82%	27	95%	13%
6. Listening Context	28	65%	28	93%	28%

The average score of test class has improved by 18%.

The analyzed score result of regular class is seen in following diagram.

Regular class included 30 students.

Exercises	First exercise scores in the beginning of the term		Last exercise scores in the end of the term		Improvement
	Students	Percentage	Students	Percentage	
1. Phonetic exercises	28	90%	28	98%	8%
2. Vocabulary	27	81%	28	93%	12%
3.Syntax	28	87%	28	98%	11%
4.Reminding exercises	26	60%	27	88%	28%
5. Conversation listening	28	78%	28	88%	10%
6.Listening context	30	76%	30	82%	6%

The average class score has improved by 12.5%.

We attempted 4 types of exercises in our experimental class.

Exercises	First exercise scores in the beginning of the term		Last exercise scores in the end of the term		Improvement
	Students	Percentage	Students	Percentage	
1. Conversation	28	82%	27	95%	13%
2. Listening context	28	65%	28	93%	28%
3. TOEFL conversation listening	27	67%	28	83%	16%
4. TOEFL lecture listening	25	58%	28	81%	23%

The total exam result in the beginning of the term

Total students' scores



The regular class' exam result in the beginning of the term

Regular class 30 students



The experimental class" general exam result in the beginning of the term.

Trial class 28 students

The regular class' general exam result in the end of the term

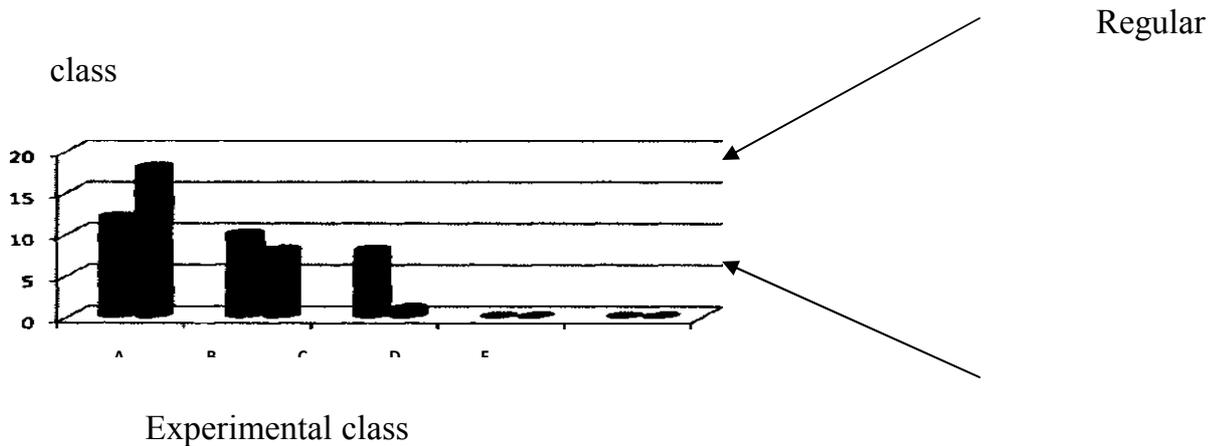
Regular class 30 students



The trial class' general exam result in the end of the term
Trial class 28 students



The compared results of total students' general exam scores



During the research, the experimental class students' vocabulary, main idea comprehension, assumption, quick thinking skills are improved. Improving their listening comprehension made a successful outcome to the general exams.

Conclusion

As a result, we can tell that listening comprehension is important for the communication of the students in foreign language. We presently tried the TOEFL exercises in a high school course of Mongolia. Our trial course developed students' general listening comprehension by 8-36%. Accordingly we conclude that TOEFL exercises should be used in English language teaching.

We should teach English not only using textbook and classroom but also real life based materials to tutor students' finest skill. Moreover, schools must have helpful tools and equipment so that high schools should establish superior foundation of equipment.

Teachers and students must be hard working and pay great attention to the course activities to make the lesson effective. A teacher should create an effective environment close to real life situations and should use appropriate materials to improve students' activeness and effective learning. Observing our research work, we conclude that high school curriculum standard must be developed.

Listening comprehension has been studied and researched by many people, even though there is no combined suggestion on teaching method of it. Since these few works and conceptions, we can see that many linguists, experts, and researchers worked on this subject.

11th grade students have English language lesson for 3 hours a week, total 105 hours, in high school, Mongolia. This total hour is not sufficient for learning English sound so more classes should be added and supplementary materials should be used. "Click on 3" textbook has 6 types of 100 listening comprehension exercises, thus it cannot meet the needs of students.

Class environment, vocabulary, and teacher's skill, material preparation and regular exercises are needed when developing listening comprehension. A teacher should do the following: to create comfortable environment, to familiarize students' ears in English language, to give them accurate exercises, to develop him or her and to use suitable methods.

For the second language learners, interactive and communicative methods are efficient. In addition, we should use other methods to make the lesson more valuable. Listening comprehension exercises must be an important part of the lesson. Learners should like their lesson and be motivated. The best ways to make lesson excellent are creating appropriate environment, using correct teaching method and choosing materials close to real life situations.

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RUSSIAN-CHINESE RELATIONS AS A KEY LINK OF BRICS

Today Russian-Chinese relationships are in the rise. Taking into account the current geopolitical situation, this fact acquires a special importance for our country. In

this regard, we cannot ignore the development of contacts between the two countries in the framework of such an informal structure as BRICS.

It is well known that BRICS is an abbreviation of a five countries' association – Brazil, Russia, India, China and South Africa. The term BRIC was proposed in the report of the Goldman Sacks' analyst Jim O'Neill in November 2001. Until 2011, they used this abbreviation, but with the addition of South Africa, this group began to be called as BRICS in February 2011.

This association takes a special place in the world economy. Countries of BRICS differ from other states by the presence of some features and components such as the flow of capital and investment, increase growth of trade and foreign exchange reserves, territory, population and others. Already today, four group members are included in the top ten largest economies of the world. Three of them (China, India, Brazil) have a chance to join them in 2050. In other words, they are united by rapid and sustained economic growth, which has recently been lost by the developed countries [3, 37]. Another significant feature of BRICS is no contractual obligations.

In February 2013, our country approved the “The concept of the Russian Federation participation in the association of BRICS” [4]. The very existence of the document proves that Russia considers this group as an important direction of their foreign policy and it demonstrates a special approach to cooperation with Brazil, India, China and South Africa. In this context, the question arises: Can the BRICS' participation help our country to cope with the pressure from the West?

We should point that BRICSs countries speak neutrally about the Ukrainian crisis and annexation of the Crimea. This shows that they are not going to exacerbate relationships with Moscow and intend to continue cooperation. In addition, Brazil, China, India and South Africa express a concern about the USA and EU sanctions against Russia. Moreover, official representatives of member countries have repeatedly made joint statements about the sanctions, as the method of socio-economic impact is illegal. On 24 March, 2014, for example, the foreign ministers of BRICS countries issued a statement on a pent lateral meeting in the framework of the Nuclear Security Summit in The Hague. “The escalation of hostile language, sanctions and counter-sanctions, and force does not contribute to a sustainable and peaceful solution, according to the international law, including the principles and purposes of the United Nations Charter” [5].

At the same meeting, the foreign ministers condemned the Western states' statements that the Russian Federation can be excluded from participation in the summit of G20. In their opinion, no member of the G20 has any right unilaterally to determine its activities and functions. All group members have the right to do this. Despite all the threats, the Russian president took part in the summit, which was held

in Brisbane on 15-16 November 2014. At the G20 summit, Russia's partners in the BRICS again spoke out against practices that are not conducive to a peaceful settlement of the conflict.

Obviously, the state's attitude towards anti-Russian sanctions shows who believes that our country is an ally and who believes that it is a violator of the international order. In light of these events, the last summit of BRICS members was just what we needed. This summit was held from 14 to 16 July 2014 in a Brazilian city of Fortaleza. The summit has introduced significant changes in the very essence of the informal structure of the group. The countries signed an agreement on the establishment of the Development Bank, which could be an alternative to the World Bank and the International Monetary Fund. They also signed an agreement on the establishment of a pool of conventional reserve currencies. Such documents may completely change the economic situation in the world, and the dollar will lose its exceptional-restrictive value as a world currency. "It is time to raise the role of the BRICS to the next level, make the union an integral part of the system of global governance for sustainable development", - said the Russian president Vladimir Putin on the eve of the summit [6].

The heads of Russia and China held a meeting in the framework of the Brazilian Summit. They discussed security and military cooperation, as well as the problem of democratization of international relations. Despite sanctions, this event proves that, China as one of the leading economies in the world is set to strengthen relations with Russia, not only within the BRICS, but also bilaterally.

This is important, because Russian-Chinese relations are the leading axis of the BRICS [1, 241]. As proof, we can provide some of the arguments.

Firstly, Russia and China are neighbors and share a long border (over 4,200 km). For today, there are no territorial claims, which indicate mutual trust and friendship between the two countries. However, we cannot say that about the relations between China and India, which also have a long border (3380 km).

Second, the trade volume between China and Russia has a significant presence in all trade between the BRICS member States, and the prospects for increasing economic ties are present only in Russian-Chinese relations. In this connection, we cannot but mention a 25-billion contract for the supply of oil and gas pipeline construction's agreement signed between Russia and China this year. Transactions of this magnitude indicate a specific nature of Russian-Chinese relations.

Third, Russia and China as legitimate nuclear powers and permanent members of the UN Security Council have a considerable weight in the world.

The current political situation brings Moscow and Beijing even closer. Despite the fact that Chinese officials have expressed themselves very cautiously about the

situation around Ukraine, China has repeatedly stated that the sanctions measures do not only help resolve the crisis, but also aggravate it. Russia and China also made a joint declaration that it is necessary to abandon the language of unilateral sanctions and not to interfere in the internal affairs of other countries [7].

At the same time, we should not overestimate the importance of BRICS for Beijing in general and relations with Moscow in particular. China carries out independent policy based solely on their national interests. Relations with other countries should not bind the freedom of action of Beijing on the world arena [2, 526].

First, China is committed to providing a favorable international environment for the implementation of its internal reforms. China actively creates a system of partnerships with various states and associations of countries around the world, and the neighborhood policy is a powerful tool at the regional level.

The main aim is to build China's own economic potential. The economic interest stands in the first place in foreign policy and, in certain circumstances may be even higher than political. This implies that China is committed to developing cooperation mainly due to economic and trade relations with all countries and regions in the world.

In this regard, we can say that while China will be able to obtain economic preferences in relations with Russia and the BRICS countries' the alliance with them will benefit it. However, we must understand there are dissonances of interests between Moscow and Beijing that maybe exacerbated in the future. They may come from different geo-economic characteristics and resource-bases, different types of economies and the situation in the global exchange of goods and financial structure. As a major power, China will be able to use these differences to unite the BRICS countries around them and oppose Russia.

However, such a scenario at this stage is hardly possible. For today, the tensions between China and Russia are not observed. They are in the phase of mutually beneficial cooperation both bilaterally and in multilateral fora. For Russia, the sanctions measures were the impetus towards its eastern neighbor, which undoubtedly took advantage of China. Beijing, taking a neutral stance on the Ukrainian question, not only maintained friendly relations with all parties to the conflict, but also strengthened them with Russia. It is due to the worsening of relations between Western countries and the Russian Federation that China could benefit economically.

Thus, one could argue that the deterioration of Russian-Chinese relations in the near future is not expected. In strategic terms, such an alliance is advantageous to both Russia and China. As part of the BRICS they will be able to resist to Western developed countries and promote their ideas on sustainable global development, and bilaterally, seek to strengthen the mutually beneficial relations and cooperation on

most international issues. However, whether the Russian-Chinese alliance would be a temporary phenomenon due to recent events or it would still remain a long term one is to be seen.

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IMAGE OF THE FUTURE IN THE CONSERVATIVE IDEOLOGY IN GREAT BRITAIN AND IN THE PROGRAM OF UNITED RUSSIA PARTY

International tension in relation to the events in Ukraine has opposed UK conservative ideology to Russian conservatism, despite the fact that both ideological concepts are very similar.

Conservatism is a specific ideological trend that implies adherence to traditional values and customs. This has always been the framework that conservatism in Britain

has been developing throughout its history. Conservatism has been undergoing changes to meet new challenges.

Margaret Thatcher made enormous contribution to the development of conservatism. It was at that time conservatism in the United Kingdom was transformed into neoconservatism. Thatcher held a number of fairly liberal reforms, such as the law on public bodies which required local councils publicity.

Nowadays the neoconservative wing of the British parliament is headed by David Cameron; according to some estimates, he is more liberal-minded than many previous leaders. He went to an agreement with the Labour Party, which resulted in the reforms of various fields, for instance, the social reform. In particular, David Cameron in his speeches often as an argument leads theses “on the social welfare of families of Great Britain” [1]. Protecting the middle class position is one of the priorities of the neoconservatives in the UK.

Within the framework of the social reform, the neoconservatives in the parliament proposed to limit migration. It should be noted that in the British version limiting migration refers to the development of the certain political strategy. According to the strategy, migration from the EU in Britain is only possible if workers are guaranteed jobs.

When it comes to Russia, the natural development of conservatism was interrupted during the Soviet period. It was only with the collapse of the Soviet Union that it started its gradual revival. Today, the most important political entity that promotes conservatism is the party “United Russia”.

Analyzing the keynote address of the party “United Russia” of 24.09.2011 reveals, first of all, the strict policy aimed at development of cultural values of ethnic groups, which is directly stated in the address: “We declare support for free development of all the cultures of the peoples in Russia” [2]. In particular, the party supports non-governmental organizations that are engaged in the development of the national culture, for example, such as “Revival of the Volga Germans” society in the Saratov region.

The program of the party “United Russia” also reads that the party is seeking to build a welfare state. The great amount of social projects, such as “Strong family” project associated with education of the younger generation, proves that.

It is important to note that “United Russia” declares “fight against illegal migration, ethnic crime, xenophobic and separatism” [2].

Finally, as any other ideology, conservatism has its own vision of the future. The concept of the future in the program of the party “United Russia” is primarily connected to the special role of the middle class: “We must create a truly massive middle class. This is, above all, the people who support the entire country themselves.

These are entrepreneurs who create real goods and services; these are qualified doctors, teachers, university professors, workers and engineers, scientists and cultural workers of the village – they are, in fact, the basis. These are the people who build the future” [2]. For the sake of the goal according to the suggestion of “United Russia”, the State Duma discusses a lot of social laws.

The future in the "United Russia" program is associated with children as the potential of the country; they must be able to build their lives. “The opportunity to live with dignity, make a career, earn, give children the good future must be given only to the population of the capital and major cities, but also to the people throughout the country, in every city, village”[2]. In particular, the party is developing various strategies to improve education in the country.

The “Address” refers to the development of the economy as a long-term goal: “We need to be strong and in the next five years to enter the five largest economies in the world” [2]. The result of this statement was the economic strategy proposed by the parties; the strategy implies the development of small and medium businesses.

Thus, one can see that conservatives in Russia and the UK have similar positions on some issues. The image of the future, which is represented in the program of the party “United Russia” and the image portrayed by Tory in Britain, has common characteristics. At the same time, there are substantial differences. Neoconservatives in modern Britain emphasize reducing the regulatory role of the state and expanding the scope of free enterprise and civil society. Representatives of the “United Russia” recognize the importance of the market and economic competition, focus on keeping the regulatory role of the state in social and economic sphere, including that in promoting the development of the civil society in modern Russia.

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NEW THREATS AND CHALLENGES OF THE 21ST CENTURY: SEA (MARINE) PIRACY

In the latter part of the 20th century forcing globalization affected every area of human activity. This process greatly influenced the development of international relations and, first of all, global security. The states of the World faced new challenges and threats: global terrorism, piracy, spread of mass destruction weapons, missiles, local armed conflicts [6, 58].

We are living in the age of rapid social-economic changes which has led to the appearance of new highly developed states. Growing economies and immense demand in raw materials contributed to great growth of world trade and have made ocean waterways extremely active areas [2, 3]. Ever intensifying ship transportation of valuable cargoes has given a dramatic rise of acts of violence at sea. Marine piracy has become a challenge and a new threat to the global communities. Today, the risk of pirate attack remains ever-present for shipping companies, crews, cargo owners, and marine insurers. The act of piracy ranges from armed attack with the aim of stealing and hijacking to acts of terrorism. Hundreds of such crimes are committed worldwide every year.

High risk regions for merchant vessels, tankers, barges and trawlers include Somalia, Nigeria, Gulf of Guinea, Gulf of Aden, Malacca Straits, the South China Sea. Pirate attacks on anchored vessels are reported in the ports of Brazil (Santos, Rio-de-Janeiro), Venezuela, the Caribbean, the coastal waters of Bangladesh and Tanzania [3,100].

The history of piracy is long. Armed robbery against ships is as old as maritime navigation itself and – like commerce, transport, and political conditions – has been developing over the centuries [8, 28].

What are the reasons for regional increase in marine piracy today? The location where piracy may flourish needs a number of features: Firstly, the main source of pirates is from the impoverished population of low-developed countries. One of the key risk drivers in global economics is one billion people in the world who are below the poverty level and with little or no real prospects. During the last 20-30 years the economic wealth of the African Continent greatly declined. It is most noteworthy in Somalia, Nigeria, the Persian Gulf and Red Sea states, particularly Aden. Secondly, organized piracy thrives in the regions with special geographic location, i.e. long coastline, availability of suitable harbors and bays, as well as easy availability of

vessels to capture. An illustration to the above said is Malacca Straits. The Straits, being a very narrow body of water and one of the most highly frequented waterways in the world, has been a very prominent area affected by marine piracy. A vessel transits the Straits every 10 minutes – ever better supply of attackable objects! Third. Access to weaponry. It is characteristic of the countries with great political instability where regimes change and armed local conflicts are frequent.

Fourth. Pirates usually base on a mainland with inadequate legal and security systems, where the government is not aggressive in suppressing piracy (for reasons of inability or possible acquiescence). Power vacuum in many littoral states and absence of clear international jurisdiction give rise to violence at sea [5, 52].

Somalia is one recent example. More pirate attacks are registered off Somalia than anywhere else in the coastal waters of Africa. Somali pirates have expanded from the Gulf of Aden into the open seas of the Indian Ocean, venturing as far as the Seychelles and beyond. Since 1991 the political, economic, and social situation in the un-coordinated country has been devastating. The state lost control of its own coastal waters. International fishing in Somali waters was unhindered, jeopardizing the livelihood of local fishermen. The local fishermen were defenseless against the large foreign trawlers. Deprived of employment opportunities they increasingly turned to piracy to safeguard their own survival. The battle of local fishermen is aggravated by the power struggle between the warlords which has now been extended to the sea. The warlords are using the power vacuum in Somalia for their own private attacks on ships, above all with the intention of demanding ransoms. A significant number of Somali pirates are organized in clan-based sophisticated criminal networks. Their sophistication is growing and tactics are constantly changing. A similar situation occurred in Nigeria, where a general increase in lawlessness and loss of fishing grounds encouraged local fishermen to turn to piracy - their main source of income. From Nigeria the threat spread to Togo, Gabon, Angola, giving birth to “West African piracy” which has been on the rise since late 2010. In West Africa pirate attacks have increased by 210% since 2011 and show no signs of abating. The main targets for West African pirates are tankers carrying high-value refined petroleum cargoes, which can then be stolen and resold onto the active "petroleum black market".

Since 1980 pirates’ activity steeped in Malacca Straits washing Malaysia, Thailand, Indonesia and Singapore [7, 15]. This “Asian” piracy differs from “African” one for it is characterized by less violence. “Asian” pirates do not attack vessels in the open sea. They attack anchored ships with the intention of stealing, usually under the cover of darkness. They take whatever they can carry from the deck and the hold, and violence only occurs when the crew tries to stop them.

The incentives for the pirates have always been about the potential riches. Today's pirates use modern weapons. Heavily armed, they comb coastal waters in high-speed boats and operate on the high seas. Many bands are equipped with proper seagoing vessels, can obtain tankers to remove large parcels of cargo and have good knowledge of ship systems. Surprise is the most important element in their raids. In many cases, they come aboard disguised as coast guards or harbor police. Modern pirates operate both in ports and on the open sea. Their crimes range from simple theft to hijacking entire ships and murder.

So, marine piracy is a reality. The losses suffered by national economies as a result of piracy are difficult to estimate. They total from 13 to 16 billion of dollars per year. In addition to the purely financial aspects, however, the magnitude of these crimes on a human level should not be disregarded. Hundreds of sailors are taken as hostages, injured, traumatized, or killed. Piracy, which often transcends territorial waters, bears the danger of environmental disasters when oil tankers, for example, are captured [4, 26]. Modern tankers are reported to transport daily 3.3 million barrels of oil through Bub-el-Mandeb Strait connecting Gulf of Aden and the Red Sea (the shortest waterway from Europe to Asia). Additionally, crew members on chemical tankers are often threatened with rocket-propelled grenade launchers [1, 125].

It is obvious that every effort must be made to minimize risks from piracy now and in the future, but there are some reasons that make it so difficult to prosecute this crime. Efforts to combat and punish piracy as a crime are frequently nipped in the bud by the absence of clear jurisdiction, legal loopholes, inadequate cross-border cooperation, and the lack of political will in some places. Organized crime often operates hand- in- hand with corrupt officials in local authorities. Without bribery it would be almost impossible to obtain false papers, hide the captured vessel and the crew pending a ransom, or sell the cargo. The corrupt officials ensure ready "black markets" for captives and stolen goods and secure places for pirates rest and supply.

The world community takes steps to develop a uniform legal model to combat piracy. The various Conventions, Agreements, Resolutions and Protocols are an attempt to solve the problem of sea violence. Geneva Convention on the High Seas, 1958, was the first international document which gave definition of the term "piracy". It ran: "Piracy consists of any illegal acts of violence, detention or any act of depredation, committed for private ends by the crew or the passengers of a private ship and directed, on the high seas or in a place outside the jurisdiction of any state, against another ship or against persons or property on board such ship" [10].

The UN "Convention on the Law of Sea" of 1982, the Convention for the Suppression of Unlawful Acts against the Safety of Maritime Navigation of 1988 (SUA Convention) established the principle of "freedom of navigation as a basic

element of maritime Law”, gave definition not only to the term “piracy” but also to “politically motivated terrorist acts”, and considerably broadened the geography where member states were allowed to take police actions against pirates. But these Conventions were not sufficient to ensure adequate protection against piracy. They restricted offence to the high seas while for some 80% of all attacks occur in territorial waters and in ports.

Every subsequent document was an attempt to fill the loopholes of the previous one, but none of these documents provided the states with any right to pursue the offenders in territorial waters of other states. The offenders were supposed to receive due punishment on the territory of their mother state. It is the greatest shortcoming in the international network of laws to repress violence at sea. As for national penal laws, they differ from one country to the other, having their specific features. Offenders exploit these circumstances to avoid punishment.

The above mentioned Conventions prescribe a universal administration of justice without at the same time obliging the individual states to adapt their own legislation, the latter being the main hindrance. It is necessary to unite efforts of many countries and give legal response to violence at sea both on national and international levels.

The UN Security Council Resolution 1816 of June 2, 2008 became a long-awaited document which made a considerable step forward in combating marine piracy. On the basis of this

Resolution every state or regional organization, after notifying UN General Secretary, has the right to enter Somalia territorial waters for a 6 month period with the aim of preventing pirate attacks and other armed violence. The 6 month period was then prolonged by the subsequent Security Council Resolutions: 1846 (2008), 1950 (2010), 2020 (2011). Considering a serious hazard for shipping in the Gulf of Guinea the UN Security Council in the Resolution 2039 (2012) called upon West African states to take joint decisive actions to ensure marine safety in the region [9, 526]. The work on establishment of anti-piracy judicial mechanisms is continued.

The world community is seeking diverse ways to minimize risks from piracy. In the past few years the number of pirate attacks in some spots has declined due to measures of military and police nature. The trilateral coordinated Patrol was launched by top military officials of Indonesia, Singapore and Malaysia with the goal of patrolling the Straits of Malacca. Alongside the EU, the United States and other national navies deployed warships off the Somali coast in December 2008 to protect shipping and secure maritime routes in the Gulf of Aden and the Indian Ocean. Great contribution in combating sea violence was made by NATO. NATO warships have been protecting the Mediterranean and escorting vessels through the Straits of

Gibraltar since 2001. The Russian Federation actively cooperates with other countries in guarding trade and fishing routes under risk. The Black Sea Fleet vessels escorted over 30 sea convoys through the dangerous Gulf of Aden as part of a global anti-piracy mission in 2011. Russia has protected 160 trade vessels sailing under the flags of 27 nations, including 62 ships carrying Russian crewmen.

The industry also contributed to protection against piracy. In recent years it has introduced a number of sophisticated technical solutions. The following security measures can be recommended: – use of electric fencing and lubricant foam to make it more difficult for pirates to board the vessel, high-security containers to protect the cargo, creation of security zones to protect the crew, such as doors which cannot be opened from the outside, floodlights to illuminate the vessel, miscellaneous acoustic and visual alarm systems, installation of water guns, and others.

In conclusion, it ought to stress that the international world trade – which is growing at a rate of roughly 8% per year – mostly takes place at sea. Marine piracy causes great financial and human losses, so the community of states must unite their efforts to stop sea violence and ensure safety in all waterways and ports. It is on the international level that the states see the greatest need for action.

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PHOBIC DISORDER AND A METHOD OF THERAPY

A phobic disorder is a type of anxiety disorder which got its name from the Greek God of fright, Phobos [4, 9]. “It is estimated that 12.5% of the general population suffers from at least one specific phobia at some time in their lifetimes.” [1, 21]

Phobias are characterized by an extreme and persistent fear that is triggered by a certain object, activity, or situation (for example, certain animals or insects, heights, enclosed places, the sight of blood, or receiving an injection), and a dysfunctional way of coping with that fear, which interferes with a person’s life or preferred activities. People with phobias often experience an immediate anxiety response (which may take the form of a panic attack) when they encounter the objects of their fear. People with phobias are often aware that the fear is irrational; though they feel powerless to change their reactions [1, 22; 5, 18; 6, 247]. As a result “the individual avoids the feared object or situation, or endures it with intense anxiety or distress.” [1,3] This distress is often accompanied by physical symptoms such as accelerated heart rate, higher blood pressure, rapid breathing, muscle tension, sweating, trembling and dizziness [1, 4; 3, 89; 6, 247]. (These symptoms may appear in the various types of phobias and to a different extent.

Generally phobias can be divided into three categories: agoraphobia, specific or “simple” phobias, and social phobias [3, 89; 6, 247]. Agoraphobia is the fear of open spaces characterized by “anxiety about being in places or situations from which escape might be difficult (or embarrassing) or in which help might not be available in the event of having an unexpected or situationally predisposed panic attack or panic-like symptom.” [6, 253] Agoraphobia is considered to be the worst of all phobias. People who suffer from it worry about everything and “have no control over the feelings of

panic that can take over at any time.” [4, 36] People with agoraphobia try to avoid dangerous places and situations and prefer places where they feel safe. Many are unable to even leave their houses [6, 253].

Specific or “simple” phobias are those in which excessive or unreasonable fear is stimulated by a specific object, situation, or activity; exposure to which results in an immediate anxiety reaction [3, 91; 5, 39]. Scientists classify specific phobias into five main groups:

- Animal fears (e.g. dogs, snakes, spiders, insects)
- Natural environment fears (such as heights, darkness or thunderstorms)
- Blood-injection-injury fears (e.g. blood, surgery, receiving or observing injections)
- Situational fears (such as flying, enclosed spaces, public speaking)

The fifth type of phobias includes the ones that do not fit into the other four, such as choking and vomiting phobias [1, 4; 6, 257].

One of the common types of phobias which might be harder to live with than specific phobias is a social phobia. Social phobias are characterized by “a specific fear of social or performance situations, especially if loss of face, embarrassment, or causing worry to others is a distinct possibility.” [3, 91] Social phobics fear such situations as taking tests, eating in public, being interviewed, giving speeches and attending social events. They get anxious when being scrutinized and are sensitive to criticism. People with social phobia try to avoid anxiety-provoking social or occupational situations which can lead to social isolation [3, 91; 6, 261].

Most psychiatrists agree on the behavioral treatment approach in overcoming phobia. Phobias are learned. People with phobias try to avoid the fearful stimulus and the more they do that, the more they program themselves to be afraid of it. Psychiatrists believe that using behavioral therapy phobics can unlearn their phobias the same way they learn them [4, 62]. A traditional behavioral method of treatment for phobias is exposure therapy. “People are confronted either suddenly or gradually with a stimulus that they fear. In most cases, therapists use *graded exposure* in which patients are exposed to a feared stimulus in gradual steps.” [2, 550] It can start with a simple visualization of the feared object or activity and then progress to more difficult tasks, such as looking at the pictures or videos of the feared object and eventually being exposed to a real, living thing, and visit the place the person has always been avoiding because of his excessive fear [4, 62-63]. Psychiatrists point out that it is important to go further in a graded exposure until a person becomes very comfortable with phobic objects; it will boost one’s self-confidence and “decrease the risk of relapse” [1,88].

Another effective behavioral treatment for phobias is systematic desensitization. In this technique “gradual exposure to an anxiety-producing stimulus is paired with relaxation to extinguish the response of anxiety.” [2, 549] The first step is to practice relaxation techniques and to relax your body fully, then construct a “*hierarchy of fears* – a list in order of increasing severity of the things you associate with your fear.” [2, 550] Once a person has learned relaxation techniques and built the hierarchy, the therapist will ask him/her to imagine being in the first situation of the hierarchy keeping every muscle relaxed. If a patient can remain calm and totally relaxed after the first stage, the therapist gradually moves him up the hierarchy until he gets to the last situation and successfully completes it remaining relaxed and anxious free [2, 550; 5, 92].

Cognitive therapy can also be helpful in the treatment for phobic disorders. During cognitive therapy a person might make a list of the things that worry and scare him/her and practice thinking about fear more reasonably [4, 61]. Therapists use Socratic questioning to help patients change their beliefs and convince them that their fears are a part of their imagination. Patients are asked to recall and describe the last time they confronted a feared object. They realize that nothing dangerous had happened and start changing their cognitions [1, 61]. Cognitive therapy has been shown to be most effective when used together with behavioral therapies [6, 251].

The described methods of therapy for a phobic disorder can be demonstrated on my own life experience. As long as I can remember I’ve always had a phobia of snakes, ophidiophobia. I can’t recall any bad experience that started this fear, but it goes back into childhood. My phobia of snakes falls under the specific types of phobias (animal fears), because an excessive and irrational fear is triggered by a specific object, – snakes. There were a few times when I encountered my feared object. I used to go mushroom picking with my family back home. Once on one of our trips we were walking through the forest looking for mushrooms and I fell behind. When I was passing by a pile of dry branches I saw a small grass-snake there. I screamed immediately and ran as fast as I could. My heart was beating fast and when I caught up with my parents I started crying and was having a panic attack. The trip was ruined for me. I spent the next hours in a car trying to calm down and waiting for my parents to come back with tons of mushrooms and go home. That was the last time I went to the forest. I understand that my fear is unreasonable and I tend to overestimate and catastrophize, but still can’t control it. When I visualize or see snakes in real life I don’t only feel fear but disgust as well. Images of snakes sometimes haunt my dreams and I wake up in the middle of the night screaming, sweating and feeling my heart racing.

My phobia prevents me from doing some of the activities I enjoy. I used to spend summers in my family's countryside house back in Russia. The house is by the river and sometimes when you go swimming in the river you can see some small snakes in the water or on the beach. I stopped going swimming there after seeing a few of them. I also stopped going fishing on a boat with my Dad, because I know from his and other people's stories that there are snakes in that place where the boats are kept outside by the river. I realize that those snakes we have there are not even that dangerous and won't attack me, but I always imagine the worst possible scenarios in my head and by all means try to avoid any places I might see snakes.

Considering the treatment for this specific phobia I first thought about *flooding*, a method of being completely immersed in the feared situation [5, 93]. I was thinking of going in a cage full of snakes or putting a live snake over my neck, but I find it very frightening and it would probably only strengthen the fear. In this case a graded exposure therapy might be very effective. First a therapist might ask me to visualize a snake, then will show me a picture of a snake and when I feel fine to look at it for some time with my eyes open will show me a few more pictures of snakes, probably more aggressive ones. The next step will be showing a video of snakes; then looking at a snake in a tank and finally seeing a live snake and touching it.

Another method of therapy that I'd use for my phobia is systematic desensitization. First I'd learn relaxation techniques: sitting in a quiet place in a comfortable position, eyes closed, breathing slowly, relaxing every muscle of my body and focusing on the positive thoughts. After that I'll construct a hierarchy of fears for my phobia of snakes:

1. Visualizing a snake being far away (eyes closed)
2. Visualizing a snake in the middle of the road and going around it (eyes closed)
3. Looking at pictures of snakes
4. Watching a video of snakes
5. Watching a live snake in a tank
6. Going to the zoo and looking at snakes in a terrarium
7. Touching a live snake
8. Putting a live snake over my neck

Each step of this therapy proceeds with the patient feeling relaxed and free from anxiety. The patient (in this case myself) is lying on a couch in a therapist's office or in a comfortable recliner; relaxing music is playing in the background; the therapist is very kind, careful, encouraging and supportive. The therapist might incorporate a cognitive method of therapy in the treatment as well. He/she might ask me questions, like: "What do you fear most about snakes?", "When was the last time you saw a

snake?” “What happened and how you felt at that time?” The therapist will try to assure me that my apprehensions and concerns are not that bad at all and are a part of my imagination. He/she will make me feel at ease and help me change my beliefs about my phobia of snakes.

Phobias are very common and people should not feel embarrassed because they have them, but should seek treatment that can be best provided with cognitive-behavioral therapies. People should also practice positive ways of thinking and ignore anxiety and negative thoughts. If we focus on it, then it will become more crucial. Building a positive mindset will help anxiety and fears go away.

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THE INFLUENCE OF RELIGION ON GLOBAL POLICY

At present, one of the most burning issues of the day is the influence of religion on the international arena. In particular, it refers to a policy of some actors in the system of intergovernmental cooperation. International relations that emerged after the collapse of the “bipolar system” are characterized by intensification of conflicts, based on religious confrontation.

There are some illustrative examples: 1) The Kosovo conflict. 2) The Chechen Wars, which are considered to be Russia's problems. However, some researchers and political figures say, that "Al-Qaeda" (a famous terror organization) took part in this conflict, conjointly of Chechen separatist. Consequently, this bloody confrontation can be determined as an international. 3) The terrorist attacks of September 11, 2001. 4) Antiterrorist policy of George Walker Bush and, subsequently, military intervention in Afganistan and Iraq.

It should be noted that, over the past two years, many tragic events occurred. For example, explosions at the Boston Marathon in 2013 and terrorist attacks in Volgograd. In this way, at present, such terrorist organizations as Islamic State of Iraq and the Levant (ISIS) promote the struggle against the Western world. In particular, this can be proved by the recent shooting at French satirical magazine "Charlie Hebdo".

Here the question arises: what is this magazine after the tragedy of January 7, 2015? Firstly, it is a symbol of the French anti-Islamic resistance. Secondly, as it may seem, it is a catalyst for political changes in France.

Analyzing the academic periodicals, I have focused on the article by Vladimir Yelensky, which is called "Religion in global policy: in the late XX and early XXI centuries" [3]. It is necessary to say, that some traditional stereotypes are expressed in this research. Such concepts as religion and war, Islam and terrorism are identical. Erroneous migration governmental policy in European countries has led to the Islamization of Europe.

But, that these statements can be regarded as contradictory. In proof of my assertion, I would like to consider the issue of terrorism. Not only Muslims are responsible for the occurrence of this problem. For example, it should be remembered that Russian terrorism existed in the late XIX century and at the beginning of the XX century. Interestingly, the majority of Russian terrorists believed in Christian teaching (or religion) and were brought up in Orthodox families. For instance, Joseph Stalin. At the beginning of the XX century, Joseph Stalin was one of the main figures of the opposition movement in Russia. The boy, who graduated from the orthodox school, who studied at ecclesiastical seminary, who dreamed of becoming a priest, suddenly, began to carry on anti-government activity, and to promote revolutionary ideas. In this way, Russian terrorism was based on Christian values.

Also there is political criminality. In this context, it is necessary to consider the Italian historical experience. In the late 1960s, the social and political situation in this country was unstable. There were cases of abductions and assassinations of influential political figures, and the massacre of police. All these crimes were politically

motivated. The communists fought against the neo-fascists. Under these circumstances, the power was inactive.

It should be noted that political terrorism leads to murders of a specific category of people, and religious terrorism in its turn leads to murders of as many people as possible, without any classification.

Interestingly, the criminal activity of the Armenian nationalists carried out against the Turkish and Azerbaijani citizens, originates from political confrontation and religious hostility. It is due to some historical reasons.

Consequently, terrorism cannot be considered as one of the values of the Islamic teaching. Moreover, Islam is a young religion, in comparison to Christianity, for example. In my opinion, the international community will face new threats and new challenges

It seems to me that ISIS is not an international threat. This organization is a means for the implementation of the US foreign policy goals. In my opinion, the USA finance and organize activities of ISIS in the Middle East. So B. Obama can resolve the Syrian problem. The US military will topple the Assad regime, if they get permission to the military operation against terrorists of ISIS, in the Middle East. And, then, pro-American politicians will rule Syria.

One can say that the other global, but civil religion will become a serious threat to the international stability. This religion will be expressed in the new national idea of Russia and in its foreign policy. Currently, the United States of America and the European Union are more concerned about the Russia's behavior in the international stage than about the issue of Islamic radicalism, for example. And this concern is justified. To understand this, it is necessary to analyze the historical experience of Russia.

As far back as the late XV century, the idea of Moscow as the Third Rome was formed. Its main idea was the proclamation that the Orthodoxy with the Russian uniqueness is the only true religion. Subsequently, with some modifications, this concept is actively used by representatives of different political positions and trends in our country.

In this context, it is necessary to consider such issue as "Russian communism". What is "Russian communism"? Firstly, it is an ideology, in accordance with which a separate political group managed to come to power and to implement a program of domestic and external development of the country. Secondly, it is a religion, but not in the traditional sense, because one of the main tenets of communist doctrine is the denial of the existence of God. But "Russian communism" is a unique phenomenon which is based on the principles of Christian ethics. The Russian communists denied the mystical aspects of Christianity. However, they recognized its efficiency, from a

practical point of view. First of all, this efficiency is reflected in the process of consolidation of the society for the implementation of transcendental goals.

Noteworthy position on the issue is the opinion of the great Russian philosopher N.A Berdyaev: “The Russian people did not achieve their ancient dream of Moscow, the Third Rome. The ecclesiastical schism of the seventeenth century revealed that the muscovite tsardom is not the third Rome. The messianic idea of the Russian people assumed either an apocalyptic form or a revolutionary; and then there occurred an amazing event in the destiny of the Russian people. Instead of the Third Rome in Russia, the Third International was achieved, and many of the features of the Third Rome pass over to the Third International. The Third International is also a Holy Empire, and it also is founded on an Orthodox faith. The Third International is not international, but a Russian national idea” [2].

The "Russian communism" ideologies and representatives of different political positions and trends defended the principle of exceptionalism of the Russian nation and Russia's historical way of development. In their opinion, the Russian nation bears the messianic functions and has advantages over other nations, because of the historical and spiritual particularities.

This principle is reflected in the oeuvre of the great Russian writer Fyodor Dostoevsky. It is necessary to present an interesting extract from the novel “Demons”:
“The people are the body of God. Every people is only a people so long as it has its own god and excludes all other gods on earth irreconcilably; so long as it believes that by its god it will conquer and drive out of the world all other gods. Such, from the beginning of time, has been the belief of all great nations. If a great people does not believe that the truth is only to be found in itself alone (in itself alone and in it exclusively); if it does not believe that it alone is fit and destined to raise up and save all the rest by its truth, it would at once sink into being ethnographical material, and not a great people. A really great people can never accept a secondary part in the history of Humanity, nor even one of the first, but will have the first part. A nation which loses this belief ceases to be a nation. But there is only one truth, and therefore only a single one out of the nations can have the true God, even though other nations may have great gods of their own. Only one nation is 'god-bearing,' that's the Russian people” [1].

It should be noted that the principle of national exceptionalism plays a key role in the modern Russian foreign policy. In this connection, the United States of America and the European Union consider Russia as the main destroyer of the international system in the current climate, in particular, in the Ukrainian crisis. More importantly, it will start world war if Russia cancels the thirteenth article of the constitution of the Russian Federation and formulates a new civil religion. Worst of all, if this civil

religion is adopted at the state level and the Russian authorities will implement it. In a word, Brussels and Washington need to develop a competent strategy of relations with Moscow.

In conclusion, it should be pointed out that the influence of religious factors on international relations is colossal. Frequently, this influence carries a character of negativity. And, currently, one of the main objectives of the international community is to create a system of peaceful coexistence of religions.

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BASHAR ASSAD AS A PERSON IN AMERICAN MEDIA

Though some events on the world arena have shifted an emphasis from the Syrian conflict, the question of its end and consequences remains open. Our main concern is a figure of Bashar Assad in the context of the Syrian crisis: his presidential elections, his stay as the president and his influence, evaluation of his power and prediction of his future on the Syrian political arena. My discussion will be centered on his image in the American media for the last half a year. Is there any attention to his person? What kind of attention is it? Has anything been changed in their attitude? And who is him today according to them: a tyrant, a criminal, a zero or a person who has won their favor, lost for some time?

To draw a full picture of his last year presence in the American media, it is, first of all, necessary to touch upon the importance of the American media's attitude to Bashar al-Assad after Syrian presidential elections. It can be said that the media coverage was neutral, with some variations, tending to give a negative rating of Bashar Assad and his presidential elections which took place in June, 2014. Nevertheless, it would be interesting to mention the "extension" of Bashar Assad's image in the

American media. Thus, due to the conducted event analysis we have found out that the efforts were made to put the issue of the regime change if not on the international level, then on a regional one. This could be considered as a new lever of pressure and substantiation. Bashar Assad, having got a status of a criminal, understands that there is a possibility that the talk with him will be short and clear, like with other criminals. By-turn the USA's concern about other problems in the region and mentioning Bashar Assad in this context may indicate just the fact that this talk may appear within not only the Syrian crisis. It has been clarified that the American media coverage and attitude to the image of Bashar Assad does not mean antipropaganda, but rather a statement of facts and stable position of the USA towards the Syrian crisis and Bashar Assad with the trend of strengthening their serious intentions [11, 98]. It seems essential to emphasize that the analyzed period has covered the time from June's presidential elections in Syria up to October, 2014. It showed, on the one hand, the attitude tending to zero, on the other hand, stable conservatism of the USA's view on the Syrian crisis and Bashar Assad, not in favor of the latter.

Speaking about conservatism, let us take one of the most conservative American media, the *Foreign Policy* magazine and trace back its news publications, concerning Bashar Assad within the period from November, 2014 to the present day. We will consider briefly some of them.

In the publication dated November, 14 it is argued that the USA may be satisfied with staying Bashar Assad as a president, if Syrian people choose it in exchange of war and violence. Four days later in Situation report the following statement appears: "Kerry said the Obama administration strategy to dislodge Assad focuses on tying Assad to self-proclaimed Islamic State". In the next situation report they speak about The White Houses' conflicting policies on the Islamic State and Syria which hurt the U.S. standing in the region and make an impression that Assad and President Barack Obama are working in concert. In *Foreign Policy's* Editors' Picks dated December, 3 it is mentioned that Syrian President Bashar al-Assad is floating the possibility of a military alliance with the U.S. In the following December articles it is argued that to come to peace with Bashar Assad and not to pursue the regime change, at least in the next 5 years, is of a great importance. The U.S., its allies and the U.N. as well have to follow this way to cease fire, to keep people's lives, and provide food, etc. The plan of reconciling with Assad is very topical. In January there appeared publications that Bashar Assad could possess atomic weapon. It would be interesting to mention that the talks around atomic weapon in Syria have appeared not for the first time in the history of the U.S. – Syrian foreign policy. They dated back to Bashar Assad's father presidency. The situation report dated January, 20 continues the talks about reconciling with Assad as a must, not a preferable decision and points out

that the U.S. now supports two initiatives – one from Russia and one from the U.N. – that do not call for his ouster. And finally, on February, 12 the report with the title “In Syria, the Enemy of an Enemy Is Still an Enemy” was published. According to its author, Colum Lynch, the U.S. has to follow the reconciling plan but not agree to accept Assad as a president.

As we see, the rule of Bashar Assad is still a cornerstone of the U.S. Syrian foreign policy. The U.S. keeps a strong interest in the regime change and develops some strategies. Being under pressure of international community, American public opinion moves forward the reconciling plan, accepting Assad. But from time to time on the peaceful background the efforts to ouster him appear. Such a behavior could be a usual part of a realpolitik game, “stick and carrots”, or a forced choice of policy making, reflecting the struggle of interests within the U.S. Anyway, the relations between the U.S. and Bashar Assad are far from being closer and any step forward means that nothing has changed, it is a policy. Despite the fact that mentioning Assad as a bloody tyrant has become softer and almost disappeared in media, demonizing of his person still exists. This indicates that the U.S. will be playing hard to achieve their goals, in spite of some soft lyrical digression.

Though, it is worth pointing out an interview with Bashar Assad, held on January 20 by the *Foreign Affairs* magazine [12, 58 – 65]. Its title is “Syria’s President speaks”. Yes, he was given a word. It was rather a calm discussion with some tone of daring questions’ form taken by the interviewer. It was the first time, when the media paid attention to the Syrian leader at such a level and in such a manner. Bashar Assad presents himself, on the one hand, as a wise leader seeking for reconciliation, on the other hand, as a person with not “correct” answers, but who is invited to be listened to. This talk was, certainly, a part of the reconciling trend. But the discussion was conducted in a familiar way. To step back after this point has no sense. So the scenario of Bashar Assad’s prosecution as a criminal has few chances. It is likely for the U.S. to choose a strategy of waiting for a gradual regime change, which would come not tomorrow, but, maybe, in 5 years. But nobody guarantees that in 5 years Bashar Assad will not be brought before the court. This aspect may be clarified by the fact that this interview could be homonymous: as a step forward to Bashar Assad within a reconciliation policy map and as a discussion revealing a negative side of the Syrian president, accenting the points, where the U.S. and he have no mutual consent. And it is interesting to mention that before this interview the *Foreign Affairs* had a bit more than a couple of articles concerning Bashar Assad; in two of them they were discussing the opportunity of reducing Bashar Assad’s influence and weakening his connections with Syrian minorities, which supported him.

Thus, within the period from October, 2014 to the present we see a stable trend in the U.S. Syrian policy, tending to keep its conservative position. However, the reconciliation plan comes forward on the policy map and the U.S., trying to find the loop-holes in it, cannot ignore it. What is it, a realpolitik game or last words of the old stronghold of conservatism to a new trend of reconciliation? Perhaps it is both. But what is certain is that giving Bashar Assad the word does not mean giving him power.

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COMPARATIVE CHARACTERISTIC OF CONSTITUTIONAL AND LEGAL REGULATION OF GENERAL EDUCATION IN FRANCE AND RUSSIA

Creating an efficient legal basis for any social sphere explains and encourages studying legal practices of foreign countries. Comparative approach reveals general and specific aspects of emergence, development and work of modern legal systems in foreign countries; that can help improve the national legislation.

Comparative analysis of constitutional and legal regulation of general education in France and Russia is of great interest for a number of reasons. Firstly, it focuses on the countries that traditionally consider education to be one of the priorities of the state. Secondly, education in France is defined as a quality one. Russia as a successor of the USSR, that used to have a universally acclaimed quality education in the second half of the 20th century, can use the past experience but has to synthesize it to meet the requirements of Boulogne Declaration. Thirdly, Russia and France are trying to cooperate in educational issues, with agreement between the administration of the Russian Federation and the French Republic on mutual acknowledgement of education, qualifications and degrees being the result of these joint efforts [5], and both countries can benefit from this cooperation.

As we cannot cover all the aspects of the educational legal relations in just one article, we will only focus on comparison of relations between educational institutions, on the one part, and learners and their legal representatives, on the other part.

Constitution of the French Republic of October 4, 1958 guarantees children and adults equal right to get education; providing free public secular education of all the levels is the duty of the state. Thus, the government takes a responsibility to fulfill the right to education and free school training. The parliament of France is vested the powers to pass laws on education (Section 34 of the Constitution of the French Republic) [2]. The education in France, including that in schools, is regulated by the special Education Code [4]. The general education in France consists of preschool education, primary school, secondary school (college) and high school (lyceum). Education can be acquired through institutions, public and private schools, home-schooling, etc. (Sec. L.131-2). Children start school at the age of 6 and can leave it when they are 16 (Sec.L.131-1).

Section 43 of the Constitution of the Russian Federation declares the right to education to every citizen; guarantees general availability of free preschool, general and vocational education in state and municipal educational institutions and at the factories and plants [1]. We agree with E.S. Shugrina, that we can conclude by analyzing these constitutional provisions that the governmental and local authorities play a significant role in securing citizens' right to education [9]

There are the following levels of general education in the Russian Federation: preschool education, primary general education, basic general education, secondary general education [3]. Thus, general education is stratified and helps ensure continuous education both in France and Russia. The given transition from one level to the other one means that the higher educational level can only be achieved after successfully finishing the previous one and the principle of succession underlies the educational programs. One can get general education in the organizations that provide educational services and outside these organizations (i.e. through home-schooling and self-education) (Sec. 17, subsections 1, 2) as full-time tuition, tuition by correspondent or mixed tuition in Russia. Depending on the fact who establishes the organizations, they can be state, municipal or private (Sec. 22, subsection 4). General education in Russia lasts from the age of 6 years and 6 months to the age of 18 years (Sec. 66, subsection 5, Sec. 67, subsection 1), is compulsory, which claims some principles for regulating educational legal relations between the parties interested.

Legal relations are formed from the moment a child becomes enrolled in an educational institution in France and Russia. Legal relations cease their existence upon completion of training or on the basis of subsection 2 of Sec. 61 in Russia (Sec. L.131-5 in France), i.e. when the child is transferred into another institution according to their wish. The same is true about the following situations in Russia: the organization has a lawful right to dismiss the child as a punishment for a failure to properly complete a professional educational program and curriculum; the organization has a lawful right

to dismiss the child when there was a breach of the order of enrollment in the educational institution that brought about illegal enrollment.

Local authorities in municipal regions and city districts in Russia (Sec. 63, subsection 3) and a mayor of a commune in France (Sec. L. 131-6) register children who live on the respective territories and have a right to general education of each level and forms chosen by their parents (legal representatives). Sec. L. 131-5 in France stipulates that parents should write an annual application if they choose home-schooling.

In France parents face criminal liability of six-month imprisonment and a fine of 50000 francs if they fail to enroll their child into an educational institution. There are no clear provisions on parent's liability for the same act in Russia. Sec. L. 131-8 of the Code of Education in France defines the good reasons for missing classes (child's illness; contagious and infectious disease of any member of a family; reasons caused by traffic issues; temporary absence of people responsible for children if children travel with them) and sanctions in case if parents fail to inform the educational institution of the reasons for their child's absence or inaccurate reasons for such absence; if a child has been absent during the half of the school day four times within a month without any valid reason or appropriate permission, school authorities inform the prosecutor of the Republic (Sec. L. 131-9). Sec. 44 stipulates similar norm in Russia: parents shall provide their children with general education (subsection 4.1); in accordance with the Russian legislation, parents are liable for failing to comply with the provision or for inappropriate discharge of their duties (subsection 4.6). The Russian law lacks clear-cut boundaries of appropriate behavior of parents and children, and that makes it difficult to regulate educational legal relations and leaves a chance for neglecting their duties. The duty to follow the individual curriculum, including the duty "to attend classes according to the curriculum is imposed on the learners" (Sec. 43, subsection 1); the latter is meant to teach them independence but can hardly be seen as an efficient tool to control their attending classes.

Comparison of rights and liabilities of the subjects of educational relations enables us to conclude that differences between legislative norms lie in the fact that the French legal relations are designed so that the norms are clear and regulate the behavior of subjects, while in Russia learner can act in various ways in particular compulsory conditions. For instance, learners must choose an elective course but they can decide what subject they choose. Moreover, they can choose an institution that engage educational activity. This right can be seen as a conditional one if there is only one organization in the locality, or enrollment strictly depends on the place where children live and location is more important than the legal norm. In France the norm in Sec. L. 131-5 stipulates that a family living in the vicinity of two or more public

schools has a right to enroll their child in any of the schools if the number of student in it does not exceed maximum. However, if there several schools their activities are regulated with the mayor's decree and families should obey its provisions. One of the rights learners have in Russia is vacations, while in France this norm exists as a way to structure school time and space (Sec. L. 521-1). Thus, the Russian legislation, on the one hand, grants learners more rights, though the greater part of these rights is nominal. On the other hand, France offers more detailed mechanisms of implementing the right, which makes regulation of legal relations between educational institutions, state and municipal authorities easier.

Comparative analysis of general education systems in Russia and France reveals some similar trends. The legislations in the educational sphere are developing towards codification. Some researchers argue that №273 Federal Law of December 29, 2012 "On Education in the Russian Federation" meets characteristics of a codified normative legal act in its structure, volume and integrity of the legal relations regulated [6]. The reforms, Russia and France are witnessing, require more legal acts aimed at a number of initiatives.

The French legislation is structured to meet the ideas of multiculturalism and creates better conditions to ensure 'France's adaptation (quality education) to educating learners who belong to foreign cultures and speak foreign languages (establishing CLIN classes that help immerse in the language environment, CRI courses, etc.)'; studying the French culture and language alongside with their native culture and language (ELCO program that aims at teaching native languages and cultures, bilingual training, etc.); boosting experience to fight stereotypes towards representatives of different culture (dialogue technologies, intercultural projects, etc.)' [7, 15]. №273 Federal Law of December 29, 2012 "On Education in the Russian Federation" has similar provisions. Sec. 4 of Section 3 proclaims 'integrity of educational space in the Russian Federation, protection and development ethnocultural identities and traditions of the peoples living in the Russian Federation, multinational state'. Section 5 guarantees implementation of the right to education in the Russian Federation (in accordance with Federal State Educational Standards of preschool, primary, basic, and secondary general education, it is public and free of charge; higher education on the competitive basis is also free if a citizen applies for it for the first time; quality education on all the levels is free from discrimination for the disabled; inclusive education and education of talented people are supported; etc.).

Both Russia and France introduce various educational technologies that involve information systems, information and communication networks and Internet to improve education quality and make it open. 'We have plans to introduce "electronic

diary” in 2011-2012, and it is being applied in some areas’; it is supposed to replace conventional paper diary’; the same is true about Russia.

According to E.Ya. Orekhova, ‘democratic policy in education system in France stems from modern social trends (decentralization, transparency, availability, freedom of choice, multilingualism, etc.). ‘Traditional centralization of organization and management of education system, its egalitarian doctrine, republican principles, cultural traditions ensure its protection from negative impact of contemporary educational reforms and encourages preservation of its stable structure and criteria of successful work’ [8, 18]. Studies in the contemporary Russian education system reveal that the government guarantees consideration of the needs and opportunities, openness, availability, freedom of choice, succession and continuity of education to all the participants of legal educational relations. The legislative and traditional differences in the educational spheres of the countries depend upon different forms of the governmental structure.

France and Russia do a lot to reform their education systems, especially their legislative basis, and take various measures to improve the quality of education. The society does not always evaluate these reforms as positive ones. While considering prospects of the national legislation, the countries are ready to work out the most effective ways to solve the problems. In doing so, they can apply some experience that other countries gained and that can prove useful.

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LANGUAGE MANIPULATION OF INFORMATION IN THE RUSSIAN PRESS

Mass media is an important part of our everyday life. It is one of the sources of information. Nowadays it is obvious that mass media not only informs people of different events, but also has influence on their mind, opinions, ideas and values. By using different language means, mass media can focus public attention on social problems and make people change their views insensibly. This is called “language manipulation of information”. Manipulation is shrewd or devious management, especially for one's own advantage. “Language is one of the key components from which we build our mental models of the world, and can have a tremendous influence

on how we perceive and respond to reality” [1, 2]. So a good selection of words can distort the meaning of the text [3, 91].

There are many ways of changing information about reality by using language means. After analyzing political and social news in such newspapers as the Izvestia and the Russian newspaper, it can be stressed that using euphemisms, dysphemisms, reference to anonymous sources and historical parallels are very popular ways of manipulation in Russian press.

1. A euphemism is “a word or expression that people use when they want to talk about something unpleasant or embarrassing without mentioning the thing itself” [2]. It means the use of a milder word or phrase in place of the one that seems too rude and direct in the context. The replacement of negative words by neutral or positive change the attitude of the recipient to the event. When the author is actually talking about something negative, the reader has an association with something not so bad, good or useful. For example, when it is spoken about the civil war in Syria, it is called "conflict": *Европейский союз выделил 119 миллионов евро на помощь пострадавшим от конфликта в Сирии* (РГ 28.09. 2012). *Итоги женеvской встречи, где был подготовлен план мирного урегулирования сирийского конфликта, в Москве и Вашингтоне трактуют с противоположных позиций* (РГ 28.02.2013).

“War” is always associated with armed forces, loss of life, while the word “conflict” sounds less negative like “disagreement”, “violent argument”. But conflict does not mean war. In Syria many innocent people were killed, it is not a conflict.

Besides, euphemisms are often used in articles about the problems in the Russian Army: *В Киргизии 38 военнослужащих должны были заступить в наряд по охране резиденции № 1, однако бросили место службы и скрылись. По предварительным данным, причиной самовольного оставления части стали неуставные отношения со стороны офицеров.* (РГ 04.02.2013). *Правительство внесло в Госдуму законопроект, который наверняка заставит серьезно задуматься молодых парней, мечтающих о карьере госчиновника, но не согласных год носить солдатскую форму. ... Прежде всего, это решение позволит сократить армию беглецов от казармы* (РГ 10.10.2012).

«Самовольное оставление» means escape from a military unit, «неуставные отношения» - dedovshchina, physical and psychological abuse of new recruits in the army, «не согласных год носить солдатскую форму», «беглецы от казармы» - deviationists, who do not want to be in the army. In Russia it is a crime, when a man does not serve in the army without a valid reason.

According to the Russian linguist L.P. Krysin, there are such aims of using euphemisms: 1) trying to avoid communication conflicts, failures or discomfort; 2) veiling of the fact; 3) code the message [5, 28-49].

2. The opposite way of language manipulation is using dysphemisms. A dysphemism is an offensive and unpleasant word or expression which is a substitute for an inoffensive neutral one. Dysphemisms are used to cause negative emotions - dislike or disgust at what is reported. For example: *Президент Грузии Михаил Саакашвили, который по аналогии с принятой в США терминологией находится в положении "хромой утки", с "постепенно ускользящими" от него рычагами влияния, вернулся к своей излюбленной тактике. Собрал журналистов и выступил с целым рядом провокационных заявлений; Под горячую руку неуравновешенного президента, когда-то жевавшего свой галстук, на этот раз попали грузинские производители "Боржоми" и вин, а также российские инспекторы, приехавшие на грузинские заводы для проведения экспертиз; Все эти заявления, которые, мягко говоря, далеки от реальности, свидетельствуют о том, что Саакашвили, с его непредсказуемым поведением, лишенный реальных рычагов управления, попросту "поплыл". Не держит удар, как безнадежно проигрывающий боксер. Паникует, как это было тогда, когда он прятался за спинами охранников в августе 2008 года, услышав звук самолета в небе над Гори. Тучи над президентом сгущаются все сильнее* (РГ 28.02.2013).

Michael Saakashvili, the president of Georgia at that time, is represented as an ineffective, mentally unbalanced person, "lame duck", who is chewing his tie and hiding behind security guards. Dysphemism, an incorrect comparison, distorts information and causes a negative reaction from the readers.

3. Reference to anonymous sources is a very popular way of manipulation, when information is given according to a well-informed anonymous authority. The name is not pointed and the journalists are not responsible if the message is false. But due to references to such "authoritative" source, often non-existent, information becomes reliable. And to make it more convincing it is reported that the source of information is a high-ranking official [6]. So readers believe that information is true. Here are some examples: *Как сообщил «Известиям» источник в департаменте образования столицы, стать кандидатом на вступление в него (состав московского молодежного совета при мэре столицы) сможет любой желающий москвич в возрасте от 18 до 30 лет...* (Известия 22.03.2012); *По словам высокопоставленного правительственного чиновника, на смену Голиковой рассматриваются несколько кандидатур; Кроме того, по сведениям собеседника в правительстве, идея разделения Минздравсоцразвития на два ведомства – по здравоохранению и социальной политике – находит поддержку не только в министерстве, но и в аппарате Белого дома и администрации президента* (Известия 14.03.2012). *Буквально через несколько часов после завершения переговоров между министром иностранных дел России Сергеем Лавровым и Госсекрета-*

рем США Джоном Керри, *источник в американской делегации сообщил о возможном "существенном повороте в политике Белого дома по Сирии"* (РГ 28.02.2013).

Actually we do not know who has articulated this information, but such expressions with job mentioning make readers believe it.

4. Using historical parallels has the effect of a comparison. Names of different historical figures and events, which have certain associations in the national consciousness, are used as historical parallels. For example, a bad person can be compared with Hitler [4, 87-90]. Such parallels are used to send readers' thoughts to the direction, which is advantageous for a manipulator. For example, *«Наши противники думают, что народ потерял память и вернется на 20 лет назад, когда в стране произошел раскол – возмутился Михаил Леонтьев со сцены. – Да если бы Путин не сделал того, что он сделал 12 лет назад, не было бы сегодня Отечества»* (Известия 23.02.2012).

The mass-meeting in Moscow is compared with the events happened in October, 1993, when there were disorders because of the confrontation between supporters of the Russian president Boris Yeltsin and his opponents, which ended with the use of force and even with shooting at the White House. However, these are not the same situations, the organizers of the meeting have always emphasized a peaceful nature of the demonstration. Nevertheless, such parallels make readers feel doubt and reluctance to go there, because they do not want to have bad results as in 1993.

Another example: *В конце речи Путин вспомнил строчки Лермонтова: «Умремте ж под Москвой, как наши братья умирали! И умереть мы обещали, и клятву верности сдержали мы в Бородинский бой». Битва за Россию продолжается. Победа будет за нами»* (Известия 23.02.2012).

The Battle of Borodino is a great event in Russian history. Everybody knows that Russian troops won, showed courage, spirit and firmness. In this case, Vladimir Putin compares his election campaign with the Battle of Borodino and urges citizens to unite in the struggle for Russia, as their compatriots did in the old days.

Thus, we have tried to describe language manipulation of information in the Russian press. We have looked into the manipulative nature of mass media language, so we know that mass media influences our opinion, ideas and values and the ways it can use. Much attention has been given to using euphemisms, dysphemisms, references to anonymous sources and historical parallels. There are many methods of manipulation, which have become more sophisticated. However, knowledge of their existence can help resist such influence.

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THE “ROGUE STATES” CONCEPT AS A MANIFESTATION OF THE INTERNATIONAL COMMUNITY’S AUTOIMMUNE PROPERTIES

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Jacques Derrida is one of the major figures in the philosophy of the XX-th century; he has developed a range of theoretical enterprises, which help to achieve understanding through the destruction of stereotypes. His ideas influenced greatly not only science but art and a modern way of thinking too. The most publicly engaged stage of J. Derrida’s career began due to the late statements and works focused on ethical and political issues. Among various subjects of analysis was the future of democracy in a post-national context. Such interests of the philosopher made him address to the problem of the “rogue states” and, eventually, to provide rather an

unusual explanation for the emergence of the conception, originated by the Administration of the United States.

The “rogue states” concept was studied in detail by a number of researches; anyway, it stays controversial and still cast doubts among experts about its fairness and consistency. Robert Litwak, being an authority in the international security studies, traces back the history of the concept and concludes that its origins took root in the 1980-s to be afterward evolved from the product of the liberal tradition of the political thought to the category which might be perceived as a realism’s offshoot. Bringing forward such characteristics of the “rogue”, “pariah”, “outlaw”, “backlash” behavior (all variants are used in political discourse) as, firstly, a pursuit of weapons of mass destruction and, secondly, state-sponsored terrorism, R. Litwak shows the gradual stress shift in the third one from the obstacle which these states pose to the international cooperation and peacekeeping to the threats outgoing from them to the U.S. allies and their interests in key regions [7].

The modern official American vision of the problem was expressed in 1993 in the speech of the National security adviser A. Lake. He described rogue states as countries controlled through coercion and violation of human rights; such suppressive regimes are weak in terms of adaptation to some global political and socio-economic trends, their desire to become powerful actors on the international scale enables them to threaten neighboring democracies. He mentioned among “backlash” members of the world society Cuba, North Korea, Iran, Iraq and Libya because of their reluctance to share common values and inability to be engaged constructively in the global community [6].

The main aim of this article is to establish the correlation between democracies and “rogues” and being guided by the J. Derrida’s arguments, to find out which of these two types of actors present a threat source of a greater extent (a proposed division is conventional, it is used to ease the study).

First of all, the term “rogue” should be considered, as it implies a differentiation between a set of elements, so called, “civilized states” and those actors of the world politics which do not follow the rules elaborated in the middle of the XXth century as a basis of a new postwar world order. In this regard the article of E.N. Saunders, a Yale University’s researcher, is of interest. She examines the problem of responsibility for setting such “boundaries” [10] and devotes a special section to the topic of a transatlantic disagreement or debate over the coercion strategy towards countries, defined by the USA as “rogues”. European Union’s engagement in building relationships with them instead of isolation was interpreted by the American government as a cover of commercial benefits gained by trading and, finally, led to a dispute over two controversial laws passed by the US Congress: Helm-Burton Act and

the Iran-Libya Sanctions Act with a provision of sanctions for the international investors of Cuba, Iran and Libya. Different approaches to the subject (American and European) demonstrate that it is not only an example of a particular case of a disagreement between the partners, but it is mostly about an ability to shape an international agenda. Anyway, the leader in this competition of powers is obvious – the United States managed not only to form their geopolitical interests in the concept, which claims to be universal, but to convince the global community in its fairness and objectivity.

J. Derrida comes to the same conclusion and the reference point of his analysis is American foreign policy. To support this point of view he cites R. Litwak, who argues that “A rogue state is basically whomever the United States says it is” [8] and quotes the opinion of A.N. Chomsky about a propagandistic character of the concept: “As the United States uses the term “rogue state”, it refers to anyone who's out of control” [13].

It is not by chance that the philosopher’s book “Rogues: Two Essays on Reason” [1] starts with an epigraph “The strong are always best at proving they’re right”, borrowed from the La Fontaine’s fable “The Wolf and the Lamb”. J. Derrida devotes a central role in his writings [3] to the problem of interdependence of two political categories: power and sovereignty, their indivisible and unconditional nature and provides an example of a wheel’s rotating movement as an illustration of this unitary: self-determination implies restrictions; at the same time self-legislation empowers an actor to be self-constituted. Such a closed system should not experience an external intervention that might cause a break in the circular motion.

This pattern might be applied not only on the level of a state, but on the global scale: the more influential in terms of economic, military and diplomatic indicators is the country, the more invulnerable sovereignty it enjoys. Historically, modern western states, which are believed to be the most developed part of the world, are democratic. They have created a world order and worked out the system of the international law being directed, mainly, by their national interests. This order made democracy, notions of human and civil rights, and main values shared by the world society. So, it has resulted in a paradox: the most powerful democratic states are not in danger, while they can be a threat to other members of the world community, imposing their will and ideals and in that way actively violating their national sovereignty. Robert Lieber, a professor of the Georgetown University, explained his vision of America’s behavior during Bush’s presidency with an expression that immediately became very popular: “as much multilateralism as possible, but as much unilateralism as necessary” [12], this selective approach might be understood only in terms of the US supremacy.

J. Derrida is convinced that the champions among the “rogues” are the United States, since they speak in the name of the international law and simultaneously ignore and violate it, dictate their interests and unleash wars. The fact that they made use of stigmas “rogue” or “backlash” is an additional argument to prove that the American democracy is just a bluff, otherwise such a regime would stay open and tolerant to others. The philosopher puts it as follows: “the alternative to democracy can always be presented as a democratic alternative” [2]. This reasoning has been resulted in a conclusion: “There never was a democracy yet that did not commit a suicide”. To prove the idea he launches a chain of deconstructions and detects an aporia or a complex of contradictions inherent to any democracy and reducible to the phenomenon of the “autoimmunity”, borrowed from biology.

The immune system protects an organism from hostile pathogens, thus the autoimmunity is an anomaly which looks like a body’s inability to respond to outside challenges correctly and presents a false indivisibility of “self” and “other”, it may cause development of autoantibodies that attack its own cells as foreign.

The essence of any democracy is controversial; it hides a “diabolic couple” – an unsolvable puzzle for J. Derrida. In theory, democracy rests upon two pillars: freedom interpreted as recognition of otherness and equality as a sameness or singularity. In practice their coexistence is unfeasible and looks like an eternal conflict of two processes: on the one hand, it is a search for a subject of self-identification and, on the other hand, it is a differentiation with an outside world, self-delimitation and, consequently, an outrage of a “freedom” principle or, in other words, a manifestation of autoimmune properties.

To sum up, democracy has no pure and definitive form, it is “something that is pursued rather than achieved”. Antagonism inherent to it lies between two natural states of “a murder” and “a suicide”. The first one becomes apparent in the case of a “friend-enemy” distinction, when a comparison to other types of regimes encourages both for cooperation and ideological confrontation with different countries (perfectability). It explains the confrontation of the Cold War and the demand of the American government for the “rogues state” concept [5]. The second one is connected with autoimmunity: being an open system democracy perceives and assimilates some elements which threaten it and “poison” (pervertability), reacts on them and, thus, breaks its own laws.

Democracy gives rise to an effective force, which is required for maintaining sovereignty and, consequently, for the supremacy of democratic principles. Such correlation might be presented as a triangle that makes J. Derrida believe the future of democracy is uncertain: it cannot be spread on all the states, since beyond nation borders it needs superior sovereignty characterized with a power abuse or

autoimmunity. For the philosopher the power abuse is a display of a rogue's behavior, so he concludes that all the actors of the world politics are potential or actual rogue states, therefore, such attribution is senseless; this thought was shortened by him to the expression: "no (more) rogue states" with two equally true variants of reading.

So, it has turned out that all the modern states are inherently "rogues". Reverting to the beginning of the article the extent of a threat they pose to each other depends purely on their international "sovereignty" (in this case it is a synonym for the notion "power"). Democracy is just an ideal for self-improvement and it implies an eternal competition with "others".

Democracy is not a cure-all, a guarantee of a peaceful and stable world's future, as it was considered by the majority of experts after the collapse of the Soviet Union. The end of history, described by Francis Fukuyama, is an unlikely outcome or just a long-range outlook at its best. According to a famous philosopher A. Thomson, the arguments provided by J. Derrida in "The Politics of Friendship" [4] helped to diminish a reductive political optimism and to become aware of a "monstrous, unimaginable" democracy's nature, which "implies the devastation of all the conceptual systems by which we reckon politics" [11].

J. Derrida's specific approach to political issues (a philosophical point of view) has undoubtedly enriched the theory of international relations. His works can be used as a good example of a criticism against the democratic peace theory. However, some of his points are quite disputable. "Autoimmunity" as a limit for the development of democracy, an impediment to practical embodiment of ideology goes in his analysis beyond national borders, while it is not a rule, that the state is guided in its foreign policy by the same principles as inside the country. Most of the specialists operate such terms as "actors" in order not to emphasize the type of the regime.

There are no "aporias" as there is no real democracy in the world – only its modifications which are close to the theoretical model; the main stimulus of their enhancement is not a comparison with others but the possibility to use competitive advantages for strengthening sovereignty and international influence. Such indirect proof of democracy's strong points eventually reconstructs the pattern of the domestic governance on the level of the world politics.

Each type of the political regime presumes the existence of a pyramid topped with a narrow group of leaders. The difference is in the freedom of actions acceptable for its tiers (it is defined by the equality rate of the elements) under the condition of maintaining stability. For this reason the most flexible one is a system constituted by the democracy. Anyway, democracies might have an imperial mentality, characterized as a tendency to expand the sphere of influence. Not all of them behave like this – only those, whose influence went to a greater extent far beyond geographical boundaries.

The “rogues” in this case are revolutionary figures; they challenge the complex interplay of global powers and the most influential international organizations and become objects of deterrence. Sometimes it looks like a violation of democratic principles and a display of autoimmunity. However, the rogue state is a particular case of autoimmune properties for “imperial democracies” (such global powers as the USA).

The main omission of Derrida’s theory is that today world order presents rather an imperial than democratic structure. Intervention in internal affairs of the “rogues” (the term is used here as a convenient attribution to a group of states) is democracy’s perversity and at the same time a normal reaction of an “empire”. Just the use of the term “rogues” in the political discourse demonstrates “autoimmunity” – a degradation of democracy’s pillars; it shows the rupture with the state’s self-image as one among equals.

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FLANDERS AND WALLONIA: WILL THE SEPARATION
WORK OUT WELL?

The separatism is the issue that is currently gaining increasing popularity due to recent international events. Together with the separatist-minded regions such as Scotland in Great Britain, Catalonia in Spain, and Venice in Italy, a similar social climate characterizes Belgium, where a historically-conditioned struggle between its two parts takes place: the struggle between francophone Wallonia and Dutch-speaking Flanders. The problem of separatism is assumed to be acute for Belgium more than for other states of the world, as the victory of these political ambitions does not threaten only economical and geopolitical complications, followed by breaking a part of the country off, but probability for the state ceasing to exist.

Belgium can be possibly called a kind of transition zone between various cultures. The population that lives on this territory is completely dissimilar in cultural, economic and political sense. The fact is that the Belgian language does not exist at all. There are just the Dutch-speaking Flemings to the north and the French-speaking Walloons in the south. Moreover, in the east we can find the Germans who make up their own group even though it is not so numerous [1, 249-235].

The history of the contemporary state started in 1830 after Catholic Belgium had broken off from the Protestant Kingdom of the Netherlands. As Belgium was a part of France for a long time, French was the only official language that embraced the most basic spheres of life such as education, jurisdiction and army. French was the language that all the press and literature were published in, and was spoken by the upper strata. The paradox lay in the fact that the number of Walloon population was significantly less than the Fleming one. At the same time, Dutch was spoken by the majority of citizens. In this connection language oppression could not pass unnoticed, so eventually the Flemings made their presence known back in 1847 by organizing a

movement aimed at achieving equality between the Flemish and the French. They began to exalt their historical past and traditions. In 1898 the Flemings succeeded, and the law on the principle of bilingualism was passed. Now that it had happened, the postage stamps, banknotes and coins inscriptions could be seen in both languages. The bills were published in two options as well, but still the equality of two languages was not gained yet and French remained an official language of the state machinery and elite, while Flemish was considered the language of the peasantry [7].

The turning point of the movement was the 1920s, when the language equality was officially claimed. According to new legislation Dutch turned into the Flemish provinces official language. The capital Brussels was to remain bilingual. Yet, the conflict was not settled, as it was not limited to a language component, but spread over different spheres of life, the economic sector in particular.

Steel mills and coal mines of Wallonia were originally the power that determined the country's welfare, thanks to which the kingdom turned out to be one of the strongest European leaders. However, after the Second World War the positions of the two regions would change drastically, when automobile and oil refineries were built up in Flanders that made headway, so the region ended up much richer than its so far dominating and feeding neighbor. Wallonia was torn with unemployment, while Flanders became a locomotive of the country economy. One theory has it that such a shift happened because of the Flemings who had taken all key positions in the government and redirected capital flows to their own region advisedly.

In 1960s the existence of three cultural communities was officially admitted: a francophone community, a Flemish community and a German-speaking community, and by 1989 three economics had been ultimately registered: Flanders, Wallonia and Brussels, that was confirmed by the Agreement of Saint-Michel. From now on Belgium was proclaimed a federated state consisted of communities and regions.

As a result legislature and executive branches appeared in all 6 Belgium subjects and were additional to central authorities. Political elite representatives increasingly associated themselves not with the country, but with the natal community [4].

A new round of political crisis commenced in 2007, when owing to an economic crisis Wallonia and Brussels being in the state of severe unemployment and low labor productivity took away all the means from Flanders, slowing down the region development nationalists tend to claim. Furthermore, it took the Flemish and Walloon socialists 18 months to install the government in 2010 and they managed to do this in 4 months in 2014. The victory belonged to a «New Flemish alliance», the representatives of Flemish nationalism. Now the current Belgium Prime-Minister,

representing the interests of his party, demands a wide autonomy for Flanders, up to separation from the country.

What do the Flemish' main claims lay in? First of all, to transfer socio-economic policy, justice and health service from the federal level to the regional one. Secondly, tax and financial autonomy. The demands also include the language benefits abolishment and bringing to a stop Brussels growth, where the majority speaks French. Nationalists' separation mottos are gaining more popularity.

At the same time, Wallonia expresses its discontent over the ban of the French language on the territory of Flanders and the attempts at making Dutch a major language in the country. In addition (of it), the Walloons are concerned with the territorial belonging of several border communes including Voeren exclave and the problem of Brussels territorial and language blockade [3].

So this confrontation has been a subject of world society concerns for many years. Some researchers suggest that there is a risk of failing to form Belgium government next time.

Summing up and analyzing all the facts, we will make up possible scenarios.

Option 1: the split of Belgium into two parts. If it happens, French-speaking Wallonia is likely to become a part of France, while the German community will raise the question of the reunion with Germany. Flanders would be the only country that would remain independent; however its policy might be dictated by more influential states and unions, such as the EU. This theory seems quite obvious, as a new small state is easy to manipulate due to the lack of authoritative allies. The Belgian collapse would set a precedent for separatists in other European countries who want independence.

It is important to point out that the potential Belgian province joining Germany contradicts the Moscow treaty conditions (1990), in which Germany bound itself not to expand its territory after the East and West Germany reunion, and this situation would inevitably lead to a new international conflict [5, 9-16]. The destiny of Brussels, a capital of Belgium and the European Union, is also difficult to predict. Its ethnical majority is the francophone, so the idea of the whole city to become a part of Flanders seems to be unreal. We assume that the capital will be divided between the break-down parts along with all the territory of the state.

Option 2: reformation of the current system and keeping Belgian unity.

For Belgium to exist successfully, a multi-level identity model is to be built, and it is supposed to function all around the country, among its population. For these aims supra-national and supra-regional movement can be organized, which will be based on entrepreneurs, labor unions and student organizations [2, 104-107]. In other words, the guarantee of Belgium survival is its citizens, identifying themselves not

with a province or a community, but primarily with the whole state. The obstacles lay in the fact that the antagonism has already become strong and the inner cultural division is rather deep. For a great number of the Belgians the question of their belonging is a clear issue and they confidently say: "I'm a Flemish".

Option 3: a compromise and Confederacy.

In our opinion, it is the most probable scenario. The high probability of it is determined by the discommodity of national regions being apart. The Confederacy might give the Flemish and the Walloons the opportunity to exist almost independently but at the same time to solve the most acute problems and hold foreign policy under mutual jurisdiction of Flanders and Wallonia [6].

Option 4: Nothing will change. The latent stage of the conflict.

Despite the fact that the conflict has remained unresolved for a long time, Belgium still exists successfully. It is quite possible that after the next elections the parties will take several months to overcome the enmity and form a new government. Political leaders' mottos will continue to serve only as a populist measure for gaining political power. After all the Belgians themselves do not suffer significantly because of the whole situation and "a thirst for freedom" may, possibly, turn out to be just a nationalists' figment of imagination. The disputes would definitely live on, but not entail any considerable changes.

We are unlikely to witness two provinces reconciliation and the representatives of Flanders and Walloons are unlikely to shake each other's hands but it is obvious that they cannot develop successfully without one another from the strategic point of view.

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NEGOTIATING ACROSS DIFFERENT CULTURES

Negotiations take important part of career in various fields in the 21 century and can be discussed from the point of view of different aspects. We are going to consider negotiating in a broad sense that is why it may be defined as discussing, communication, consultation exchanging of views, reaching a consensus, and formal negotiations. Those in a narrow sense include the activities that are carried out in places that are publicly or formally prepared for negotiations [1, 135].

In this article we keep to the following definition: negotiations can be defined as the process of bargaining between two or more parties to reach a solution that the acceptable to all parties [2, 60].

Casse and Deol identify three types of negotiation:

1. negotiation based on compromise
2. negotiation based on synthesis (all ideas are taken into account)
3. negotiation based on synergy (the result is greater than the sum of the parts) [1, 60]

Negotiations can include eight stages. O'Connor identified them as follows:

- relationship building
- agreeing procedure
- exchanging information
- questioning
- options
- bidding
- bargaining

- settling and concluding [2, 61]

In different countries people spend more time for one stage, spend little time for another one and just skip some of stages. In some cultures all stages can be time-limited. Thus they have different negotiation styles. We have decided to compare negotiation styles in America and Russia.

American Negotiation Style

Here is the list of things which are typically for Americans formed by J. Bradley:

Impatience- They are the most impatient people in the world. This characteristic is carried over into their negotiating style to such an extent that the rest of the world recognizes this trait in their negotiators and takes advantage of it at every opportunity.

Arrogant- Most other peoples believe that they are the most arrogant, or certainly one of the most arrogant, nations in the world. Their superpower status is certainly a part of this image.

Listening- They are not good listeners. This goes hand in hand with impatience and arrogance.

Insular- Most Americans have limited experience with regard to other cultures. This shortcoming can often lead to mistakes, misunderstandings and subsequent embarrassment on the part of the Americans.

Naive –Their insular attitude, and sometimes our appearance, can give the impression that they are naive, are easy marks for the skilled negotiator and are someone to be taken advantage of.

Friendly- They are recognized as being friendly, out-going, and having a sense of humor. This trait is particularly important. Being friendly helps to build a sense of trust among negotiators.

Flexible- U.S. negotiators have more authority to make decisions during negotiations than most other delegations. This means that they can often make decisions on the spot, at the conference table.

Risk Takers- More so than most, U. S. negotiators are risk takers.

All in all, a net positive score with some areas for improvement. If you can slow down and listen and focus on the interests of the rest of the world, you could become a superpower negotiator [3, 1].

Generally Americans are friendly in negotiating, but they separate work and relationship. Friends are friends, family is family, chief is chief, and colleague is colleague. Americans always do everything their way. Americans are conflict and they know about their skills in this sphere.

Russian Negotiation Style

For Russians it is very important to know that their companion is serious in this negotiation. In Russians' opinion, one partner should win in negotiation and another should lose. But Russians can back off, when they confront strong resistance in negotiation. Russians have some criteria for the negotiation team and the leader of this team. It can be negotiation skills, political affiliation, personal skills and knowledge and other. In addition, usually the leader of the team is a person who has a lot of experience in negotiation, who has high level of oratory and high level of skills in the topic of the negotiation.

An interesting thing in Russian negotiations is protocol. It can be formal or informal. The main idea of the protocol is following a list of the rules of negotiation (topics, speakers, time-line etc.). Russians expect the partners to be punctual. In Russians' opinion presentations should be short and concise. By the way, it is very important to look good. First impression is a very important part of negotiation. Russians usually focus on general goals.

One of the unique aspects of Russians is trusting. Trust can be based on the laws of partner's country or it can be based on friendship, reputation of partner.

Negotiations with Russian people can be very slow and long. Sometimes Russians discuss things again, when that had already been agreed.

Therefore negotiation style depends on culture of the country. Each country has its own principles. There is the list of cultural factors that are keys of differences in negotiation: language, attitude, non-verbal communication, ideology, how people value their time, how people perceive their business partner and negotiations.

Casse and Deol summarized cultural assumptions related to negotiation between North and Latin America and we added appropriate cultural assumptions in connection with Russian negotiations and presented all of them in the table [2, 62].

Cultures			
Assumptions	North America	South America	Russia
1. Emotions	Emotions are not highly valued. Transactions with others are mostly unemotional.	Emotional sensitivity is valued. Interactions can be highly emotional and even passionate.	Emotional sensitivity is valued. Russians can be emotionally-driven.
2. Power	Power games are played all the time. Litigation, not so much conciliation. To be strong is highly valued.	Great power plays an important role. To be stronger than others is particularly valued.	To be strong is highly valued.
3. Decision making	Teamwork provides inputs to decision makers.	Decisions are made by individuals in charge.	Leader of the team also can delegate his authority to the team.

				Decision can take a long time.
4. Social interaction	Decisions are made on a cost/benefit basis. Face-saving does not openly matter.	Face-saving oneself is critical to preserve honor and dignity.	for Russians are not very included to compromise, with the exception of the case of having long-term partner relationships, when they make serious concessions. Face-saving is vital to preserve dignity.	
5. Persuasion	Argumentative when right or wrong. Impersonal when presenting arguments.	Passionate and emotional when arguing. Enjoy a warm interaction as well as lively debate.		Can be very emotional when arguing and it does not matter if they are right or wrong.

Negotiations are a very complicated and multi-faceted process. Psychology, culture and history of the countries are in the fundament of this process. In all countries negotiations have different principles, rules, features, tactics and all of them are unique. Multicultural negotiations are very complex because, firstly, different people have different opinions and, secondly, they have different cultural backgrounds.

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«ISLAMIC STATE» AS A THREAT TO TURKEY'S NATIONAL SECURITY

Today there is no doubt that such a radical group as the «Islamic State» is gaining momentum. Only last summer the islamists declared a caliphate in the areas they control and now they have already gained lots of followers. Therefore we can confidently claim that the IS is turning into a global center of uncompromising Islamic radicals [2]. Moreover, the IS's ambitions are not limited with Syria and Iraq: the next target is to destabilize the situation in all the Middle East. Unfortunately, terrorists' aims fit their possibilities. Having military power, sources of income and strong ideological commitment the IS poses unprecedented treat to the Middle East.

For the first time ever, a terrorist organization can dramatically change the map of the Middle East. For examples, such countries as Syria and Iraq are under threat of collapse. Except that, this situation can influence Saudi Arabia, Iran and Turkey's strategic interests.

In Turkey things are the worst. Islamists have already located near the border with Turkey. What is more, the border by itself is quite porous and the majority of the residents there are the Kurds, whose relations with Ankara are periodically tense.

Keeping control over the Kurds is Turkey's historic task, but after emerging a new threat, this item gets on the agenda again. It is more than likely that in case of Iraq's dissolution a separatist sentiment will cover the Turkish Kurds again. Consequently, Iraq's integrity is a guarantor of the Turkish one. This is the main reason why for a particular period Turkey did not allow not only its, but also Iraq's Kurds, who were eager to go to Syria and set their captured brethren free, to cross the Turkish border. Only after mass protests the government had to make concessions, but only for Peshmerga – military forces of the Iraq's Kurds. Such a behavior of Turkey gave grounds for accusing Turkey in cooperation with the IS without any formal evidence. However, these worries are justified. Actually, are there any guarantees that if the Turkish Kurds are allowed to help compatriots in Syria and in such way get military experience, they will not turn their weapons against their own government?

Furthermore, Turkey cannot benefit from the IS' actions. However, by way of argument some politicians use Turkey's interests in getting and transporting oil, which is exported by extremists. Here the question rises: is it really so important for the country, which is the biggest partner of Russia, Azerbaijan and Iraqi Kurdistan? The contract with Russia on constructing a «Turkish stream» has recently been signed, the

foundation for Trans Anatolian pipeline, which will be supplying Azerbaijan oil through Turkey to Europe, has already been laid, as for Kurdistan, in June, 2014 Ankara and Kurdistan Regional Government signed «50-year energy deal that would export Kurdish oil to world markets through Turkey» [3]. Sponsorship of terrorism will lead to cooling in relations with these partners and, consequently, deterioration in the Turkish business environment.

Besides, islamists territorial expansion, especially in northern Iraq, is dangerous for Turkish energy security. As for suspicions that Turkey is buying oil from terrorists, if it is really so, it is the result of smugglers' activity, not Turkish authorities. It should be noted that contraband control was one of the high priorities for the Turkish Government even before the emergence of the IS.

Turkey's position in Syria also gives occasions to blame the country for supporting terrorists. It is commonly known that Recep Tayyip Erdogan characterizes Bashar al-Assad as a dictator [5] and believes that only Assad's overthrow will lead to constructing a democracy in Syria. It seems that the IS' intervention to Damascus and a coup in Syria will play into the hands of Turkey. However, Turkey does not want extremists to rise to power. Here it is important to mention that the IS and Syrian opposition, which is supported by Turkey, are not united. Therefore, islamists' rise to power would mean not only Turkish foreign policy collapse, but it would also undermine prestige among Arab countries, which also support Syrian opposition.

Besides, the IS' activity is a danger for the tomb of Suleyman Shah, a Turkish enclave in Syria. According to the Treaty of Ankara, signed in 1921 between Turkey and France (whose colony was Syria at that time) the territory, where the tomb is located, belongs to Turkey. However the IS does not want to admit any tombs, as it contradicts the sayings of the Prophet Muhammad. Consequently, by capturing the tomb extremists, firstly, would be inspired again, secondly, they would throw the gauntlet to Turkey, for which the tomb is «a matter of pride and prestige» [4]. Moreover, the enclave is guarded by 40 Turkish soldiers, whose life is also under danger. That is why on 22 February the tomb was evacuated nearer to the Turkish border.

So it is obvious that the IS threatens inviolability of the Turkish territory, energy and economic security and is even able to undermine its international prestige.

Then, why does not the country take drastic measures and does not take part in military operations of NATO member countries?

Firstly, as it has already been mentioned, in case the Turkish Kurds went to war, they would return experienced and it is more than likely that they would demand an autonomy.

Secondly, in summer, 2014 militants kidnapped 49 people in the Turkish consulate in the northern Iraqi city of Mosul. Open warfare could have led to execution of all these hostages.

Thirdly, Turkey tries to escape a new flow of refugees from Syria and Iraq. The President Recep Tayyip Erdogan gives this reason more often. According to official statistics today in Turkey there are more than 1.600 million Syrian refugees, for whom the government has spent \$ 5 billion [1], but today Turkish economy is nearly on a «burning platform» and without the financial aid the country cannot afford taking new migrants.

Finally, Turkey associates itself in many aspects with Russia and China and understands that opening fire against Syria will lead only to enormous casualties among civilian population and extremism growth in the whole region. Taking this into consideration, in order to fight against IS Turkey acts within the international laws.

All in all, the «Islamic state» is regarded to be the most dangerous terrorist organization in the world, as it can totally change the situation not only in Turkey, but also in the whole Middle East. The solution of this problem can be found only after the consolidation of all world communities. As for Turkey, it is a country, which understands that only united efforts may eradicate the problem.

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SUMMER CAMPS AS A POSITIVE ENVIRONMENT FOR SOCIALIZATION OF CHILD'S PERSONALITY

Since the school years we are learning simple, but universal idea that human is a biosocial creature and cannot be parted from the society. This is the basis, which

gives us a possibility to state that socialization is one of the most important processes, in the harmonious developing of a personality.

The influence of a family and such social institutes as preschool, school, universities in socialization of a child is generally is generally acknowledged. Within the scope of this article we draw our attention to the educational and health-improving summer camps for children. Traditionally, the main aim of those camps is organizing summer vacations and improving the children's health. But such narrow understanding of its aims leads to diminishing the role of socialization of the child's personality in the environment of the children's summer camp. In this article we try to discover the potential of socialization in the children's summer camp, basing on personal experience of working in «Dozorniy» (Patrolling) summer camp of all-Russian children's centre «Orlyonok» (Eaglet).

First of all let us specify the socialization process. Different sources give us slightly different conceptions. In general socialization is a lifelong process of developing with the help of environment and inheriting and disseminating norms, customs and ideologies, providing an individual with the skills and habits necessary for participating within his or her own society, and also self-development and self-realization. In other words, this is development and self-changing of a person in the process of inheriting and disseminating norms of culture, which occurs in the interaction of a person with spontaneous, directed or partly-directed life conditions in every period of life. Here we can see that the active role of the individual him or herself in the process of socialization is underlined, identifying the notions environment and society, considering them as the origin of norms, which individual inherit.

The other author, Mardakhaev L.V., discovers the notion of socialization as «the process of formation of a person , while learning the language, social norms and the experience, such as attitudes, models etc., culture of the specific society or group, disseminating and enrichment of social connections and experience.»[1] In this concept, the author stresses out the role of the process of interconnected individual and society development, which gives us characterization of interaction between individual and society.

Professor Slastenin V.A. gives this definition of the socialization process: “Socialization is the process of integration of a person into the social system and entering he social environment through the mastering its special norms, rules, relations and values” [4]. In this definition the emphasis is put on entering a social system that already exists.

Taking stated into consideration we can present the process of socialization in the children’s summer camp as the combination of the following parts:

1. Spontaneous socialization- occur in the interaction of a child with subjectively important for him or her persons (e.g. group mates of any age or gender, any respected adult) and by the influence of objective conditions of living in a camp
2. Partly socially controlled socialization – systematic establishing of material, organizational, legal and moral conditions for development of a person by government and society
3. Self-initiated changes- more or less conscious change or changes having pro- or anti- social vector (self-development, self-destruction) in accordance with individual resources and in accordance or against objective life conditions.

This understanding of the nature of child's socialization process in the environment of a summer camp makes it possible to analyze the achieved results in a complex of different positive social results: the progress of communicational skills, the number of new friends and acquaintances, the number of newly acquired social roles, what new skills were developed and what were improved etc. As our goal, we see he socially developed person, characterized by self-consciousness, which inherited social norms and mastered the usage of social roles and skills of prosocial behavior.

While studying and analyzing the educational environment of the summer camp we pointed out its basic distinctive features, which determine the process of child's socialization in a summer camp

1. Significant change of usual life conditions and absence of he usual sources of social impact
2. Objective conditions: the necessity of living and spending the considerable amount of time in the society of new and unfamiliar people of different age, searching for the possibility to get acquainted and applying new social roles.
3. New atmosphere. For a child, the changes of a place and conditions of living are usually connected with new and pleasant experience. Most of them try to do their best to make a good and strong impression on the new group. Children usually manage to assign roles and maintain rules by themselves, but for a better result those rules must be set up. This will provide positive psychological set for a whole time of their living in a camp.
4. The influence of an adult leader .Adult leader is an adult who plays the role of a mentor and manager of a unit, but maintain close and friend-like relations between him or her and children. The duties of an adult leader are various, but the most important for the process of socialization are children's interrelations correction within a unit, resolving and prevention different kinds of conflicts in a most suitable way, involving all children into unit and camp activities, creating a positive psychological set, and constant involving of a child into the process of communication and group or personal reflection.

5. Group and personal reflection. Different direct (talk in front of a bonfire or a candle) , and indirect (paint how do you see <...>, which animal do you think <...> is) means of reflection and analysis allow a child to express his or her feelings and thoughts about current events and evaluate his or her own psychological and social status. These activities allow to involve all children into the conversation and detect the problems in the process of socialization. Moreover these activities form a skill of conflict-solving via negotiations, which undoubtedly have a positive influence on the process of socialization.

6. Environment for professional or/and creative development/Environment of the camp expands positive choice and availability of positive occupations, in accordance with its material resources and specialization. The positive effects of it include development of independence, social skills, resilience [2].

Activation of socialization processes are supported by special conditions of the educational environment of the summer camp itself i.e. customs, specifications, theme programs etc. After stating the outlines of camp socialization, which are common for most of the summer camps, we would like to state the specific features of the camp, where our observations took place [3]:

1. The theme of «Dozorniy» summer camp is border military service. This supported by different events and activities, and form the perception of a time in a camp as a theme adventure

2. Accurate planning of a particular activities and the whole 3-week term. Plans are thoroughly discussed, made and checked in the period of two or three days, before the term begins. Plans could be modified during the term if necessary. This makes possible to reveal and use abilities and develop new skills. Moreover it eliminates the possibilities of inactivity or antisocial activity.

3. The important part of the work is to unite children, especially in the first 3 days. Different activities such as Young Russia («present your region» creativity competition), Survival Strategy (adventurous team game, which helps to learn the map of the camp), Night Sniper (quiz game, organized during the night time including stealth-action and finding information without gadgets) etc..

4. Different all-camp activities: Military Formation and Song Contest, Counter-Terror (game training fire safety skills), Ecological Exhibition etc. These activities provoke communication between children of all age, who are usually divided into different units.

5. 3-day walking tour. This activity not simply checks all previously acquired skills, but cooperation and trial. The hardships of a walking tour make social connections much stronger.

It is important to mention that because of the short term of being in a camp a child undergoes the processes of socialization and personal development quite fast, therefore it is easy to monitor and modify. Our observations, while working as adult leaders in this summer camp, allow us to conclude that thoroughly and professionally organized educational program of the work plays a key role in making summer camp effective, and effective summer camp can make a process of socialization far more successful.

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STYLISTIC MEANS OF CREATING SUSPENSE

IN A WORK OF FICTION

(BASED ON STEPHEN KING'S NOVEL *DOCTOR SLEEP*)

Doctor Sleep is a novel by Stephen King, a sequel to King's novel *The Shining* (1977), released in September 2013. The novel under analysis is a piece of horror literature.

Horror fiction, horror literature and horror fantasy are genres of literature, which are aimed to frighten, scare their readers by causing feelings of horror and suspense [2]. Literary historian J. A. Cuddon has defined the horror story as "a piece of fiction in prose of variable length... which shocks or even frightens the reader, or perhaps induces a feeling of repulsion or loathing." [1, 11]

Stephen King is not the founder of horror literature, but he is considered to be one of the greatest masters of thrillers. He managed to create his own style and gave the world unsurpassed examples of emotive prose. The action in King's works does not depend on rules of real life. And the feeling of constant danger, darkness that can come from anywhere is perhaps the most important thing in the novels of King. King's characters live in the real modern civilized society, but they are helpless and every minute this brings a premonition of a disaster. This uncertainty and constant expectation of tragedy keeps the reader in suspense.

Suspense is one of the main components of horror literature. It forces the reader to experience the excitement and a craving for reading, which are caused by strong emotions. Unpredictable events, mysterious phenomena in the thrillers force the reader to think about what is going to happen with their favourite characters. Suspense also gives the person the so-called "on-edge" feeling. [5] Suspense is about conflict and some obstacles the protagonist comes across on his way.

In terms of narrative expectations, it may be contrasted with mystery or curiosity and surprise. The objective is to deliver a story with sustained tension, surprise, and a constant sense of impending doom. Horror literature aims to keep its audience alert [4]. Suspense in thrillers is often intertwined with hope and fear, which are treated as two emotions aroused in anticipation of the conclusion - the hope that things will turn out all right for the appropriate characters in the story, and the fear that they may not.

The feeling of suspense may be created by different stylistic devices, such as epithets, metaphors, personifications, etc. Stephen King is a great master of a word; he managed to create the feeling of suspense in his novel *Doctor Sleep* owing to his unique manner of narration. Punctuation serves as another means to arise the reader's suspense and fear. In this article we will consider text examples from the novel under analysis to look into this issue.

In the very beginning of the novel Stephen King recurs to his book "The Shining" telling us the summary of the story:

"Only the child was unhurt. Physically, at least." [3] Here the device of parcelling is used to hint at the previous catastrophe and approaching troubles that are connected with the physically unhurt child.

Quite often epithets with negative connotation help to create suspense in this story: *"disastrous winter, shattered vertebrae, broken ribs"* [3] – these unpleasant epithets create flashbacks that suggest the tremendous disaster had taken place in the story.

The description of nature is a very bright and vivid means to intensify the emotions of the characters:

a strong wind was blowing, the wind gusted, a dying palm tree clattered its leaves. The sound was skeletal. [3] The epithets “strong”, “dying”, metaphors “clattered”, “gusted” sound awesome and the last epithet “skeletal” impresses the reader greatly.

“The sky had scummed over with clouds.” “This evening the air held the face-freezing dampness of coming snow.” “The side streets were deserted and the houses buttoned up.” [3] This description of weather and the surroundings makes the reader feel tense. Through the epithet “deserted” and the metaphor “buttoned up houses” we see a gloomy picture. In the epithets “face-freezing” and “blowing down” the reader hears the rustling of autumn dying leaves and, as a consequence, feels the approaching frost of winter. The epithet “coming snow” alludes to coming danger.

The direct description of the enemy of the main character is rich in epithets:

“The voice was liquid, wavering”. [3] These epithets “liquid”, “wavering” create tension, because we understand that the voice belongs to the enemy, and its softness and liquidity can hurt our protagonist.

“Her hair was plastered to her cheeks. Her face was bloated and dripping. Her eyes were cloudy.” [3] In the following description of the character, the dead character, that is considered to be an enemy of the protagonist the epithets “bloated”, “dripping”, “cloudy” and the metaphor “was plastered” show the reader an absolutely disgusting appearance, awaking fear and anticipation of evil.

“The woman from Room 217 was there, as he had known she would be. She was sitting naked on the toilet with her legs spread and her pallid thighs bulging. Her greenish breasts hung down like deflated balloons. The patch of hair below her stomach was gray. Her eyes were also gray, like steel mirrors.” [3]

The epithets “greenish”, “gray”, “bulging”, the simile “like deflated balloon” depict a disgusting creature and the reader expects something terrible from the woman. Another simile “eyes like still mirrors” makes the reader realize that the woman is very dangerous for the characters.

Similies are often used to arouse tension.

“Winds blew everywhere, but it only sounded like this in the high country. It was as if some angry god were pounding the world with an air mallet.” [3] The roaring of the wind is compared with the sounds created by an angry god. Comparison with the divinity creates a tremendous feeling of some approaching troubles. It is obvious that such kind of wind cannot bring any good news.

“The bottles spoke to him gently, as one friend speaks to another: See you soon, Danny.” [3] The simile “as a friend” sounds very calm and soothing, but when used to describe alcohol, the bad habit of the main character, it creates contrast. It seems as if the main character is forced to believe that alcohol is the solution to all problems.

Certainly, it is easy to break a person who is addicted from the inside. So the reader wants the protagonist to get rid of the ruinous habits and expects the right decision from the character.

“Two years later, on the day before the Thanksgiving break, halfway up a deserted stairwell in Alafia Elementary, Horace Derwent appeared to Danny Torrance.” The metaphor *“deserted stairwell”* [3] forebodes something unpleasant and terrifying. In the stories of the horror genre all the dreadful events usually take place in dark and uninhabited locations. So, the novel *“Doctor Sleep”* is not an exception.

“This time there was a coldness in Dick’s voice the boy had never heard before.” The metaphor *“coldness in Dick’s voice”* [3] emphasizes the cruelty and the purposefulness of the character.

“...how you got bitten by a rattlesnake. One in a blue skirt and a white sleeveless blouse.” [3] In this example we come across a metaphor the meaning of which, *“a woman like a snake”*, is revealed in the next sentence: *“a rattlesnake in a skirt and a blouse”*. The mentioning of a snake is scary and urges the reader to reflect on this character.

The antithesis *“no longer excited, only scared”* [3] brings the feeling of the approaching trouble. The character feels only scare, but not excitement as it was before. The reader can guess that something terrible is going to happen, but it is still a question what exactly, and it creates suspense.

Repetition also serves to create suspense, e.g. *“bodies found in ditches, bodies found in wooded clearings, bodies found at the bottom of dry wells. Women and girls. Almost always women and girls.”* [3] These sentences are full of repetitions - *“bodies”*, *“women and girls”*. It strengthens the sense of despair and the impossibility to change the situation. It sounds like *“it used to happen so many times and it is going to happen again.”*

In the following example the stylistic device of repetition produces an impression that someone tries to convince the character and the reader that there should be no fear and everything is all right: *No fear,” she said. “No fear.”* [3] However, this causes fear and anticipation of approaching trouble.

The oxymoron *“lively dead”* [3] is found in the text. It creates an oppressive and gloomy sense. The events connected with *“lively dead”* are mysterious and everyone understands how difficult it is to deal with these creatures. So the reader is looking forward to the further developments and experiences of the main character.

“His legs were colder still, prickled out in starpoints of gooseflesh.” The metaphor *“starpoints of gooseflesh”* [3] does not let the reader set his heart at rest. The character feels that something will happen soon. The inner state of fear of the protagonist excites our fear and suspense.

The simile “*black as sin*” in the following sentence “*Black as sin on the outside, lined with white silk on the inside*” [3] is a very strong means to create suspense because subconsciously we understand that sins shall be punished severely, and we expect this terrible sin to happen and to be inevitably followed by punishment.

Antithesis creates a strong feeling of suspense in the next example. “*The room was cold, but his arms and chest were slimy with sweat.*” [3] The contrast between the temperature in the room and the condition of the character who feels as if it is too hot suggests to the reader that something has gone wrong, something terrible has happened and nobody can predict what challenges await him in the future.

“*I’m dreaming. Maybe double dreaming. Or triple. Quadruple, even*”. [3] Here again we see the device of parceling. It is used to show the gradation, growing tension. The idea of double dreaming is rather unusual and somehow dangerous, because in this case a person can’t understand where there is the boundary between a dream and reality. Every short sentence brings more and more tension and excitement into the narration.

“*He watched as the knob turned right... left... right again... then stilled.*” [3] Here is the example of the punctuation which serves to create the atmosphere of tension. The suspension points, the three dots for the reader are like three minutes while he is waiting for the continuation of the action. The reader feels the evenness and slowness of the character, it seems as though he teases the protagonist and the reader as well. And the dot in the end of the sentence tells us that the games are over, and it is time for the real action.

Another example of meaningful punctuation is the following:

“*She saw movement and whirled, hammer upraised, to hit whoever (whatever) was hiding behind the door.*” [3] The word in parentheses hints that the reader as well as the protagonists knows nothing about the enemy. Who is it or what is it? The obscurity creates suspense.

In conclusion, it should be stated that Stephen King’s unique narration is rich in bright imagery that makes his novels and short stories vivid, powerful and sometimes extremely sinister. The reader longs for the development of the events, sympathizing with the characters and hating the enemies of the protagonist, feeling great tension and suspense. The latter is created with the help of a broad range of stylistic and syntactic devices, such as similes, epithets, metaphors, oxymorons, antithesis, repetition, etc.

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“METRICAL” AND “TOPICAL” IN THE THOUGHT OF V. BIBIKHIN

I

In the course of lectures “The diaries of Leo Tolstoy” Vladimir Veniaminovich Bibikhin uses the concept of “Topical” and “Metrical” to draw our attention to the strength and significance of the world, that highlights the failure of a human who can not possess the world and adopt all its phenomena, so he may just respond with openness.

Bibikhin puts an insoluble question of the bifurcation of a human to the Metrical and Topical, the correlation between the Metrical and pre-Metrical experience, as “Being captured by Metrical thus belongs to our being. Being captured by absence of Metrical and drawing the lines also belong to our being” [1, 143].

The Topical is a being of the body, “the body is located not only in the Metrical, but in the Topical space as well, and this Topical is its own being” [1, 102]. Since the Topical and Metrical are closely related, we have to avoid using them as isolated terms. “The relation between the Metrical of society and the Topical of nature (the body) is canceling out: the city replaces the jungle, the Wood destroys the city” [1, 292], - a reasonable impact on the body must come out in the Topical as in biological or natural one which in course of time will reveal its dominating character.

The concept of the Topical explained by V. V. Bibikhin through the theme of the Wood (ὄλη in Greek, i.e. “forest”, “wood” and “material”) is an idea of the whole and massive that contains everything. We get lost there gripped by the fear of its power, the height and the majesty of the Wood, which seems to be strange and frightening for us. In this case it is easy to lose our trodden paths which create an illusion that we have domesticated the Wood. They may be invisible because a human becomes too small in relation to the Wood.

There are no schedules in the Topical and there are no paths or tracks which we have to follow. There is just our interest in its openness. In any case, we can not avoid the impact of the Wood or get round it, because the Wood, canceling the schedule, does not allow us to pave the way. And then we get into the Topical by restoring the universe.

But we should not confuse the Metrical and Topical because “we are narrow, we do not contain all the things, but nature is wide in its source, in poetry and love” [1, 220]. At the same time the schedule created by us can not contain us, because both people and schedule lack of breadth which is basic to nature, love and art. In front of them, we feel our misery, and in an effort to balance this imperfection, we find ourselves in a situation where “the role of necessary things constipation and of blocking its endless horizon is left for freedom of movement in the Metrical” [1, 179].

Spontaneity can not be planned and it can not be put in the schedule, as we close the world, we can only live according to it. The Simple, which is clear like clear eyes, does not measure the eternity; the beginning is the way out of the Metrical. But at the same time one can not hold on to the vision to get out of the metrics and needs courage to escape from it, as well as from the schedule. The Schedule does not allow the world to consume us and let us be captured. It is convenient to plan the life but with this planning we “sit down to die” [1, 31], we are afraid of its absence, as in this case we would be left without support. Intuitively - before any schedule of our being which is not damaged - there is fear of the scope if the world which reveals with the Topical but in the metrics it is limited by us. By the schedule we try to conquer nature which is stronger and bigger than us making arrangements that we can not ignore. Again, we feel that the schedule is false, that is why we hold on to it, being afraid to fall down - V. V. Bibikhin uses in this context the phrase fall down (the word “fall”) because there is no world in which we live for sure. The Metrical is only inside us so it means that the metrical does not have things which would be used by us as a reliable support.

From the Metrical we fall out in the Topical where the top and the bottom are completely different from the absolute top and bottom of the Metrical. It is difficult not to lose them and nothing can be seen. The top is “an improvement of life, consistence of the being” [1, 67]. We know the Metrical top, but we have no experience of the top in the Topical, we do not know where the Wood ends, but there is a recognition of it but the way it is recognized remains unclear. The Topical is intimate, natural beginning - V. V. Bibikhin notices that animals, plants and children exist naturally in the Topical, but “the schedule, when it is inserted in nature and applied to it, becomes a maze” [1, 69]. The Metrical is limited by the schedule but when we escape from it we find ourselves in the maze where only wandering is left

for us. In this case, we find the schedule capabilities as effective ones, especially in terms of packing us in the maze.

A dream belongs to the Topical as well, it is impossible to predict it or rest on it, the sense is not included either in the schedule or in something else. The sense deals with the sense, it moves in between the top and the bottom, good and evil, which are the sense itself. Not the rational wakes us, not the tough-minded decision which accustomed to the Metrical space. We wake up in the critical moment of a dream, when it is impossible to keep a traditional way of life in front of its pressure.

The peculiarity of the philosopher's thought is revealed in his course of lectures "Leo Tolstoy's Diaries": live and flexible, it leads the way pointing out the connection and proximity of moments and phenomena, ownership of which is often left unnoticed. His language evades analysis, by no means it is always possible to draw a clear distinction between V. V. Bibikhin's thoughts and whom he writes about (in this case it is Leo Tolstoy). The question that has to be answered is if V. V. Bibikhin has his own philosophy? It is impossible to point it out immediately, but we can not deny the fact that it exists. His language is different from the usual philosophical language, he speaks about the Wood, the junkyard and they are not just words. They are atypical terms which nevertheless form a space in which his careful thought is developed. These terms are amazingly accurate. For example, referring to the concepts of "Topical" and "Metrical", we understand that it is hard to identify or separate them somehow, as they are closely related. They are incorporated in the way of the philosopher's thinking for sure.

II

A similar relation of the Metrical and the Topical can be found in "The Birth of Tragedy" by Friedrich Nietzsche, where Apollo and Dionysus correspond to the Topical, and Socrates - to the Metrical.

At first, it is easy to deceive one if we do not read it carefully, the schedule might seem as the Apollonian one. But Nietzsche wrote that Apollo is inseparable from Dionysus, as both are gods of art, they differ only in artistic worlds of dreams.

Apollo is self-knowledge. He serves as an expression required for human need as a transit from the schedule to wakefulness. It seems that these areas are more preferable than sleep. However, on the basis of cognition we feel kinship – unconsciously – with the Dionysian madness, with the wood, and for this reason Apollo appeals to the sense of proportional abundance.

Our view is capable of noticing its attractive beauty, illusion and simulacrum, but bloom, strength, overflowing are hidden under its cover, it is the Dionysian primal rage. Having found it we fall into a difficult state. The schedule becomes intoxicating and Apollo manifests himself as a change from the Metrical to the Topical, a touch.

Nietzsche calls him a “diviner of dreams “ [2, 25], he reveals nature, he is the first thing we come across when fall in the Topical.

Dionysus, in his turn, is the embodiment of crapulence and fuddle; it is the condition when we can not accept the schedule as it destroys a framework. “There is a longing for a world beyond death, beyond the gods themselves; existence is denied, along with its treacherous reflection in the gods or in some immortal Beyond. Once truth has been seen, one can see only what is terrible or absurd in existence wherever he looks” [2, 40].

The Dionysian expresses the suffering, the redundancy of nature – all the things which intimate for us from our birth, even if we used to think that with the development of science we get away from the Wood. We say that “we must be close to nature”, “go to nature” to feel unity and harmony with it, to strain after origin. Nature is something truthful, but it is different from the reality we live in, as well as the Greeks saw in nature their closeness to the gods and the chorus of satyrs - Dionysus companions who reflect existence – was the heart of nature and a manifestation of the saving grace of art for the Greeks: "the chorus is a living wall against the onslaught of reality because a truer, more real, more complete image of existence is presented by the chorus of satyrs than by cultured man who generally thinks of himself as the only reality" [2, 41]

We get accustomed to think solely about ourselves, so to be ourselves becomes a difficult task for us– in front of enormous Wood, but ὕλη-matter breaks, and then Dionysian excitement detects conventionality of diagrams, so Nietzsche's Socrates has to dodge because of the power of art, and Nietzsche mentions the “will” of the Greeks “suffering which is the correlative of artistic talent” [2, 25].

In fact, it turns out that Socrates is an analogy of schedules, because he destroys the art. Socrates is a “theoretical man”. He is notable for prudence and superiority over the world by designing, dying Socrates is an ideal un-Dionysian spirit, as it relies on the sphere of mind and does not see in the optimistic dialectic any logical, scientific or rational symptoms of decline and flagging power.

Despite the fact that the logical nature of Socrates is redundant, he begins to vacillate and wonders: maybe the art is an addition to science?

It should be noted that the sciences we have created - as Bibikhin noted - are limited and incomplete. The only thing which is complete and infinite is art. It is not in opposition to the Metrical because it covers and contains all, it is the framework of everything. The Wood is conceived apophatically, the Wood arouses the necessity of painting things which are not hopeless in us. We have nothing but this hopelessness. The pursuance of Dionysianism, of beauty grew out of disadvantage and deprivation.

Thus, this distinction between "the Metrical (the schedule) and the Topical (the universe)" in V. Bibikhin's "The diaries of Leo Tolstoy" and "Apollo and Dionysus - Socrates" in the "Birth of Tragedy" of Friedrich Nietzsche allows us to see two ways. The first appears despite the fact that the Wood and nature are essential for us: we are trying to get away from them with the help of the Metrical. Probably it happens because of the fear of overabundance, suffering and more intimate contact with the Wood (even though the Wood is always with us, we are always in it, we are not separated from the Wood) when we are captured by the demonic mystery. We can not go to the Wood, and the schedule functions on the border with the Wood. On the one hand, life rests on the necessity. On the other hand, the wood returns by erupting nature without the intervention of a man, the Dionysian madness. We forget that we can not cope with the wood, and try to return to the first principles; as long as our consciousness can speak it keeps speaking and monitoring the situation. Its shutdown happens quite smoothly and the violence is not felt at all. But at every step of its history consciousness is found with unconsciousness and such a "neighbouring" almost cultivates its shutdown... Sometimes consciousness is in need of plunging into the "irrationality" to expand at its expense", and the change from the Dionysian sorrow to the Apollonian illusion is also creativity.

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MODERN METHODS AND EDUCATIONAL TECHNOLOGIES FOR YOUNG LEARNERS AS THE WAY TO MULTILINGUALISM

Introduction

According to S. G. Ter-Minasova the phenomenon of multilingualism is the phenomenon of our century. Learning languages is becoming increasingly important. Languages of interethnic communication perform international mission, spiritually and morally bringing together people of different nationalities [1]. About 75% of the world population know two or more languages in a varying degree. About one-quarter of the

countries in the world officially recognize two languages on their territories, and only a few countries have recognized three or more official languages, even though the actual number of co-existing languages in many countries is significantly higher [2].

There is a worldwide tendency to start learning languages in early childhood. Language acquisition shapes a child's perception of the world and lays the foundation for much of what follows in life: identity, friendship, work and travel. Whether there is still hope to better enable a child to form friendships worldwide or to open the door for a more fully appreciate world literature and arts, the most important benefit of learning a second language may simply be the different perspective and cross-cultural awareness that comes with it.

IMPORTANCE OF DEVELOPING BILINGUAL CAPACITY IN EARLY CHILDHOOD

Beginning in the 1960s, linguists began to find a positive relationship between [bilingualism and intelligence](#). Building on this work, [researchers found that](#) elementary aged bilingual children outperform their monolingual peers on non-verbal problem solving tasks. Then, in the late 1990s, research emerged showing that even when controlling on working memory, bilingual children display significantly greater [attentional control to problem solving](#) tasks than monolingual children. Currently, researchers have begun to use [data-sets](#) that include more sensitive measures of language proficiency to find that among children of immigrant parents, bilingual-biliterate young adults land in [higher status jobs and earn more](#) than their peers who have lost their home language [3].

PSYCHOLOGICAL LEARNING THEORIES AS THE FOUNDATION FOR AN EARLY LANGUAGE LEARNING

Studies in psychology and physiology of a child's development have suggested that it is better to start learning foreign language at an early age due to natural predisposition of a child to language acquisition. Such predisposition is accounted for by sensitivity of preschool and primary school age to acquire the language in general, and a foreign language in particular. The duration of the sensitive period is a period from 4 to 8 years. At this age children have natural curiosity and they tend to experience something new. They tend to a more flexible and rapid acquisition of language than in the subsequent stages. Growing up, a person gradually loses these abilities, their sensitivity to the perception of sounds and the ability to imitate, memorize, visualize and their listening perception weaken [4].

Various theorists have described the way that children develop and the various ages and stages they go through. Piaget suggested that children start at the *sensori-motor stage*, and then proceed through the *intuitive stage* and the *concrete-operational stage* before finally reaching the *formal operational stage* where abstraction becomes

increasingly possible. Leo Vygotsky emphasized the place of social interaction in development and the role of a “knower” providing “scaffolding” to help a child who has entered the Zone of Proximal Development (ZPD) where they are ready to learn new things. Both Erik Erikson and Abraham Maslow saw development as being closely bound up in the child’s confidence and self-esteem, while Reuven Feurstein suggested that children’s cognitive structures are infinitely modifiable with the help of a modifier – much like Vygotsky’s knower [5].

Total Physical Response is a strategy for learning second languages developed by James J. Asher. The Tomatis program, developed in France by Alfred Tomatis, is a method for treating dyslexia and communication problems and is also used for teaching basic elements of foreign languages. Suggestology is a psychotherapeutic system based on yogic techniques of physical and mental relaxation, created in Bulgaria by Georgi Lozanov. It is the application of suggestology to education, and specifically to foreign language instruction. Although seemingly different, the three methods have important elements in common: They are based on the way children learn their native language, that is, by acquiring listening comprehension before speaking, reading, and writing skills. They also share the premise that learning a second language should be a natural experience with emphasis on communicative competence and realistic utterances. They perceive language globally, with attention to detail emphasized later in the learning process. Finally, they emphasize use of the brain's right hemisphere, for implicit learning.

It is proposed that language acquisition improves if beginning students are allowed to experience three stages of acquisition: comprehension (preproduction), early speech production, and speech emergence. Each stage requires a different kind of activity building on the previous stage's development.

MODERN TECHNIQUES OF TEACHING TO YOUNG LANGUAGES LEARNERS

Experts in teaching to young learners first recommendation is not to rely on the spoken word only. Most activities for the younger learners should include movement and involve the senses. Multi-sensory learning takes advantage of the way our senses - hearing, sight, and touch, primarily - reinforce one another while learning. Each sense builds toward a more complete experience of a concept or idea. Because it offers more than one way of experiencing something, it is ideal for children who naturally engage multiple senses in both learning and play. It is also ideal for the creation of the type of immersive environment that is so crucial for learning a second language. A teacher should demonstrate children what they want them to do. The balance will change as the children get older, but appealing to senses will always help the pupils to learn.

It is recommended to play with the language making up rhymes, singing songs and telling stories. Playing with the language in this way is very common in first language development and is a very natural stage in the first stages of foreign language learning too. Variety is a must – variety of activity, variety of pace, variety of urbanization, variety of voice. It is so because children are usually full of enthusiasm and energy, also they have a short attention span, so the teacher should change activities in the classroom. Children benefit from knowing the rules and being familiar with the situation. It's good to have systems, routines organization and plan of the lesson – use familiar situations and familiar activities, repeat stories, rhymes.

Teachers should avoid rewards and prizes. Other forms of encouragement are much more effective – rooms for shared experiences to create an atmosphere of involvement and togetherness, because most of us enjoy the feeling of belonging and this is particularly true of young children. So, we should group the children together whenever possible. This doesn't mean that they have to work in groups all the time, but most children like to have other children around them and sitting with others encourages cooperation. Project work is also a productive form of learning.

At young age children absorb language from play and other activities but they usually don't cope with grammar as such, so the teaching should include the barest minimum of grammar taught as grammar and for the older pupils only.

Summing up the above mentioned it can be concluded that modern methods of teaching children a foreign language should address the needs of the child and therefore provide diversity and frequent changes of methods and forms of education. A good teacher should make a child an active participant in the learning process, who realizes that learning a new language is related to his personality and interests, rather than to the wish of the teacher [4].

APPROACHES TO LANGUAGE TEACHING AN EARLY AGE IN US AND EU

The first experiments to teach foreign language (FL) children of primary school age were conducted after World War I (US, UK), and starting from the 50s in some countries FL has been included in school curriculum as a compulsory subject. Currently, the countries of the European Union in the framework of the large-scale project «Language Learning for European Citizenship» held a number of studies and experiments, proving the possibility of implementation of mass education in primary schools.

In modern Western theory and practice of teaching FL there are at least two main approaches to teaching FL at preschool and primary school age, they are: traditional teaching FL as a school subject; and the concept of sensitivity – “Language Awareness “ or “Holistic and Integrated Approach”.

Representatives of the traditional approach believe that FL should be taught in primary schools as a separate subject, and, as a result, it should have all the attributes of the latter: assessment, control of knowledge, skills and abilities, obligatory assignments, learning vocabulary and grammar. It emerged in the West in the 60-70s, but it has not been widespread because the learning process focuses on the language system, and not on the development of child's ability to communicate.

The concept of "Language Awareness" approach is learning the language as a means of communication, and as a process of child's personality and speech development of a child: his interest in FL and another culture, attentive attitude to the language which he meets in everyday life, the ability to adapt to new social and economic conditions of life in modern Europe, and others. According to this concept any pedagogical coercion (evaluation, disciplinary notes and control in its traditional sense) is excluded.

"Language Awareness" Approach allows to take into account current and future living conditions of the child in a united Europe, as well as to solve the problem of multilingualism in a multicultural European society. According to this approach, FL in primary school is not taught as a separate subject, but integrated with other subjects (mathematics, drawing, nature study, physical exercise, etc.) and is focused on the child and his needs. The main goal of this course is to develop in primary school children observation and sensitivity to language by comparing the child's speech experience in their native language and acquired experience in FL. In the center of learning is listening to authentic foreign speech and verbal interaction with each other and with teachers. This approach has also another name - Holistic approach. The concept of "Holistic" (Lisbeth Ytreberg) includes mental abilities and emotions of children, their personal perception of the world and their attitude towards life. It also includes the idea that children, like adults, are often looking for meaning and holistic understanding of the different aspects of the world around them. Besides, all communication skills are interrelated and can be quite rarely completely separated, because they include both the social processes and the processes of cognition. Therefore, the teaching of FL in combination with other items of primary school helps children learn how to acquire a material in a single cognitive process and realize that they don't just learn language itself, but with acquiring new knowledge about life. And therein lies the undoubted organizational and motivational benefits of this approach [6].

FACTS AND TRENDS IN EU EDUCATIONAL LANGUAGE POLICIES

Children are starting to learn foreign languages at an increasingly early age in Europe, with most pupils beginning when they are 6-9 years old, according to a report published by the European Commission. A majority of countries or regions have

lowered the starting age for compulsory language learning in the past 15 years and some even offer it in pre-school - the German speaking community in Belgium, for instance, provides foreign language learning for children as young as 3. The *Key Data on Teaching Languages at School in Europe 2012* report confirms that English is by far the most taught foreign language in nearly all European countries, with French, Spanish, German and Russian following far behind.

The report highlights that an increasing number of pupils now learn two languages for at least one year during compulsory education. On average, in 2009/10, 60.8% of lower secondary education students were learning two or more foreign languages - an increase of 14.1% compared to 2004/05. During the same period, the proportion of primary education pupils not learning a foreign language fell from 32.5% to 21.8%.

English is the most taught foreign language in nearly all of the 32 countries covered in the survey (27 Member States, Croatia, Iceland, Liechtenstein, Norway and Turkey) – a trend that has significantly increased since 2004/05. In lower secondary and general upper secondary education, the percentage of students learning English exceeds 90%. Only a very small percentage of pupils (0-5 %, according to the country) learn languages other than English, French, Spanish, German and Russian [7].

The European Commission fosters multilingualism and language learning in order to 1) promote intercultural dialogue and a more inclusive society; 2) help the public to develop a sense of EU citizenship; 3) open up opportunities for young people to study and work abroad and 4) open up new markets for EU businesses competing at the global level.

The goal is a Europe where everyone is taught at least two languages in addition to their own mother tongue from a very early age [7]. Fortunately, we see that this tendency is developing in Russia too.

CONCLUSION

In this article we have tried to answer the question whether it is right to begin studying English at a young age. We have revealed the psychological peculiarities of young children, modern methods and techniques in working with them, and we have compared the level of development of the young foreign language learning system. Having compared and analyzed all these facts and statistics, we have come to the conclusion that it's more effective to start learning English from the young age, because it gives more possibilities for a child to become a multilingual person.

It is reassuring for parents to know that linguistic experts all agree that there is no reason to delay the introduction of a second language and that the benefits of a second language grow with practice and fluency. Nancy Rhodes, Director of Foreign Language Education at the leading US organization for language research, Center for

Applied Linguistics in Washington, D.C., adds, "The more children learn about a foreign language the more they understand their own language." [8]

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LANGUAGE AS A MANIPULATION MEANS IN MODERN ORATORY (BASED ON B. OBAMA'S SPEECHES)

Human's wants to discuss urgent and essential questions and problems contributed to the appearance of the rhetoric. The history of the human society and political events of the recent years confirm the importance of mastery of a language,

the necessity to competently use speech in order to achieve particular goals and sometimes even to prevent global catastrophes and wars.

Nowadays, people of almost any profession have realized the importance of oratory, including teachers, doctors, television or radio announcers, journalists, etc. The thing is that eloquence does not only help to have some impact on the recipients, but it also serves as a means of effective communication and helps to maintain contact with other people. No doubt that politics is one of the spheres where oratory is applied very often with greater or less efficiency. It is not a matter of chance that the most famous and acknowledged orators are politicians of different countries and different epochs, including Cicero, Martin Luther King, A. S. Griboyedov, Otto von Bismarck, Abraham Lincoln, Winston Churchill and many others. Their public speeches were distinguished by accurate structures and rich contents, by the use of a big amount of linguistic manipulation means so that speakers could easily produce the desired effect on the audience.

The word ‘oratory’ has several meanings. Oratory is mostly understood as a high degree of mastery in public speaking, qualitative characteristics of public speech and skilful usage of a living word by the speaker [1, 139].

Nowadays the best-known definition of the oratory is the following one: *it is the skill of ‘producing and public delivery of a speech with the purpose of achieving the desirable influence on the audience’* [1, 140].

The notion ‘oratory’ is closely connected with the notion ‘speech impact’ or ‘linguistic manipulation’. It is considered by different sciences but from various points of view.

Thus, psycholinguists accentuate, first of all, the aspect of psychological influence on the listeners and audience.

Linguistics takes the following definition of manipulation through speech as the principal one: *‘Speech impact means influence on a human being with the help of speech itself and non-verbal communicative means used in order to achieve the speaker’s goal’* [2].

There are a lot of different classifications of linguistic levers. This study is based on the classification of I. N. Kuznetsov, which presumes the following groups of speech and linguistic means of manipulation:

- logical means;
- methods of evidence and argumentation;
- factual means;
- tactical methods;
- psychological techniques;
- structural, composite and organizational-methodical means;

-special techniques and means of non-verbal influence [3, 122].

This research is aimed at the identification of typical effective linguistic manipulation means and it is based on the example of public speeches of the American politician Barack Obama as one of the representatives of modern oratory.

B. Obama was elected to the Illinois Senate in 1996. He was reelected to the Illinois Senate in 1998, defeating Republican Yesse Yehudah in the general election, and was reelected again in 2002. Since that moment his career as an orator began. In October 2002 Barack Obama delivers a Speech Against the Iraq War which served as a source material for analyzing his means of public speaking and was admitted as one of the greatest speeches of that time. He became extremely popular with the American nation and famous in his country then. His bright and remarkable quotations about the working president (Bush) helped him to become famous in political circles.

During the following six years he worked hard and took up important posts in the government of the United States. His popularity and his mastery of a language helped him to become the president of the United States in 2008. At that time he was highly praised by journalists, politicians and the whole nation. For example, *'The Economist'* has stated that *"If Mr. Obama really were the miracle-working, aisle-jumping, consensus-seeking new breed of politician his spin-doctors make him out to be, you would expect to see the evidence in these eight years... Obama spent the whole period without any visible sign of rocking the Democratic boat"* [4]. In a February 2009 poll conducted in Western Europe and the U.S. by *'Harris Interactive for France 24'* and *'the International Herald Tribune'*, Obama was rated as the most respected world leader, as well as the most powerful. In May 2009, Obama was rated as the most popular world leader, as well as the one figure most people would pin their hopes on for pulling the world out of the economic downturn. *'Time'* magazine named Obama as its Person of the Year. On October 9, 2009, the Norwegian Nobel Committee announced that Obama had won the 2009 Nobel Peace Prize *"for his extraordinary efforts to strengthen international diplomacy and cooperation between peoples"*. Obama accepted this award in Oslo, Norway on December 10, 2009, with *"deep gratitude and great humility"*. The award drew a mixture of praise and criticism from world leaders and media figures. Obama's peace prize was called a *"stunning surprise"* by *The New York Times* [4].

But in recent years, criticism of Barack Obama's government is getting sharper. Certainly, it is connected with some political events that have taken place not only in his country, but in the whole world. The rating of B. Obama has got considerably down. According to the survey conducted by the Quinnipiac University one third of the Americans consider Barack Obama as the worst president of the USA since the World War II. 33 % of people asked called the working president the worst in the

whole history, while 28 % named B. Obama's forerunner, George Walker Bush, the worst country leader [5].

Herein, it is necessary to point out the fact that not only political decisions by B. Obama caused such a tendency, but also his latest public speeches. They somehow do not inspire, do not produce great influence on the audience any more. A lot of American magazines and newspapers write about it.

The first signs of this change appeared after President Obama's inauguration speech. Despite the historically symbolic, hope-filled aura surrounding the event, not everyone gave Obama's inaugural speech glowing reviews. For example, in an interview for radio KTAR, Senate Minority Whip Jon Kyl (R-AZ) describes Obama's inaugural address as "low brow". From KTAR: *"His speech was not high-brow, it was more low-brow and a bit surprising in that regard,"* said the Senate Minority Whip. Another critic is former Bush's speech-writer Michael Gerson, who describes Obama's speech in the *Washington Post* as "cliched" and rife with platitudes. According to Gerson, *'Given President Barack Obama's background, his inaugural address would have been memorable even if every word had been a Flag Day platitude. Unfortunately, too many of his words were platitudes'* [6].

In comparison with this, at the beginning of his career, as it has already been mentioned, Barack Obama could have a great impact not only on the whole nation but on the whole world with his word. Because of this reason his *Speech against Iraq War*, the one highly praised by critics as a skillful rhetoric work, was chosen in the present study for the analysis [7].

Within the scope of the examination qualitative and quantitative analysis was conducted in several directions. First of all, lexico-stylistic means were analyzed. Here it is important to note that lexical repetition mainly relates to them.

Secondly, antonyms, synonyms, poetic, bookish, emotionally-coloured, archaic vocabulary and other lexical expressive means were considered.

Furthermore, syntactical expressive means were studied, including antithesis, polysyndeton, asyndeton, rows of homogeneous parts of the sentence, inversion and many others were taken as the subject of analysis.

According to the results obtained, it is possible to state that Barack Obama preferred using syntactical means of linguistic manipulation. Their quantity is 68 units (60 % of the total amount of the analyzed examples). The most frequently used syntactical means is anaphora. Here are some examples of using it. *What I am opposed to is a rash war. What I am opposed to is the cynical attempt by Richard Perle and Paul Wolfowitz and other armchair, weekend warriors in this administration to shove their own ideological agendas down our throats, irrespective of the costs in lives lost and in hardships borne. What I am opposed to is the attempt by political hacks like*

Karl Rove to distract us from a rise in the uninsured, a rise in the poverty rate, a drop in the median income, to distract us from corporate scandals and a stock market that has just gone through the worst month since the Great Depression [7]. It is obvious that all of these sentences start with the phrase “*What I am opposed to is*”. Anaphora here helps to strengthen the meaning and expressive power of each next sentence, to render the speaker’s emotions and attitude to the possible war in Iraq, and also it attracts attention of recipients to these sentences, especially to the word ‘*opposed to*’.

Another observation that should be noted is abundance of rhetorical questions (4 times) in Obama’s speech. Four penultimate paragraphs begin with the question “*You want a fight, President Bush?*”. B. Obama accentuates the bright contrast between the opinion of the working president of the USA about possible war in Iraq and his own with the help of this syntactical means. The created contrast helped the speaker to attract the attention of the audience and to deserve their favour and respect.

Usage of simple one-member sentences by the orator should be underlined as well. Here are some examples: *A dumb war. A rash war. A ruthless man. The battles against ignorance and intolerance. Corruption and greed. Poverty and despair*. Such simple, ‘cut’ sentences help the orator to accentuate the attention of the recipients on these words. Long complex sentences do not stick in the memory of recipients, but these short phrases-fragments can easily be remembered for a long time. Therefore, this means helps the orator to achieve goals much faster and more effectively.

Stylistic levers took the second place according to the frequency of their use. Their quantity is equal to 26 units (23 %). Here are the brightest examples of using lexical repetition. *What I am opposed to is the attempt by political hacks like Karl Rove to distract us from a rise in the uninsured, a rise in the poverty rate, a drop in the median income, to distract us from corporate scandals and a stock market that has just gone through the worst month since the Great Depression. A man who butchers his own people to secure his own power* [7]. This technique helps the orator to attract attention to the repeated words, phrases or constructions (*to distract us from, a rise in the*), to accentuate them, to make them easy to remember by the recipients and to arouse negative emotions of the audience in connection with the war.

However, the brightest examples of the repetition are the phrases “*a dumb war*” and “*a rush war*”. They are repeated throughout the whole performance of the speaker and help him to express his own negative emotions, his indignation about the war and also to work the listeners to the orator’s way of thinking.

Lexis as a manipulation medium is used by the politician not as often as grammatical and stylistic levers, but the effect that the choice of words has on the listeners is of particular importance. Their quantity is equal to 19 units (17 %). Barack Obama used colloquial vocabulary (for example, *dumb* in the meaning *stupid*,

senseless) in his speech. This technique let him appear closer to people and sound natural and accessible to all social groups.

Besides, in this regard we should stress the usage of terms in the speech of Barack Obama (e.g. *recruitment, recruits*). This technique let the orator sound seriously and it showed that he did not simply express his own emotions but he spoke to the point as a competent specialist understanding the problem under discussion.

Other means used by the speaker are archaic (*aliens*) and poetic vocabulary (*warriors, in vain*). Usage of such vocabulary helps the orator to refer to the past experience, past events, thus making the speech sound more persuasive and elevated.

In conclusion, it is necessary to point out the fact, that the speech of Barack Obama is rich in emotionally-coloured vocabulary (*carnage, rash, dustbin, suppressing, immeasurable*). Usage of such vocabulary helps the orator to sound more earnest and emotive. It also renders the attitude of the speaker to the war, producing a great impact on the recipients' emotional state, helping him to achieve his goal – persuade the listeners into taking B. Obama's side.

So, the example of the analyzed speech proves that different linguistic levers can be used by the orator to greater or less extent, but only their competent usage and balanced combination with each other can help the speaker to achieve his goals and produce the desired effect on the audience.

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MULTICULTURAL POLICY IN GERMANY: WEALTH OR DESTABILISATION?

Migration is one of the most important aspects of social and political development today. It triggers some political, economic, religious, ethnic, and cultural problems. It is extremely difficult to choose an appropriate political course in the migration sphere. German policy makers also have to find new solutions of problems of Turkish, Romanian, Bulgarian, Russian, and Polish migrants who are coming to Germany. The number of people from Asia, Africa, Latin America, and China increases.

In 1978 the German Federal government designated the first Commissioner for the integration of migrants and their families. In the second half of the twentieth century Germany did not planned to become a "country of immigration". However, due to the normative nature of social processes it actually did, and gradually, both in terms of legislation and in terms of institutions, adapted to the actual requirements of the receiving countries.

At the end of 1990 Germany admitted more than half of the migration flows of the EU in order to improve the demographic situation and attract labor force. The latter have a concern in high wages and the level of production development that is why a large number of foreign workers have been coming to the German Federal Republic (GFR).

On January 1 in 2005 the Federal law of migration in Germany came into force. Despite some nuance, this law is Germany's important step on the way from informal to officially recognized country of immigration. So, informally, the GFR has been a country of immigration since the end of the 1980s, both socially and culturally, but not legally. The situation is changing gradually. It is possible due to the reform of the foreigners' rights with indulgence for citizenship (1990), a reform of the law of citizenship in the limited introduction of the right of citizenship at birth in a country with limited time adoption of dual citizenship (2000), and, finally, due to the "Immigration laws" (2005, amended in 2007). The programme of systematic

integration is unified for the whole country. The integration activities for newcomer immigrants are developed here. The programme includes courses for migrants in the German language, improvement of the situation with higher education, professional education, labour market, and a guarantee of a comfortable social environment.

Civil society activists, public television stations ARD and ZDF, the German Olympic Committee, the Football League, associations and enterprises took an active part in the national integration project. Migrants were given wide rights. They had not only to be integrated, but also to bring their own identity and culture. This approach facilitated access primarily to the 1st generation of migrants. For the receiving country it means a large cosmopolitan diversity. The Federal Republic of Germany has changed into a country of migrants. Politicians were confident that diversity enriched. Multiculturalism is wealth [1].

But in October 2010 Angela Merkel suddenly declared multiculturalism a failure. Migrants were provided favorable conditions for existence. But integration policy in Germany came back like a boomerang [2].

It is not possible to "re-educate" migrants. They live near the Germans, but not with them and respect only their own traditions. But the local population does not hide their arrogance and disrespect towards the "others".

So now the multicultural experiment is considered unsuccessful. Both among the country leaders and German civil society there are supporters of tightening migration policies although there are also those who want and try to maintain integration.

The authorities are concerned about the tense relations between migrants and the indigenous population. Relations between the Germans and immigrants from Turkey are particularly difficult. Islamic culture is fundamentally different from the Christian culture of the Europeans. It explains misunderstanding between the local population and the newly arrived.

Turkish families live according to their customs and traditions, but on social welfare, which German government provides them with; their standard of living in Germany is much higher than in big cities in Turkey. They prefer to speak Turkish at home. For the younger generation this means that they preserve aloofness from the German state. German children have become social outcasts in some schools where Turkish students dominate. On the other hand, a Turkish child among German schoolchildren is also disliked. Radical racists resort to violence against arrived migrants. The latter are aggressive too.

On 8 October 2010 the Minister for Integration in the government of the Federal Republic of Germany Maria Boehmer announced the intention of the authorities to introduce a range of measures against growing discrimination of migrant

worker's children against German secondary school pupils in some Berlin schools. The reason was an article in which two Berlin teachers wrote that in some Berlin schools the Germans became practically social outcasts. The Turkish peers constantly humiliated and insulted them.

Besides, the Institute of Criminology of Lower Saxony presented the results of a sociological research. It reflected relationships between the young Germans and their peers from the immigrant population, in particular the Turks. It was found that less than ten percent of German boys and girls would like to have Turkish neighbours. 38 percent said they did not want it in any case. On the other hand, 23.7 percent of the respondents of the Turkish origin said that at least once in their lives they insulted the Germans only because they were the Germans and 4.7 percent admitted that they had beaten German peers for this reason. A few months earlier, the same Institute informed that young people propensity to violence of the migrant society is higher than that of the Germans, and most of the offences with violence (23.5%) were made by "very religious" young people who were Muslims.

In October 2011, the match Germany - Turkey took place in Berlin. During this match the Turkish fans booed the German national anthem and a Turkish player from the German Mesut Ozil for the fact that he was "treacherously" playing with the Germans against the Turks. At the same time Mesut Ozil (a representative of the third generation of Turkish migrants) is traditionally considered as an example of successful integration [4].

An anti-immigrant sentiment in Germany is rising very quickly. Participants in a rally entitled 'Patriotic Europeans against the Islamization of the West' (PEGIDA) hold German flags during the demonstration in Dresden, eastern Germany, on Monday on December 15 in 2014. Pegida, a nascent anti-foreigner campaign group, is growing in stature week by week sparking concern among German officials. According to TNS data, almost two-thirds of residents in Germany (65%) believe that the ruling "Grand coalition" has paid insufficient attention to policy in relation to the growth in the number of refugees and immigrants in the country. Only 28% respondents do not see any shortcomings of the government's work in this sphere. In addition, every third respondent said about the growing Islamization of Germany and shared the viewpoint movement Pegida which is conducting an anti-Islamist campaign in Germany [3].

How will the relationships between migrants and the indigenous population develop in the future? What consequences will be provoked by the ethnic conflict? What political course will be chosen by the German government?

The importance of the migration issues for modern Germany is obvious. The problem is full of contradictions. However, nobody knows what kind of the immigration policy should be chosen in these conditions.

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DESACRALIZATION AND RESACRALIZATION IN GLOBAL RISK SOCIETY

Публикация подготовлена в рамках поддержанного РГНФ научного проекта №14-33-01216.

The second half of XX and the beginning of XXI century marked the emergence and rapid development of a new type of culture. It is known in modern philosophical and cultural literature as postmodern. Economics, politics, the arts and other areas of society undergo significant transformations as well as philosophical foundations of culture [2, 178].

Postmodernism covers a variety of problems of the modern world, which is characterized by the transition of society to a new cultural and historical stage. Postmodernism has a significant impact on the entire set of social processes, including political, legal, moral and aesthetic aspects of social and individual life.

Postmodernism rejects metanarratives - theories that claim to broad generalization and revealing the fundamental laws of the phenomena of reality. The reality is perceived as a chaotic set of elements. In this regard, the most relevant is the revival of religions. Since the second half of the XX century, various Eastern teachings have been widely spread around the world. Unlike postmodernism, religion offers a wide range of metanarratives. It expresses an individual's desire to find support in an

unstable world today. Question of the sacred is central to any religious doctrine. Therefore it is important to study the process of formation of the sacred.

Historically, sacralization is the first stage in arranging the world. It is a fundamental dimension of the existence of ancient man and also transmitted and shared within traditional culture. The whole being is indivisible and emphasizes the original integrity. There are two types of "sacralization" of the world: Introverted, where a key element of knowledge of the world is "internal" sanctity and consideration of «uncreated» and truly immortal basis of a man, - the Supreme, the Absolute «I». There is no gap between God and the immortal basis of a man. Higher Absolute "I" in the teachings of the East is the Atman, which is identical with Brahman. Brahman is the "projection" of the Absolute to a specific point of space-time continuum, the indestructible divine spark in man, his deep metaphysical entity and its extension to the external human environment. According to the eastern world outlook, the divine grace resides in existent being and ready to act at any time. But it is manifested through the growth of the person beyond the Ignorance in the direction of the Light. That means that it is manifested not as a random whim, but as an aid in the growth and as light and leads which ultimately relieves, no matter how weird it may seem to be. Divine self is not only an attribute of God; it is also the basis of the existence of gods and a person.

Extroverted considers knowable external environment as the source of holiness. The Western sacredness is originally based on the dualism between God as the Creator and man as the creation. A man cannot become God from the perspective of the sacredness of Western world. Man is just a servant of God, even though he is somehow godlike and made in the image and likeness of God. In the classical version of Western civilization, God is understood as standing outside the world and as the creator of it.

The process of sacralization has been the most important element in the formation of civilization for a long time in the history. Oswald Spengler pointed out that the mythological era precedes the birth of any culture, and return to the original myth occurs during its decline [4, 192].

Throughout the history cultures of the world have been affected by the processes of desacralization in varying degrees. Various concepts of progress and development of society legitimized that tendency. The process of secularization of culture is a reflection of desacralization. That was justified with the "liberation" of the human mind and spirit from the "rule" of the church to overcome the "slavery". It was an attempt to proclaim the triumph of the human mind over nature. People increasingly broaden their knowledge of world around them. Both science and religion pursued this

goal throughout the history of mankind. A common origin of it lies in the persons' perception of the world.

Abraham Maslow originally introduced the term "desacralisation", describing it as a defense mechanism of certain mental states of the individual: «These youngsters mistrust the possibility of values and virtues. They feel themselves swindled or thwarted in their lives. <...> The youngsters have learned to reduce the person to the concrete object and to refuse to see what he might be or to refuse to see him in his symbolic values or to refuse to see him or her eternally.» [5, 48]

Western civilization has a significant influence due to the huge impact of globalization in the modern world [3, 5]. Globalization leads to the oppression of the majority of people by the minority. It limits the capabilities of the individual and society to fit rational reality. Globalization establishes a fruitless search of absolute control of people, countries and regions of the world that causes permanent crisis and instability. The process of globalization is contradictory and ambiguously perceived in different parts of the world. On the one hand, it seems like a given and inspired by the whole course of historical development of international imperative and the only possible direction of the development of civilization. On the other hand, it seems like an artificial innovation which is so inadequate to the vital interests of many countries; they tend to view it as an expansion of the West and another major campaign to destabilize and exclude huge masses of «unnecessary» people from the worldwide civilization.

The contemporary Western culture is characterized by an absence of the fundamental sacral basis [1, 355]. Religion leaves the sphere of social and political life and becomes meaningful only in private life in the process of secularization. The true values of general importance are amenities of everyday life: life itself, health and comfort of the individual. In this regard, globalization in culture spreads ideals and values of secular Western society.

As a result of desacralization, resacralization exists as a response to the spread of a homogenized global culture. Modernization of religion reflects that process. Religious teachings are adapted to changes of the modern world, and to peculiar properties of the consciousness of modern man. Faith is transformed to incorporate new ideas and concepts that lead to the revision of standards and requirements, as well as views on various aspects of human life. Existing and potential conflicts between civilizations are caused by cultural differences. The religious consciousness becomes an integral part of culture. So, there comes a need to revise certain elements of religious systems. Modernization of religion is justified for several reasons including urban civilization, the deformation of the traditional family and social relations and

institutions. A new way of existence, which is based on rationalization and permanent changes in various spheres of human life is a significant part in society.

One of the manifestations of the process of resacralization is a political religion. The political religion is a total ideology that appeals to the sacred world and asserts its priority over the profane world. The politicization of religion is not just the use of religion for political purposes it is the process of manifestation of the political component in religion. Political religion is not an anomaly but a religion that shows its political foundations. The political component of religion is clearly manifested, for example, in modern Islam. During the confrontation with Western world's globalization the Islamic world is developing a specific solution to the problems of modern time.

The process of resacralization aims at the overcoming of the chaotic perception in the postmodern era. Nevertheless resacralization is influenced by postmodernism and is an integral part of it. In modern world desacralization and resacralization coexist. So returning to religion or «original myth» as Oswald Spengler says, is not the decline of civilization but just one of the means to move forward.

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MYPAINT PROGRAM AND ITS USE IN THE EDUCATIONAL PROCESS
OF ART STUDIO AT THE RADISHEV MUSEUM

According to G.I. Galich, the exposition of a museum is aimed at different types of perception: spatial, visual, auditory, audible, tactile and other [3, 100]. The same is true for creative process. The greater the potential of a painter, the more accurately and comprehensively he can transfer his view of the world.

At the dawn of the development of new computer technologies, back in 1967 M. Noll, wrote that when you create a computer a man is not just a tool, but an intellectual and creative partner, which can serve as the emergence of entirely new forms of art and, as he suggested, even a new perception of aesthetics [1, 240].

Actually, nowadays computer technology has become a tool of creativity. However, this tool is quite specific and has a number of features. The digital world, by analogy with reality, has its own rules, the types of artistic activity, figurative language, which, however, at the same time is inseparable from the usual cultural traditions.

So here rises an acute question: how to combine traditional art, cultural heritage, traditional ways of perception and the digital world?

The digital world has its own terminology, concepts, rules of conduct and operation as well as the rules of creativity. It is possible to distinguish positive and negative aspects of applying computer technology in artistic and aesthetic educational process of children:

So let us consider the advantages.

- Easy access to works of art and information about them, a quick selection of a broad and diverse visual material;
- Opportunities to work with the image (for example, changing its structure and scale, dividing into parts);
- Familiar and intuitive environment, relevance of methods of information for young students;

Nevertheless, there are some Negative aspects:

- Incorrectness of color because of the initially limited capacity of equipment;
- Stereotyped approach. A computer program is designed for a specific category, without taking into account the individual characteristics that affect the results of artistic and aesthetic work of an individual.
- Deprivation of communicative tasks: communication occurs between computer users making it impossible to communicate, discuss and debate face-to-face. Thus, a person operates on a psychological level not so much as an active participant, directing and correcting process, but as an observer of premeditated scenario.
- Loss of a sense of scale and materiality of an object, its uniqueness and authenticity: lack of effect of bulk billing, refraction, possibility of tactile sensations;

The last point is particularly important not only for proper holistic perception of children's work: tactile feel is of great importance for them in perception of the world.

There are some controversial aspects that may be considered a violation of integrity of psychological atmosphere of a museum, where a person is close to a work of art without any distractions. They can immerse themselves in their feelings and emotions in the unique atmosphere of a room.

In order to understand many important aspects one should contact with the practical experience of art studio's work at Radishev museum.

Studio work is carried out in the museum for a long time. A.P. Bogolyubov, the founder of the museum and the Drawing School, spoke about the need of co-existence of the museum and art school [2, 204].

Specifically studio work has been carried out since 1972: "two school sections" are mentioned in museum records. By 2005, the museum is a "Center of aesthetic and educational programs for children and youth", which was the natural result of the development of children's art education in the museum [4, 47].

However, the use of computer technology has started only recently. Media-room and media-library have been working in the museum for all visitors since 2004. Since 2011 there have been thematic sessions with young visitors. So, these studies have become permanent in the art studio "Magic Pen".

We should analyze and compare these two kinds of sections To understand the difference between the educational process of computer art studio and traditional art studio.

First, a child is being prepared for employment. In fact, psychological preparation begins at the moment when a child is preparing materials for creative work. He / she sees and feels paper, brushes, paints or crayons, the things with the help of which he will create his own artistic world. While working with modern technologies you need a computer in the museum auditorium and a tablet. These two things are quite impersonal for a child. They serve as a tool and a mediator that share a child and his / her creative product. In this case, a drawing is completely dependent on a computer. A system or a programme failure can occur at any time and it can destroy a picture.

When the work begins, each step depends on children: they pour water into a cup, open paints and put a blank sheet. As for a computer they need only to run a program. It deprives a child of necessary proem that sets and prepares him / her for creative process.

There is another important and controversial stage: a combination of traditional material supply and further application of this knowledge on your computer. Activities are divided into two parts: theoretical and practical.

During a theoretical part, a group repeats the material covered, implementing a new theme in art history and language of art. This is accompanied by visual material (photos, pictures, videos). The group goes to the exposition depending on topics, where the examples of original paintings by master and fix material. The practical part is the discussion of the technical aspects of the composition and nature, creating sketches, the embodiment of an individual plan by the program for a PC.

MyPaint is a fast and easy open-source graphics application for digital painters [5]. This program has many advantages for teaching children:

1. The minimum interface with simple functionality that does not distract the attention of the artist.

2. Different background simulating a variety of textures and materials. The scale of the canvas is unlimited: you can continue drawing in any direction. The final work is limited brushed in.

3. The image is created in layers, which allows you to work with each of them separately.

4. There are about 300 brushes that can be set (import / export, creation and modification of brushes and their groups). Among them you can find any graphic tools (a pencil, a gel pen, a marker, charcoal, brushes of different textures, pastel, etc.), painting (a palette knife) and an experimental brush (simulating spray from the spray, brush calligraphy, "luminous" and ornamental brushes and much more). Additional elements are brushes-smear, brushes- mix, brushes-eraser, that create specific texture.

5. Drawing can be saved in several formats, enabling further editing (saving layers) (OpenRaster (.ora), and view (png and jpg)

6. Mypaint is a freeware cross-platform software that allows you to install it on any computer.

This program was originally designed to work with tablets. The Museum's tablets are characterized by simple use and operation (Bamboo Pen CTL - 460). The advantage of working with a tablet is its artistic possibilities: it is sensitive to the power of pen pressure, its speed and inclination with respect to the working surface, the sensitivity to motion.

However, some difficulties have been noticed, which necessarily require the use of traditional approaches for implementing a plan.

Originally made traditional composition sketch on paper, which will later be transferred onto a virtual canvas.

This is because the program does not restrict a child in an amount of materials and operations. It is easy to draw and erase images, quickly correct any action. Such an easy-to-use method with drawing reduces the degree of responsibility. A child can not

stop something specific and is more interested in the process of interaction with the program than in drawing. The preliminary sketch captures the idea. After the end of the composite moments are selected and discussed suitable for this brush and technique. Then a sketch is completely transferred to the background.

Another difficulty is that a child can not feel his / her picture completely. It is in digital form or in printed form. Due to imperfect technology, color pattern, and sometimes form after printing looks on paper other than causes bewilderment and dissatisfaction child. After printing, a pattern is already impossible to edit and is in the final version.

The question of combining traditional methods and new approaches remains open. A lot of practical teaching experience is needed to combine them properly. Also this question requires knowledge of psychology. On the one hand, a child is moving quickly in the digital world and understands the principles of its operation and logic. However, a child still has strong subconscious and intuition, which is so close to the artistic perception of the world, and so far from clear logic of the digital system.

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LEGAL BACKGROUND OF NATIONAL PAYMENT SYSTEM

Financial activity is a complex procedure. Generally speaking financial activity is a type of human activity determined by the commodity-money relations in a society and the need for the creation of monetary funds in order to satisfy corresponding needs. The subjects of the financial activity are governmental authorities, self-governing authorities and economic entities. In the legal literature [17] the financial

activity of the governmental authorities and self-governing authorities is defined as the activity of the authorised bodies for the creation, redistribution and use of decentralised and centralised monetary funds to support continued functioning of governmental and municipal formations at each stage of social development. Public relations, primarily monetary, which are formed along the financial activities are not a simple set of activities, but a certain system which involves different interrelated parts (institutions) and entities. The aggregate of such financial institutions and their cooperation in creation, redistribution and usage of monetary funds form the financial system. The financial system is one of the main instruments that ensure the existence and development of the government. To meet the needs, as well as to meet the requirements and implement the powers of governmental authorities and self-governing authorities connected with monetary transfer operations for the purposes of creation, redistribution and use of monetary funds on the territory of the state, the government needs a unified system of rules. This system should regulate the relationships between subjects ensuring the movement of financial resources. Moreover, the construction of the financial system which incorporates various funds cannot go without one of the main elements which ensures its organizational unity and is called payment system (hereinafter – “PS”). PS plays an important role in ensuring well-timed money transfers both inside the budget system and outside it.

The development of modern technologies and the necessity for Russian integration in the world economy are the factors that demand the appropriate legal basis and legal formation of the notions “payment system” and “national payment system” (hereinafter – “NPS”).

Taking into consideration legal and regulatory base, it is important to say that it includes general and special legal base as well as other normative documents, which regulate the activities of NPS subjects. As a rule, the normative base of general application includes laws and regulations governing the legal relations in the sphere of corporeal law, contractual law, corporate law, competition law and bankruptcy as well as other acts that influence PS. Special laws and regulations include legislation and regulations enacted in accordance with it on NPS, payments and payment services, netting and set-off, operating, clearing and settlement activities, cross-border payments, etc. Besides the legal and regulatory base of NPS includes legislative and judicial mechanisms for the adoption, application and interpretation of laws and regulations, as well as procedures for obtaining judgment decisions based on such laws and regulations and enforcement of judgments. Taking into account the need to develop an appropriate legal base of NPS and legal consolidation of concepts, the Government of the Russian Federation developed the concept of the draft law “On the national payment system” in 2008. According to the Action Plan for the

implementation of Banking Sector Development Strategy for the period until 2015 [13], the Ministry of Finance of the Russian Federation in cooperation with the Bank of Russia were responsible for the preparation of the project. They worked on behalf of the Department of regulatory settlements, as well as other interested agencies like the Federal Antimonopoly Service, Federal Tax Service, Federal Security Service and others.

It is worth mentioning that before the mechanism of legal regulation in the sphere of payments was based on certain provisions of the Civil Code of the Russian Federation (Chapters 42, 44 - 46) [18], the Federal Law of 17 July 1999 N 176 -FZ “On Postal Communication” [4], The provisions of the Central Bank of 3 October 2002 N 2-P “On non-cash payments in the Russian Federation” [7], the Federal Law of June 3, 2009 N 10-FZ “On the activity of receiving payments from individuals, carried out by payment agents” [14], as well as some other acts of the Bank of Russia [6].

The Federal Law of June 27, 2011 N 161 -FZ “On the national payment system” (hereinafter - the “Law of the NPS”) which came into force on September 29, 2011 became the result of all the efforts to develop legislation governing the functioning of the PS on the territory of the Russian Federation.

This normative legal act consolidated the legal definition of such notions as “national payment system”, “payment system”, “electronic money”, “electronic means of payment” which significantly streamlined the regulation of non-cash circulation in Russia.

Adoption of the Law of the NPS required amendments to a number of legal acts. For this purpose another federal law was adopted –N 162 -FZ “On Amendments to Certain Legislative Acts of the Russian Federation in connection with the adoption of the Federal Law “On the national payment system” of 27.06.2011. The document amended the Tax Code and, in particular, in such federal laws, such as: “On Banks and Banking” of 02.12.1990 N 395-1; N 86-FZ “On the Central Bank of the Russian Federation (Bank of Russia)” of 10.07.2002; N 177-FZ “On Insurance of Household Deposits in Banks of the Russian Federation” dated 23.12.2003; N 210-FZ “On the organization of state and municipal services” of 27.07.2010 and others. In particular, Art. 19 of the N 162-FZ Law amended the Federal Law of 03.06.2009 N 103-FZ “On the activity to receive payments of individuals, carried out by payment agents”.

It worth mentioning that for the first time the Law of the NPS confirms that not only banks, but also all the actors of NPS must guarantee bank secrecy and protect information about the methods used to ensure information security and protection of personal data and other information subject to mandatory protection in accordance with the Russian legislation [5].

NPS is a part of a state's financial system which supplies economic subjects with payments services. Nevertheless NPS is not a PS of nationwide range, it is a union of all payment elements of national financial system including all governmental and commercial payment and settlement systems. Usually, each government forms a notion of the payment system based on its national experience formed under cultural, economic and political traditions [8].

Nevertheless, in the upcoming decade extending co-operation of national central banks under international organizations made it possible to work out general principles of building and development of NPS among other things general approach to the notion of NPS.

In international practice, the term “national payment system” was first used in the documents of Basel Committee on Payment and Settlement Systems (hereinafter - the “CPSS”) for International Settlements in 2006 in the “General Guidelines for the development of the national payment system”.

In this document, a national payment system is defined by a set of elements: the payment instruments used for the initiation and transfer of funds from the payers' account to the beneficiaries' accounts in financial institutions; payment infrastructures – operating, clearing and settlement systems and their operators; financial institutions that provide accounts for payments, payment instruments and services to consumers, as well as businesses and organizations that are network operators of operating, clearing and settlement services for payments; normative legal acts, standards, rules and procedures established by the competent authorities which define and regulate the mechanism of transfer of payments and the order of functioning of the markets of payment services. More general definition of the notion in question takes into account the fact that the system is a set of interrelated elements, as well as the fact that the cash requirements may exist in the form of electronic money institutions commitments: “National Payment System is a set of interrelated institutional and infrastructure arrangements of financial system used in the initiation and transfer of monetary claims in the form of liabilities of the central bank, of commercial banks and electronic money institutions”.

The adjective “payment” in the name of the NPS is of no accident: by the definition of BCPSS [3], payment is a “transfer of monetary claims by the payer to the party acceptable as the recipient”. In this regard, NPS can be considered as a set of mechanisms which ensure the effecting of payments.

Taking into account the development of economic science, the Russian legal doctrine usually defines NPS as a “unity of principles of construction and historically established institutions, instruments, rules and procedures used for the transfer of funds to settle the payment obligations of participants in the economic turnover” [11].

As for the concept of a “payment system” the following should be highlighted. In economic terms, the payment system is a system of “mutual relations of economic agents, which according to certain principles and procedures provides the infrastructure to the transfer of funds from one economic entity to another” [10].

In accordance with the approved by the CPSS of Bank for International Settlements (hereinafter – the “BIS”) glossary of terms used in payment and settlement systems, PS (payment system) consists of a number of instruments, banking procedures and, as a rule, systems of interbank transfer of funds, which provide monetary circulation [1].

The CPSS considers a payment tool (payment instrument) as an «any tool that provides the holder (user) the ability to transfer funds» [9]. Moreover, the “transfer” means “the transfer of monetary claims from the payer to the party acceptable as the recipient”, specifying that “as a rule, the requirements take the form of banknotes and balances on accounts opened at a financial institution or a central bank” [9].

In legal literature, the PS is defined as “a set of legal norms, institutions, software and hardware and other means to ensure interbank settlements” [15]. The Law of the NPS for the first time introduces the PS as a set of organizations working under the rules of the PS in order to implement the transfer of funds, and includes the operator of the payment system, operators services of payment infrastructure and payment system participants, of which at least three organizations are the operators of remittance. Article 3 of the above mentioned Law of the NPS defines the notions of “payment system” and “national payment system”, emphasizing their non-identity, as well as absence of ability for the correlation of these concepts as part and whole. NPS is positioned as a set of legal status’ of certain payment entities, while the PS as a set of organizations that provide settlement of accounts [16].

As it was already mentioned, the successful modernization of the Russian economy implies the development by the country of an internationally competitive financial system, which, in turn, is prerequisite of the modern NPS [12].

To conclude, the establishment of general rules for payments for all subjects of the payment market allows gradual regulation of the circulation of cash flows in the financial system of the government. NPS as a set of rules used to carry transfers of funds on the territory of the Russian Federation was necessary as a means of forming and spending funds of monetary assets in non-cash form.

NPS includes all forms of the institutional and infrastructural cooperation in the financial system for transferring funds from the payer to the recipient. NPS is a combination of all forms of cooperation in the country's financial system for transferring funds from the payer to the recipient without converting funds from non-cash into cash.

Stable functioning of NPS will minimize the cash circulation in the formation of centralized and decentralized funds of monetary assets. The result of this process will be the strengthening of the relationship between financial institutions in our country and the structuring of the circulation of cash flows between funds at the level of creation of budget funds and public finances as a whole, and private finances. Formation and development of the NPS will contribute to further stabilization of the financial system of the state and the establishment of a market economy [17].

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ANTI-RUSSIAN PROPAGANDA IN BRITAIN AT THE TURN OF THE XVIII-XIX CENTURIES

The information war of the West against Russia has lasted for centuries. Latently, it dates back to the XV century, and was openly activated in the XVIII century, when the enormously large country substantially strengthened its positions in the international arena and became an empire. The situation at the turn of the XX-XXI centuries, which coincided with the period of the crisis and gradual reconstruction of a new, democratic Russian state, makes it possible to speak confidently about the

persistent trend of increasing anti-Russian propaganda, which, for the West, grew into a permanent information war.

Russia was always regarded by the neighboring Europe in two ways. On the one hand, it is a barbaric country, prone to constant conquest of new territories, but on the other hand, it can be a potential ally in [internecine](#) wars. That was why the influential European powers (France, Austria, Prussia, and Great Britain) tried by all possible means to control and «guide» Russian foreign policy, pursuing their own interests. If Russia managed «to get out of control», Europe immediately declared the emergence of «the Russian threat». In the context of such a policy, the position and actions of Britain tend to be a subject of a particular interest. Bearing in mind that Britain has always been in the forefront of unfriendly and critical perception of Russia, British stereotypes of anti-Russian propaganda, which came from the remote past, are still very much alive and need careful consideration.

As is well-known, England established diplomatic and trade relations with Muscovy in the middle of the XVI century. During the next two centuries Russia regarded this country as a friendly state and one of the main trade partners. Such relations led to the offering of «good offices» by the English diplomats during peace treaty conclusions between Russia and its enemies, for example, the Ottoman Empire. Nevertheless, at the end of the XVIII century, the situation changed. The reason was the turn in the British foreign policy course, which was connected with the emergence of the so-called «Eastern Question» - the rivalry of the European states and Russia over the territorial possessions of the weakening Ottoman Porte. It was there that the interests of Britain and Russia seriously diverged for the first time [2; 211].

Britain, aspiring to the leading position in the Middle East, came out with the idea of securing the integrity of the fading Muslim empire. Thus, Russia was to be regarded as an aggressor, despite the fact that it was the Porte who was the first to declare war. Nevertheless, in the year 1791 this diplomatic conflict between Russia and Britain failed to result in a full-scale confrontation. The thing was that the Middle-Eastern affairs paled into insignificance for Britain due to the beginning of its military struggle with revolutionary France. In this struggle, Russia and Britain, again, turned out to be on the same side. For a while, they forgot their controversy in the Middle East. Admittedly, London changed only the tactics. The strategy stayed the same, hostile to St. Petersburg. It can be easily proven by the diplomatic intrigues and the growing anti-Russian propaganda at the turn of the XVIII-XIX centuries.

The anti-Russian propaganda can be divided into two blocks. The first, which was more public-oriented, consisted of political cartoons. Their main idea was to represent Russia as a country that goes on the leash of its monarchs and their favorites; a country that achieves its aims only by applying methods of force and ignoring the

interests of other states. For instance, one of the cartoons shows Catherine II having found herself on the horns of a dilemma: in her dreams, the Tempter offers her to choose between the conquest of Warsaw and Istanbul. In answer to the European diplomats' protests, Catherine's favorite, prince Potemkin, sets a huge bear loose on them. The idea is simple: instead of searching for a political solution of the problem, Russia always throws the sword into the say.

In 1799, after A.V. Suvorov's having beaten the French in Italy, the British cartoonists paid their attention to this prominent Russian commander. One of the illustrations depicts him as a bald, skinny middle-aged man with a moustache, wearing an Austrian uniform. He is very warlike-looking and rests his hand on a bloodstained sword. The «Specific features» describe him as an unknown beast: «*This extraordinary man is in the prime of life. 6 feet 10 inches high, takes one meal every day, plunges into an ice bath every morning. His wardrobe consists of a Russian shirt and cloak, no covering on the head. He sleeps wrapped in a blanket in the open air. He has fought in 29 battles and been in 75 engagements*».

The cartoons that followed add more barbaric features to Suvorov's image. Armed to teeth, wearing fur-boots and a Russian cap, smoking a pipe, he drags behind him the exquisitely dressed members of the French government, tied with a rope. The accent put on the uncivilized actions of the Russian commander is obviously opposed to the image of the «enlightened monarchy», towards which the Catherinian Russia was inclined. And still, that was not the limit of «barbarization»: a monster, whose appearance has an uncanny resemblance to Suvorov, is depicted *eating* the French soldiers. Together with the exaggeration of the Russian bloodiness, a definite wordplay is used. «*Field-marshal Count Suvorov-Rymniksky*» is too difficult for English pronunciation. That is why, at first, the simplified transliterated version went like «*General Swarrow*», and then, due to the likeness of pronunciation, «*General Swallow*», thus justifying his cannibal habits [4].

The following difficulties of the Anglo-Russian diplomatic relations (1801, 1807) revived the image of Russia in British cartoon art again. The «Northern Colossus» is drawn as a bear and is given a despising epithet - «*the Bruin*». He wears a muzzle and a Scamorokh cap. Thus, the Russian bear is declared to be not the Master of the taiga, but a tamed beast, led by the nose by Napoleon (depicted as a monkey) [3].

It was only after the beginning of the War of 1812, that the representatives of Russia began to appear as semi-positive characters of the British cartoons. Now it is Napoleon, doomed to failure, who is being laughed at. He is expelled from Russia by the Winter, General Frost and very stereotypical characters – the Cossacks. To justify the French defeat, Napoleon orders «*to tell something about the Cossacks*». It is quite

clear that for the British cartoonists, the Cossacks are the embodiment of the wild and unpredictable Russian barbarism, which, after the victory over Napoleon, can be dangerous for Britain. That was the reason why the entrance of the Russian troops into Paris worried the British government a lot. One of the cartoons, created in 1813, shows huge Cossacks in the streets of London. This could only mean that Russia has turned into an enemy again. The naïve subjects of the «queen of the seas» were being convinced that the «Russian Bear», that had crawled out of its lair and had nearly reached La Manche, was to be folded again [1].

It is without question that the cartoons were an important component of public opinion forming. However, it would be fair to say that they tended to be more anti-Napoleonic than anti-Russian.

The second block of anti-Russian propaganda consisted of pamphlets, in which Russia was regarded as a direct threat not only to Britain, but to the stability of the whole international setup. One of the remarkable examples is the pamphlet called «*Observations on the Commerce of Great Britain with the Russian and the Ottoman Empires and on the Projects of Russia against the Ottoman and British Dominions*». It was edited in London in 1801 and addressed to the British government. The anonymous author offers his small observation on Russia, the beginnings of which were written during the Anglo-Russian diplomatic crisis of 1791.

The first part of the brochure, called «*Of the Commerce between Great Britain and Russia, including Imports and Exports*», gives a detailed structure of the Anglo-Russian trade relations. According to the author's observations, during 1775-1801, there were 60 ships and 700 sailors engaged in trade with Russia. For Britain, the profit was 3 million pounds, while for Russia it was 300 million pounds. Russia is more eager to sell than to buy and tries to produce goods itself. That is why the pamphlet's author raises a rightful question: is it worth to continue the relations with a country that is draining Britain of its wealth? First of all, it seems irrational: Britain can receive goods and raw materials from its own colonies, instead of trade with Russia, which is limited only to the summer period. Secondly, the author says, the Russian government is prone to be politically unfair to its old and trustworthy trade partners. At the moment, Paul I threatens Britain with establishing Russian domination in Asia, assaulting British colonies in India and submitting Britain's ally – the Ottoman Empire. More than that, the Russian emperor has a strong desire to make an alliance with the French dictator – Napoleon – and spread military despotism over the whole Europe. And this is not surprising: Paul simply continues the cause of his mother, Catherine II. Her gratitude to the British for their help in the Russo-Turkish war (1768-1774) was the creation of the «Northern League», aimed at the counteraction of British influence on the Baltic. «In both economic and political

relations Russia always makes full idiots out of us», - the author complains. He has an alternative plan: the sailors involved in trade with Russia have to be transferred to Malta (which must stay British at any cost). The Mediterranean trade profits can surpass those of the Baltic for more than 2 million pounds [5; 14-18].

The second chapter - «*Of the Commerce between Great Britain and the Ottoman Empire, or the Levant, including Imports and Exports*» is dedicated to the history and development of British trade with the Middle East. For England, the Levant was the place to sell high-tech goods (ammunition) and the goods from India (spice, cloth). The Ottoman Empire, in return, sold cloth, medicine, perfume, exotic fruit and wine. During the XVIII century, the English influence in the Levant was weakened due to the Russians' appearance in the region. Still, now, when the attention of politicians is concentrated on the European events, Britain can seize the moment and get the key to the Levantine trade. It is important to increase British influence in the Eastern Mediterranean region and not to restrict it to the activity of the Turkish (Levantine) company, which has been responsible for the Levantine trade since the middle of the XVI century, but at the end of the XVIII century seemed to be a spent force [5; 24].

The third chapter of the pamphlet – «*Of the projects of Russia against the Ottoman dominions, and the means of counteracting them*» - reveals Russia's aggressive plans concerning its southern neighbor – Turkey. The author reviews a traditionally told Russian history: a barbaric country with savage customs was «risen from the knees and opened to Europe» by Peter the Great. Nevertheless, nothing can stop the territorial ambitions of this state, which can be proved by continual wars with the Ottoman Empire. The author advises to take all measures possible in order to save the Porte from its northern neighbor. He has his own plan. The Danubian Principalities (Moldavia and Wallachia), the bone of contention between Russia and Turkey, are suggested to be given to a neutral state (Hungary). Thus, the Russo-Turkish border will lessen together with the opportunity of aggression. Then, the Turkish fleet and army have to be strengthened by sending foreign specialists to the Sultan's court. Of course, it will take time to reanimate the senescent Muslim empire, but it is worth it, otherwise the Russian threat to Turkey can become a real threat to Europe [5; 29-39].

The fourth and the last chapter - «*Of the projects of Russia not only against the British dominions in Hindustan, but also against Persia, China, Japan, Mexico, and North America, and the means of counteracting them*» - continues the previous idea: Russia is a very serious danger. Its territories are permanently growing, its army and fleet suddenly appear in different parts of the globe. Geographical distance cannot help when it comes to Russian invasion. In conclusion, the author pleads the government to

[display vigilance](#), because such unpredictable behavior of a single state is too suspicious. All the civilized states, where laws and rights are respected, must be ready to confront «the Russian Bear» [5; 80-89].

To sum up, it is possible to conclude that Britain, always allying with Russia at difficult times of its history, used to cultivate a negative image of our country for more than two centuries, representing it as an aggressor and strategic rival. Nevertheless, it would be fair to say that the British politicians always took the military potential and the unpredictability of the «Northern Colossus» into serious consideration and preferred to take preventive measures.

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THE CONCEPT OF LOVE IN THE NEW TESTAMENT: PHILOSOPHICAL APPROACH

It is a well-known fact that the theme of love in the New Testament is identified with the Gospel, which was brought to the world by God. The theme of love is the main theme of the whole Christian doctrine. Very often researchers are turning to the Jewish tradition and the Hellenistic doctrine of love. It is not surprising, since the Christian tradition is born under the impact of the two cultures: Judaism and Greek philosophy. Of course, the features of both of them were reflected in Christianity.

However, despite the influence of other cultures, the new teaching is unique in its content.

As it was already noted, love is a key element in the New Testament. Reasonably, Christianity is called the religion of love, and the call to it is heard from all the pages of the Gospel.

When you try to make philosophical analysis of love in the Bible, you can pay attention to the rethinking of the entire content of the proposed concepts. Christian love - this is not the Platonic eros, with its insatiable thirst for knowledge and the desire to comprehend an impersonal Greek truth. Love in Christianity is not the Old Testament law. Incorporating the sense, "hitherto known" in the New Testament, it reaches its peak and becomes a quintessence of Christian teaching.

In the Christian tradition an absolute love is displayed outside of space and time, becoming transcendent. In addition, its distinctive feature is the fact that the New Testament love is personified into God Trinity.

The beloved disciple of Christ, Joann the Evangelist testifies that God is Love, thus shows the depth of the New Testament understanding of love, which occurs in the deployment of meanings in various aspects. Repealing the meaning of love in the New Testament makes it possible to note its ontological, anthropological, epistemological, axiological and ethical characteristics, important philosophical issues about the root cause of the world, the meaning of human life, the knowledge of the world, about the value and ethical foundations of morality are raised in the Bible.

Let us start to consider the statement "God is Love", it is important to note that calling the God Love, the apostle does not merely point to the property of God. In the interpretation of Pseudo-Dionysius the Areopagite, Love acquires the status of the God's name, which determines nature and the mystery of His life. The divine life is revealed in the dogma of the Holy Trinity. The Holy Fathers define the concepts of divine life by the notion of mutual interpretation (perehorisis) and self-giving: "Trinity does not live for himself, but gives himself another incarnation ... Life Divine Persons is mutual interpenetration, so that the life of one becomes the life of another." The Persons of the Holy Trinity, by the words of Maximus the Confessor, are constantly together in "perpetual motion of love." Thus it can be concluded that the ontological foundation of the world, as well as its the Primary cause is the God, and therefore Love, and Love is Divine.

The New Testament ontology is built on theory world of creation, according to which all that exists is cast by the God out of nothing because of the superabundance of love. Being a primary cause of the being and the whole of the created world, the Absolute believes that the world is based the law of love, where all is the "good there." The Holy Fathers explain this law the on God's Providence about

the world in which the God takes care of His creation and potentially prepares the world for salvation.

The salvation in philosophical and theological reflections is a qualitative change that is affected by sin and fallen nature, its transformation from unnatural to the supernatural state, or in other words, the approach to the Prototype, and the restoration of relations between the Creator the creature, which is feasible only by coming to God Himself. Turning to the Old Testament history, Christianity remembers the fall of the first people, sees the one alternative to every creature in the coming of the Son of God to the earth. Thanks to Incarnation, the salvation of man becomes real by means of theosis, where a key role love plays.

From the statement arise a number of key issues. For example, the New Testament anthropology is associated with cognitive processes God and divine love. However, theology affirms that God are the cognitive object in its essence. According to the concept of the energetic anthropology, the God reveals Himself to the world only through the energies that are expressed in His name. One should note here that you can distinguish a special kind of love - Love-revelation - a mystical state, obtaining a certain kind of knowledge. Further, the love-revelation knowledge helps man to know God through the reality around him, through the knowledge of ourselves and others that is possible only in the context love. In considering this issue the ethical system of the New Testament aequitas force.

The Old Testament Decalogue reduced to the two basic commandments of love: "Love God" and "Love your neighbor". They are the of Moses's. According to Christ, He comes to "not to destroy the law, but to fulfill", and is the fulfillment of the law is at first expressed in the new commandment, which exalts the Old Testament law: "A new commandment I give unto you, That ye love one another; as I have loved you, that ye also love one another "(Jn. 13, 34). And here it is possible to draw attention to an interesting feature - in the New Testament addresses the problems of language, philosophy of language of the New Testament is built on the theological categories of "thought-word-work." From the Bible as the Old Testament and the New Testament of the history, it is known that every word of God is the result of a deal. The same with the commandment of love. According to Gregory the Theologian "The word love becomes a matter of love" - Christ does not simply say and preach love, He claims the works of love, thus affirming love-doing in life.

The Apostole Joann says about love-doing, in his letters. The beginning of love is in the keeping to the commandments: "If anyone says," I know him, "but keepeth not his commandments, is a liar, and there is no truth in him; But whoso keepeth his word, in him verily is the love of God perfected "and finds its fulfillment in following

the example of Christ, namely, love, sacrifice," we know love, because he laid down his life for us: and we ought to lay down for our brothers. "

As Holy Fathers experience shows the acquisition of such love becomes a matter of a person's life. Keeping the commandments claims in the human soul striving for the truth, and the truth and lets through good deeds "acquire" love-virtue: "My children! let us not love in word, but in deed and in truth. "Perfection of virtue-love comes when it acquires the characteristics of those allocated to the Apostle Paul, that allow us to transcend: "Love is patient and kind; love does not envy; love does not parade itself, is not puffed up, does not behave rudely, does not seek its own, is not provoked, thinketh no evil; does not rejoice in iniquity, but rejoices in the truth; bears all things, believes, hopes all things, endures all things. Love never fails "(1Kor.13: 4-7). Thus, love is not limited to this reality, it extends beyond time into eternity.

Therefore, in view of the fact that in the Christian tradition, God is Love, the man created in the "image and likeness of God", potentially has the ability to acquire divine attribute of sacrificial love. In the created world love lies in the ontological ground of being, as well as the moral law, which is based on the absolute nature of it, allows a person through the knowledge of ourselves and the world, to become closer to the Absolute Love.

In conclusion we can affirm that the New Testament while raising the issues affecting the secular philosophy, reveals the deeper meanings of the spiritual content of love, as well.

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UNCERTAIN FUTURE OF EUROPEAN DEFENSE INITIATIVE

Throughout the second half of the XX century North Atlantic Treaty Organization (NATO) serves as the guarantor of Euro-Atlantic security. NATO unites most countries of Europe, Canada and the USA - the informal leader of the NATO. Security of 28 states is not an easy task for one country. As the overwhelming majority of these 28 is represented by Europe, America is interested in the development of European Union's military capabilities. The EU has repeatedly attempted to build a "European Security and Defense Identity" (ESDI), but insufficient funding and uncoordinated policies of European countries make the United States responsible for the security of the Euro-Atlantic since the mid-twentieth century.

Security issues at the end of World War II were facing the countries of Europe. In 1948 five European countries signed the Brussels Pact, which established the Western Union. Its aim was to create a "collective self-defense" against a potential aggressor, in particular the Soviet Union [9]. However, members of the Union had quickly realized that they alone will not be able to repel the attack by the Soviet Union. The blockade of Berlin had demonstrated that transatlantic unity is an essential element for European security [10].

In the context of the beginning Cold War and the formation of a bipolar world it was extremely important for the United States to control Europe. One of the means for such control has been seen by the creation of a military-political alliance with European countries. The purpose of its creation was providing "collective security" against the threat of the Soviet Union. That was also corresponded to the European interests [3]. In this regard April 4, 1949 the North Atlantic Treaty was signed, which united the USA, countries of the Western Union and a number of other Atlantic States.

Inability to carry out its own objectives and the creation of an alternative military-political bloc, surpassing the opportunities and strength the Western Union raised a question about existence of it. However, in accordance with the Paris Agreements of 1954 the Western Union was transformed into the Western European Union (WEU). The reason for this step was the presence of a distrust of Europeans to the United States associated with the emergence of the Soviet Union's nuclear weapons. This called into a question a readiness of the US to wage a nuclear war with the Soviet Union, protecting European allies [5].

However, taking into account limited capabilities of the post-war Europe in terms of military power, financial and economic field, we can say that NATO, and mostly the USA, was the guarantor of safety in the West Europe. Moreover, this trend continued for several decades. A bipolar system had played not the least role: the confrontation between the two superpowers led to a dependence of the Western Union on the United States [4].

With the end of the Cold War the European continent has discovered an open space for self-fulfillment in the field of foreign policy, security and defense. Europe has announced its desire to achieve a strong and unified voice in the international arena and the formation of a "European identity in the field of security and defense" (European Security and Defence Identity, ESDI). At the signing of the Maastricht Treaty it was allocated to the formation of the Common Foreign and Security Policy (CFSP) as a "second pillar" of the EU. The framework of relations with the WEU CFSP had to implement the common defense for the entire EU. At the same time the need for close cooperation with NATO was repeatedly emphasized [7].

The idea of forming "European identity", the process of active interaction between the WEU and the EU in the field of defence, deepening integration of the European continent could lead to a gradual reduction of NATO's role in Europe and, accordingly, the USA's input. The United States initiated the process of "Europeanization" of the alliance, so that European activity was for the welfare of NATO. Thus, the activities of the EU and WEU had been approved. It was recognized that not only European countries will benefit from the development of ESDI, but also the alliance, because it had to strengthen the European pillar of NATO. Agreements about relationships of NATO with the WEU/EU were working out during the meetings in 1993-1999. They came to the fact that, firstly, the defence structures of the WEU / EU in any case are neither rival nor an alternative to NATO; secondly, NATO has pledged to support the operations undertaken by the WEU on their own without the alliance's participation [1].

However, the process of dying out of the US presence in Europe slowed down the events in Yugoslavia. European armed forces have demonstrated their inability to resolve crisis situations. Inefficiency of command, the low level of mobility and coordination of military contingents brought down the prestige and image of Europe. The Yugoslav campaign reinforced the tendency to consolidate US leadership in which the content of the "European identity" is reduced primarily to a consistent adherence to the Europeans in the wake of US global policy.

That is why the European Council in Helsinki in 1999 had presented so-called Helsinki Headline Goal 2003. In accord with it the EU should be able to lead the battled forces of up to 60 thousand within 60 days. At the meeting during the summit in Cologne, in the same year, it was decided to transfer the WEU to the European Union powers of independent military operations to ensure peace, relying on NATO's military capabilities (which were subsequently paid off, as the goal set in Helsinki, has not been implemented) [8].

Institutional contacts and meetings have been greatly expanded, so that it helped the attacks of 11 September 2001. In December 2002, the EU and NATO signed a declaration on the European Security and Defense Policy (ESDP), which said about the strategic partnership and access of the EU to NATO planning machinery. The provisions of the Declaration have been expanded with a framework agreement "Berlin Plus", signed March 17, 2003. It guaranteed assistance in planning independent operations of the EU to maintain collective security, free access of the Europeans to the collective assets, resources and governance arrangements of NATO.

New activation's peak of European policy in the field of security and defence accounts for 2003. The Europeans were extremely dissatisfied with the US-Iraq war. Many European leaders have expressed concern about Washington's desire to use the

allied forces to solve their own strategic objectives. France, Germany, Luxembourg and Belgium have initiated negotiations on the autonomy of the EU. The idea of creating a full-fledged operational headquarters was put forward. However, the actions performed by this Quartet, have been criticized by those who supported the war in Iraq. So the collective opinion was not produced, and the activation of the security has declined. It should be noted that the establishment of a full-fledged operational headquarters of the EU was repeatedly raised. So, in order to the strategic development of the ESDP, this idea was put forward by the EU High Representative Catherine Ashton in 2011. However, it drew criticism from some countries, mainly the United Kingdom, because staff would duplicate NATO structures and would require financial and human resources [2].

America itself is interested in the development of ESDP as an important military and political organization. The US government is concerned that the military failure of the EU could be disastrous not only for Europe itself, but also for the US because it undermines the European pillar of NATO and thus imposes on the United States security of 26 European countries participating in the alliance. Of course, the European policy on security and defence is becoming more consistent and effective, increasing its military potential. However, every crisis that the EU is trying to resolve shows the weakness in the military sphere and the dependence on the United States. Besides a lack of consensus on security issues in the EU and an inadequate funding of military sectors play a role, while the input of the USA in this area is only growing [6].

Self-fulfillment of the EU on the international arena as a significant factor in the military-political sphere that brings the relationship between NATO and the EU to a new level. Interaction of transatlantic structures in the framework of collective security on a parity basis will respond to today's threats more successfully. However, today Euro-Atlantic security is not possible without participation of the Alliance, with the strong emphasis from the United States, which presumably directs the policy of NATO in its own interests. The ability to provide European defence at America's own cost allures the EU, but the problems of the interaction emerge, when the US policy, and respectively the alliance's policy, do not approach to European opinion. In such cases, when European countries participating in NATO according to the contract should follow the America's wake, actions on the formations of "European identity" are activated. Nonetheless, it does not lead to weakening the USA's role in European security. It is possible that the situation will not change soon: European countries, going through financial crisis, will not agree with the increase of costs in the military sphere and in the creation of new supranational structure. Moreover, the presence of the USA military is able to provide the security of European continent. Probably only

the maximum reduction or complete withdrawal of the US troops will prompt Europe to take active steps in the providing of self protection.

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THE STABILITY OF THE CONSTITUTION OF THE RUSSIAN
FEDERATION AS A CONDITION OF LAWYER'S
CONSTITUTIONAL SENSE OF JUSTICE DEVELOPMENT

In November, President Vladimir Putin met with Heads of constitutional departments of Russian universities. The meeting was dedicated to the discussion about making changes in Constitution of Russian Federation and its value to a constitutional sense of justice. On the one hand, there're some goals we need to achieve by making changes, on the other, the influence of changes on people, especially, lawyers. "Changes could cost us a lot because of unstable transitional Russian society", - says the President of Constitutional Court V.D.Zorkin taking care of consequences, which can appear revolutionary [1].

The basic fundamental of Constitution of Russian Federation is its stability. But we should understand that the words 'stability' and 'stability of Constitution's articles' are not the same. Despite determining each other, they have totally different meanings.

Stability means the 'state of order in a given moment of time... The system's components and relationships are being stable at one time, are might subject to significant dynamics at another period of time [2].

Therefore, stability of Constitution of Russian Federation expresses in democratic origin of constitutional order, in permanency and stability of country's legal institutions. Constitution establishes the foundational principles like: individuals' rights to life and liberty, the tendency of country's development that would sustain and guide us into an uncertain future. And not accepting it can lead us have its specifics lost. However, well-known politics and scientists are still keeping in mind an idea of making changes in some articles of Constitution.

"Changes should be made slowly and carefully", says President V.Putin. By the way, there're totally different views on changes will be made in Constitution among the Fathers of Constitution. For example, Rumyancev is not satisfied. he says that Constitution is full of ability of democratic statehood, but there're some disadvantages appeared like no relationship between between society and authority, no ways of control this authority, no guarantees of individuals rights and freedoms implementation.

There're also some scientists standing for the stability of Constitution. For instance, B.Ebzeyev thinks that'd Constitution of RF is in advance. He means that

Russian society has to grow up to the Constitution of the year 1993. Articles are might be interpreted with reality they exist in. Zorkin, the President of Constitutional Court, is supposed that Constitution is criticized because of the problem of its implementation.

For its implementation we need a mechanism of legal regulation, - says E.Barinov. The important part of it is a sense of justice, being a link between constitutional article and its implementation in real life, plays an important role of influence on people's behavior. Actually, it's a long process of obtaining a sense of justice, so that it couldn't be subjected to changes. So, in case to obtain it, we should regulate public relations according to the law, instead of making changes supporting someone's interests.

We tend to think that the way we support conditions, which also provide historical 'congelation' of constitutional principles, we improve everyone's constitutional sense of justice. We do need to understand that conditions help principles in changing social, economic, technological, and practical realities to meet their the requirements. In this way, the most important thing is – overcoming constitutional nihilism. Secondly, is creating a new level of constitutional psychology for people and implementation democratic values of constitutional ideology.

Constitution of the year 1993 hasn't fully implemented itself, that's why scientists, lawyers should make Constitution work, instead of looking for the omissions and contradictions in it. They must provide a real protection of Constitution, because society actually won't follow other law not realizing how to live by the basic rules they have.

So, the increase of constitutional sense of justice in society and in its every group has to be appeared through the developmental constitutional progress of the country. Of course, there's no progress without no respect to the law from politics and lawyers. Because our future totally depends on how we relate to the law and how we try to make other people not to break it.

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ESTHETIC ASSESSMENT IN ENGLISH AND KAZAKH LANGUAGE PICTURES OF THE WORLD

Concepts of positive and negative, kindness and evil, mind and stupidity, diligence and laziness, moral and immoral, beauty and ugliness are universal elements of a language picture of the world of any society. Considering the concept "esthetic assessment" from a position of an English and Kazakh picture of the world it should be noted that these two pictures of the world differ from each other owing to the developed mentality, customs and traditions, a way of life, attitude and many other factors, irrespective of representatives of this or that culture and ethnos.

In an English language picture of the world beauty of the woman in particular, and the beauty in the general understanding appears in the form of a certain physical portrait of the English woman in an image of the tall, thin woman with regular features, very conventional glory of beauty. For example, in "The British annals" of Arkhenkholtz of the English woman appear the most beautiful women in the world, and the similar opinion is confirmed also by such expert on women as the Frenchman, Tillie's columns. However, this clever observer adds that in England not only the most beautiful, but also ugliest women are met. It means that with the passing of time an Englishwoman loses her beauty, changes to such an extent, as anywhere. The count of Tillie notes that English women generally speaking are quite beautiful, but some are remarkably ugly. It is necessary to allow two opportunities: first, in England probably there are more beauties, than anywhere as here the nature itself took care of the fair sex, though stunted grace which forced naturalness only to a certain extent can replace.

And secondly, if the English woman loses beauty, its disgrace surpasses all borders, becoming for the others a subject of the real celebration".

To classical types of English beauty, being world-renowned, - sisters Gepping and lady Hamilton who became famous in all European capitals for the invention of plastic poses belonged. When the combined portrait of the beautiful woman was created, so to speak, the English woman brought in it considerable part of the delights making it. Ordinary, borrowed a breast and dignity of Venus it, sometimes, opposite, the person. Only the Englishwoman's feet never receive such honor: they all are considered as too big.

It is necessary to notice, however, that the glory of English women as most beautiful women had not only one anthropological reasons. If the preference was even more often given to magnificent beauty of the Englishwoman, full breast which cannot already be covered with one hand, a stately figure, etc. The beauty of Englishwomen used such glory that comparison with them was always considered strict classical beauty", the young sister of sir Robert Mabel - "a perfect sample of English female beauty, is white - pink, as color of an apple-tree" [1]

Ancient Romans called England the earth of angels, Angellend (from the word "England") when they saw angellike faces of English women several centuries ago. They made this island a part of their extensive empire. There are such statements as "Beauty is in the eyes of the beholder", "beauty in the opinion of the eyewitness / looking".

Here the following regularity is found out that English women are beautiful and attractive at any age.

According to Yu.V.Meshcheryakova, the blonde and fair correspond to the English criteria of beauty. "It isn't casual in texts of works of art", - she writes, "we face phrases blond and beautiful, fair and beautiful". Only the light hair color and blue, green or gray eyes which are often described in English literature admits: "eyes are of that soft, limpid, turquoise blue, so often sung by the poets, so seldom seen in real life. Lovely eyes in color, lovely eyes in form..." [2]

Stereotypic idea of female beauty of English women to a certain extent corresponds to appearance of the princess Diana: a fair hair, big gray or blue eyes, the extended face form, a fine-molded profile, large white teeth, a long neck, a slim figure. It is possible to tell that this stereotype corresponds to northwest European type of appearance of the person.

Complexion of English women ideally equal, skin shines purity. Yu.V. Meshcheryakova in the work "Concept "beauty" in English and Russian lingvo and culture" notes that complexion for British plays very important role, in English there is a special word for designation - complexion: "She was an adorable creature, her rosy

complexion wasn't the least advantage of her appearance" [2]. Slim and long forms are regarded as one of criteria of beauty (long beautiful hands) and deserve attention.

Comparing an English, and Kazakh language picture of the world, we are convinced that the majority of proverbs in two languages indicate the fact of insufficiency of only one physical beauty: beauty is a living thing - beauty is only skin deep. The beauty as well as in English and Kazakh proverbs, is a little significant without the corresponding moral shape, unconscious, without special inner world: Fair without, false within; Fair face may hide a foul heart; Сулулығына карама, акылына кара; Сулулық - уйленгенше, акыл - олгенше.

F.M. Dostoyevsky considering that "beauty will save the world", wrote the following about English women: "Around the world there is no such beautiful type of women as English women. Her features were gentle, thin, something concealed and sad were in her fine and a little proud look... It was, it couldn't but be above all this crowd of unfortunate women the development: otherwise, that the human face means?"

Diminutiveness of forms, refinement, grace of movements, elegance and refinement of manners are observed at expression of female beauty in English: Such a fine woman as her, so handsome and so graceful and so elegant, is like a fresh lemon on a dinner-table, ornamental wherever she goes, "I was struck by the rare beauty of her form, and by the unaffected grace of her attitude. Her figure was tall, yet not too tall; comely and well-developed, yet not fat; her head set on her shoulders with an easy, pliant firmness; her waist, perfection in the eyes of a man, for it occupied its natural place, it filled out its natural circle, it was visibly and delightfully undeformed by stays".

For the British perception of beauty besides grace of movements is also stressed by elegance of forms, their smooth lines and proportion, "The belief was in mother, the beauty the Englishwoman, with a high flexible figure, a gentle, but cold and arrogant face, fine, but long hands, with that charm of inclined shoulders which you will see only on ancient miniatures" [3].

In an English language picture of the world the true beauty is contrasted with the simple sweetness. On the existing representations of the English woman - lanky, thin, reserved and very conservative. Coolness, limit politeness and stiffness, unshakable observance of rules of decency is a subject of admiration, active discussion and criticism, both in the most English society, and beyond its limits.

English women are really very stooled, and it belongs not only to manners, but also to appearance: "... impenetrable, testifying to a firm, determinate character, noted by the beauty which isn't depending on age, with gray eyes what often happen at English women, - very quiet, but hiding the concealed fire. These thin squeezed bays

were able to keep secret". By the way, typical lines of national character of British consider unbalance, stiffness, arrogance, aspiration to conform to the rules.

Residents of Albion are also characterized by the ability to find beauty at any age.

The main thing is internal harmony and health in English women, and it is necessary to agree with it. In their opinion, internal harmony is impossible if it is only for the sake of drawing attention. In a language picture of the world the beauty of English women is characterized positively by phraseological transmission media of a concept "beauty", namely: skin whiteness: as white as milk, as marble: Her skin was as white as milk, her eyes were green flecked with amber (M.Clynes).

People note youth and freshness of skin comparisons with floristic images: as fresh as a daisy, wild roses, apple blossoms, April grass; pink as wild roses, lips like lilies, like the petals of a red flower, pink and sweet as a magnolia, etc.

The language picture of the world is also closely connected with a metaphor as one of ways of its creation and represents not mirror display of the world, namely a picture, i.e. the interpretation depending on a prism through which the world view is made. Metaphorical expressions of language not only reflect metaphorical perception of reality, but also in many respects form it as the phenomena which are already conceptualized or reflected in word meanings become the meaning or auxiliary subject of a metaphor. Therefore, studying systematicity of metaphorical transfers within various spheres honey agarics allows to get into structures of human thinking and to understand how we imagine world around and the place in it. The metaphor can be considered as the instrument of research of a picture of the world, including such a significant fragment, as "beauty". A noticeable place in the case of the traditional metaphors connected with the concept "beauty" is occupied by floristic metaphors. We will note that metaphors of a floristic circle are widely used in English, Russian and Kazakh languages for the characteristic of the person, mainly physically attractive woman: In English: a rippin face - liter. сортяблока - красотка; peach - liter. персик - красавица; flower - liter. цветок, - красавица (female); daisy -liter. ромашка, маргаритка - прелесть, красотка; in Kazakh: гулім - flower (цветочек), раушангулім - my rose (розочка моя) [4].

So, the concept "esthetic assessment" of an English language picture of the world is one of its major fragments. This concept reflects such esthetic properties of subjects and phenomena of reality as a harmony, perfection, orderliness, besides the term "beauty" can be applied, for example, to an assessment of external or internal shape of the person, his act, the contents and a form of a work of art.

In comparative aspect many works, in particular, of G. Zh. Snasapova are devoted to a problem of studying of the Kazakh language picture of the world in the

research "About Problems of a Language Picture of the World of Various Cultures" considers that the natural phenomena, the flora and fauna worlds always entered the cultural world of the person and influenced on the national traditions and customs, formation of standards, symbols, stereotypes.

In this context as standards of youth and beauty at Kazakhs the unripe melon, the whole egg (undispersed colostrum of mother), blue (cub) a swan act, the angel who is more white than milk, is purer than water, recently blossoming tulip. The connotation of these images means innocence, tenderness and beauty of the Kazakh girl.

In a language picture of Kazakhs the female beauty appears in an image of slender, flexible, quite often high stately beauty, with the moon-faced differing in rare beauty "... but even more perfectly the light clean face with the thin eyebrows and black falls of the hair braided in uncountable braids which are written out month" seemed.

The full moon is an embodiment of beauty of the person. In poetic and folklore works of the Muslim East the word the Moon is quite often used in the form of plural when want to express admiration to the beauty: "Oh, the empress of the beauty dishonoring the moon", "oh, confusing the moon".

The big black eyes, black hair which are hardly braided in braids which length quite often reached the earth, a wasp camp were indispensable attribute of appearance of each Kazakh woman, "In silk patterns its camp, is more harmonious, than a thin spear". In the Kazakh language picture of the world long hair of the woman is, first of all, femininity though people in steppes considered that "The hair at the woman is long and mind is short". Here the obvious underestimating of female mind is observed.

Works of a literary and historical genre testify to unusual beauty of the Kazakh girls, at all times sung by many akyns, the zhyrsha, poets storytellers expressing a majestic image of steppe beauties in numerous eposes and legends Karagoz of the known story of M. Auezov "The beauty in mourning" is enough to remember the main character. In memory of the Kazakh people there lives the lyric epic poem "Ayman-Sholpan" glorifying an image of the courageous and generous Kazakh girl, being a striking example of the national epos along with "Goats - Korpesh and Bayanslu", "Kyz-Zhibek" in which national creativity poeticized high idea of honor, advantage, resourcefulness and courage of the Kazakh girl.

The female beauty in a language picture of Kazakhs - nomads appears in image as young Kyz-Zhibek, the personifying ideal of the Kazakh girl: Both it is beautiful, and it is harmonious, and of a stateliness it is full, or: In silk patterns its camp, is more harmonious, than a thin spear. As at a winged mare, the bearing proud it. And her face whiteness, As though ring silver. Also flashes again and again As white partridge

blood, the Flush on her cheeks, And a black thread bends an eyebrow. And lips scarlet are gentle, In thimble are rounded. And to the world radiate light of an Eye of bottomless depth or "I am blinded by unearthly beauty"; speaking about modesty of east girls: "And only just once Zhibek slightly opened a face, beauty blinded and was behind a carriage door"

Addition to a magnificent image of the Kazakh steppe beauties is gait, stately gait at women, especially at notable women in the steppe, "and at a great distance the ring of the going woman" and a light step at girls in their comparison with lightweight harmless steppe animals is audible.

The image of the Kazakh woman incorporated such qualities as dexterity, ability to cope with economy, patience, humility to will of parents and the husband, obedience, deep respect for seniors.

But besides beauty appreciated such sincere qualities as fast mind, resourcefulness, kindness. In the history of the Kazakh people it is known of the incomparable Rabia-Sultan-Begim who became famous for the beauty, education, mind and other talents which allowed it to become the beloved wife of Abulkhairkhan.

In a language picture of the world the female beauty for nomads corresponds to a feminine and is associated with a white swan of which held sacred, after all in fairy tales, legends the swan is an embodiment of wisdom and purity and often compared to the Moon, moon-faced, like the moon, etc. from here. That girls grew inexpressible beauty, they are called by the names of heavenly bodies: Kunsulu (beautiful as the sun), Aysulu and Ayman (beautiful as the moon), Sholpan (a morning star).

The language picture of the world of Russians and Kazakhs in some way coincides, partly it is explained by closer arrangement from each other in the geographical plan, partly - owing to the developed historic facts before finding of independence which caused influence of the Russian culture on mentality of the Kazakh people. We found coincidence of language pictures of the world of the Russian and English languages in the field of proverbial of the fund characterizing existence of sincere qualities, understanding of an ephemerality of beauty, etc.

However, on language pictures of the world can't be judged modern ideas of ethnos of the world, of an actual concept-sphere of all people authentically. The thinking of the people isn't mediated by its language that it is possible to consider in is modern to science an established fact, however it is expressed, fixed, nominated by language, and studying of the ideas of reality recorded in language of a certain period allows to judge indirectly what thinking of the people was, to reconstruct to some extent in the main his cognitive picture of the world during this period.

The description of the beauty of the world mediated by language signs supplies with the essential information and on a cognitive picture of the world, but the researcher needs to take these data from language special receptions. The major feature of the secondary, mediated picture of the world is that it doesn't influence the person directly in the act of behavioral and cogitative activity. The direct thinking and behavior of the person in this or that situation is influenced by a cognitive picture of the world.

The so-called "partitioning of the world" about which one often speaks in connection with a language picture of the world, is carried out actually not by language, but the cognitive qualifiers belonging to a cognitive picture of the world. Language does not divide reality at all - it reflects, fixes the cognitive partitioning which is carried out by cognitive consciousness and fixed concept and sphere of the people. Language only signals about such a partitioning.

Thus, the study of a language picture of the world can remain within descriptive system linguistics, and in case of cognitive interpretation of results can act as the instrument of studying of primary picture of the world, concept sphere of the people. Once again we will emphasize: these two directions in the description of a language picture of the world can't be mixed and the more so to put an equal-sign between them - the language picture of the world only partially reflects concept and sphere and only fragmentary allows to judge a conceptual sphere though more convenient access to a concept and sphere, than through language, probably, is not present.

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COMMON AND DIFFERENTIAL FEATURES OF THE NOTIONS
“ARGUMENT, DISPUTE, DEBATE, POLEMIC AND DISCUSSION”

Human communication is often characterized by contradictory viewpoints of its participants; polemical questions need to be discussed in a constructive way, which is not always the case. Very often a person's future depends on the ability to sustain effective communication in different spheres of his/her activities, such as politics, science, business and others, including every-day communication. More than that, success of communication between representatives of different cultures also depends on the ability to create profitable and enjoyable atmosphere in the course of interaction. But as a matter of fact, the process of communication is more often than not characterized by impulsive statements which express strong emotions - not always positive, which express disagreement and even enmity. In most cases such twists of conversation give special colouring to our speech and are represented in the process of communication by argument, debate, dispute, polemic and discussion.

The paper is devoted to the detection of common and differential features in the definitions of the lexemes “argument, debate, dispute, polemic and discussion” and their Russian counterparts. Several authoritative Russian and English dictionaries were used for analyses, for example, Russian explanatory dictionary by S.I. Ozhegov, S. A. Kuznetsov, D. N. Ushakov and also Oxford Dictionary, Cambridge Dictionary, Longman Dictionary and others.

Before speaking about the definitions of the above mentioned lexemes and their specific features, it is necessary, from our point of view, to consider the notion “speech communication” in the first place. Generally speaking, it can be defined as speech and cogitative activity. The main aim of speech communication is exchange of information. As a rule, there are specific language means (words, grammatical structures) which are employed in the process of communication and also a particular behavioral peculiarity for every type of communication, which is a necessary condition for achieving success in the process of speech communication. Nowadays in terms of lively discussions, arguments and polemic, primarily on socio-political issues, there is a lack of a cultural dialogue in a broad sense. For instance, the inability to present one's arguments politely, to listen to and understand the point of view of the opponent, the tendency to insist on one's point of view aggressively leads to the inability to get to the core of the issues or look for new arguments for persuading the opponent.

Before proceeding to the analysis of the notions under study their distinguishing features should be examined. The study of the definitions of each lexeme “argument, debate, dispute, polemic and discussion” shows that each of them has its own particular features. These features include: the purpose and objectives of the argument, the area of use, the presence of the distinctive features of the execution of the argument. For example, speaking about the argument, we can say about its various purposes. This may be an argument as the search for truth, for convincing of the opponent, for achieving the victory and the argument for the sake of argument.

Arguments may be oral or printed. Oral arguments are usually limited in time and locked in space. Written arguments are longer. Moreover, in oral arguments external and psychological characteristics are more important: confident behaviour, reaction speed, liveliness and wit. Also, the arguments can be organized and unorganized. Organized arguments are planned, prepared, conducted under the guidance of experts. The polemicists have the opportunity to get acquainted with the subject matter of the dispute in advance. Besides that, they can determine its position, find necessary arguments and imagine possible reactions of the opponent. However, an argument may appear spontaneously both in the learning process and in real life. It is always important for the disputants to understand clearly the subject of their disagreement.

Unlike the purpose of the argument, the purpose of discussion is the persuasion of the partner in the right point of view. If the participants of the discussion are still trying to establish the truth and make attempts to reach a consensus or a compromise, the goal of the polemic participants is to defeat the opponent, to defend and assert one’s own position.

Speaking about the debate, it should be noted that the goals and results are based on three principles. The first one is respect; you must attack the opponent’s arguments, their reasoning and evidences, but not the opponents themselves. The second principle is honesty, your task as a participant of the debate is to be honest in your arguments, using evidences in your answers. The third is “no losers”, the main purpose of the debate is to enrich your education and at the same time to enjoy it. In other words, training is more important than victory. If you take part in the debate only with the purpose of winning, you have the wrong goal. As for the dispute, assessing replica of the participants, one must take into consideration the fact that the participants more often focus on the reaction of the audience and try to influence the opponent at any cost, i.e. try to convince the audience, keep the propaganda of their ideas (moral, political, and other) in the first place.

However, it is impossible not to notice general features of the notions under study, which are largely expressed in the part of the definition which describes

participants' behavior during their speech communication. They include: the respect for the partner's viewpoint, the desire to understand him/her, the ban on the use of a psychological pressure on the partner, the examination of the argument as attaining the truth; the interruption and interfering of the speakers in the discussion are not allowed and the last one is participants should express their thoughts concisely, coherently, essentially.

It is necessary to identify the common and differential features of the notions "argument, debate, dispute, polemic and discussion" that are based on the analysis of Russian-language dictionaries. Let us consider the table that is represented below.

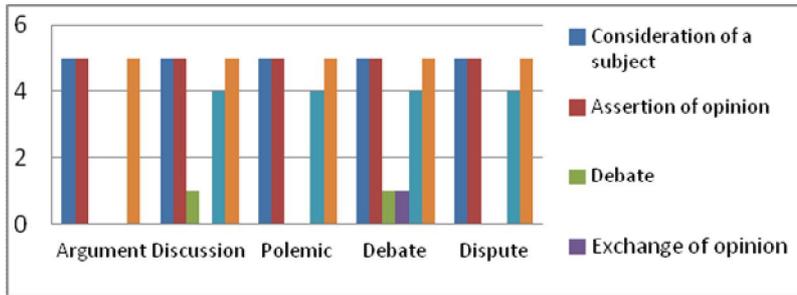
Table 1. Common and differential features of the Russian lexemes

Lexical unit	Consideration of a subject	Assertion of opinion	Debate	Exchange of opinion	Public argument	Proving of right
Argument	Yes	Yes	No	No	Yes	No
Dispute	Yes	Yes	Yes	No	No	No
Debate	Yes	Yes	No	No	No	No
Polemic	Yes	Yes	Yes	Yes	No	No
Discussion	Yes	Yes	No	No	No	No

Analysing the table, we can conclude that all five of the lexemes under study in Russian dictionaries have common characteristics, such as: "consideration of a subject", "assertion of opinion" and "proving of right". The analysis has also revealed differential characteristics of the lexemes under study. For example, "exchange of opinion" characterises only "debate", and "argument" does not necessarily have to be public.

Now let us consider and analyse how often the common and differential characteristics of the notions under study were used in Russian dictionaries. Let us refer to the following diagram.

Diagram 1. Frequency of Russian lexemes



Through the analysis of Russian-language dictionaries, one can observe that the following characteristic features of lexemes such as: "consideration of a subject" and "assertion of opinion" are frequent, and the "debate" and "proving of right" are less frequent.

Further it is necessary to identify the common and differential features of the notions "argument, debate, dispute, polemic and discussion" that are based on the analysis of English-language dictionaries. Let us consider the table that is represented below.

Table 1. Common and differential features of the English lexemes

Lexical unit	Disagreement	Defense of opinions	Strong attack	Strong attack	Heated/Angry/Negative situation	Exchange of opinions
Argument						
Dispute						
Debate						
Polemic						
Discussion						

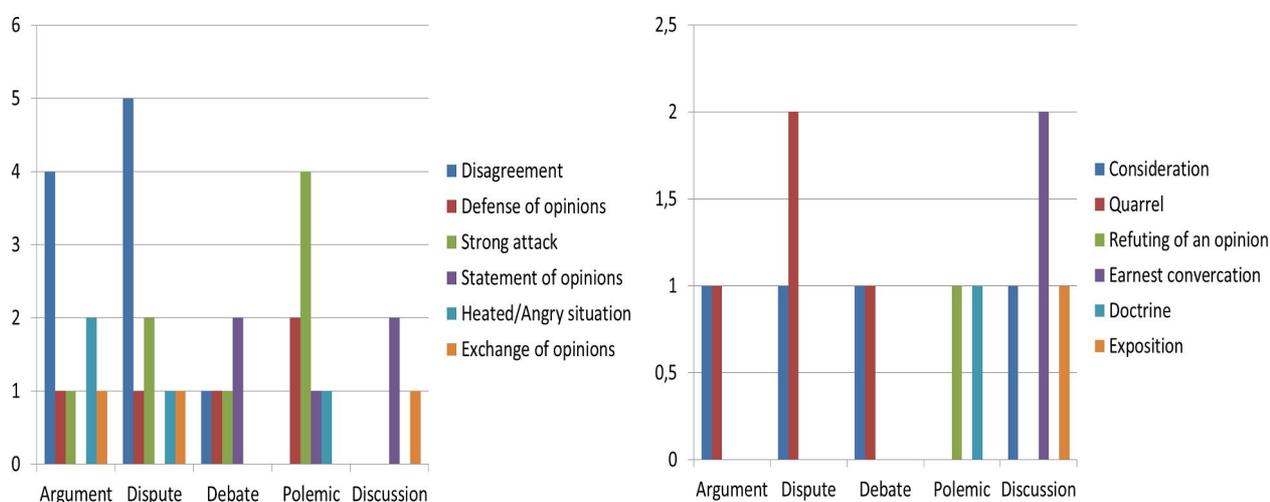
Lexical unit	Consideration	Quarrel	Refuting of	Earnest	Doctrine	Exposition

cal unit			an opinion	conversa tion		
Argument						
Dispute						
Debate						
Polemic						
Discussion						

Analysing the table, it can be said that these five definitions have no common characteristics with each other, but three or four of the definitions can have them. For example, only the lexemes like "argument, dispute, debate, polemic" have common features in the English-language dictionaries, they are a "defense of opinions" and "strong attack". Therefore, the definition "discussion" does not have these features; so it could be it's a differential feature/ Further, the concept "polemic" also has several distinguishing features like "consideration", "refuting of an opinion" and "doctrine".

Let us consider and analyse how often the common and differential characteristics of the notions under study were used in English language dictionaries. Let us refer to the following diagrams.

Diagram 2. Frequency of common and differential characteristics of English lexemes



In conclusion I would like to emphasise that all five notions under study play a significant role in the process of a speech communication. Each of them has its purpose, its objectives and depicts particular participants `s behavior during arguments. The general rule for the studied notions is that participants must adhere to the acceptable behavior, trying not to have a wrangle. The distinctive features of the notions “argument, debate, dispute, polemic and discussion” are their goals, principles and findings.

We can conclude that the Russian dictionaries give concise, unemotional characteristics of the studied lexemes based on the analysis of dictionaries, while the English-language dictionaries aim primarily at the expression of emotions, feelings, so there is a large amount of expressive traits in the definitions, which are often singled out as a differential feature.

In conclusion I would like to say that the definitions of "argument", "discussion", "polemic", "debate", "dispute" in the English-language dictionaries are more itemized due to the introduction of emotive elements and have an axiological nature, while Russian definitions have a more denotational nature.

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STRENGTHENING ANTI-RUSSIAN RHETORIC IN THE BRITISH MEDIA: CAUSES AND EFFECTS

In the present-day world, the influence of mass media has increased on an unprecedented scale. They are called "the great arbiter" and "fourth estate". Today, mass media play a key role in world politics and form a global information system of international relations, creating a new level of relations between countries. Although diplomacy is quite a conservative sphere, it could not avoid changes of the end of the XX century. We can see how mass media define new "variables in the equation" of international relations, influencing public opinion and forming a state's image.

The perception of our country has always been controversial. This inconsistency is fully reflected by Russia-UK relations. Two former empires, states, dominated during different periods of their history in Europe and in the world, were often opponents as well as strategic allies. Russian-British relations can be represented as a curve that signifies changes of periods of cooling and warming.

After the dissolution of the Soviet Union in 1991, the new country named the Russian Federation appeared. Not only the principle of state structure but also the value system of the society has changed. However, despite the fact that Russia in the 1990s was developing quite unpredictable and chaotic, it still attracted the attention of the UK, as it continued to occupy an impressive part of the world space even in a truncated form.

We can see how national stereotypes about our country began to appear in the statements of British political leaders and journalists. For instance, in the article published in 1993 by the Financial Times and dedicated to Russian reforms, it was said that Russia has always been corrupt: in imperial times, when the salaries of officials were based only on bribes, as well as during the Soviet period, when the state monopoly in the economy was profitable for the Communist Party elites [1].

Another national stereotype is that the British consider Russia as a barbaric country. The confirmation of this can be found in the article of the daily newspaper The Guardian. The article states: "Americans are ignorant, Russians violent, Italians

fun - and Brits are intelligent, polite, trustworthy and honest, if a bit boring". Moreover, there you can find a survey made by the National Brands Index service that tried to identify the index of popularity of certain nations. According to the survey, Russia ranks second to last. Our country is described as "violent, unstable and selling little that is desirable bar guns and oil" [5].

Currently, the British mass media pay great attention to Russian leaders and directly to the personality of Vladimir Putin. Very often journalists note his resemblance to Ivan the Terrible. For example, they say that in order to unite and mobilise people, Russian rulers had to be harsh and overbearing. However, they add that it is no exaggeration to say that this image is still alive and is typical for Russian governing style [2].

It is patently obvious that Russia's international influence has significantly increased in recent years. This created a burst of negative attitudes towards our country. It could be said that there is an increase of Russophobia in the Western world.

What events come to the forefront in the British press today? The answer is simple: the Ukrainian crisis, the Crimea annexation by Russia and anti-Russian sanctions. All of these events have complicated the strained relations between Russia and the West.

We can see that before the Ukrainian crisis Vladimir Putin was compared with Ivan the Terrible but now even more disappointing parallels can be found in the British media. Shortly before the second round of Minsk peace talks, Daily Mail published the article entitled "Hitler, Putin and the first lesson of history". This article claims that Putin has the grandiose territorial ambitions, as Hitler had in the past. It is said: "Like Putin when he seized Crimea last year, Hitler had already tried his chances and got away with it – first by marching into the Rhineland in 1936, then by annexing Austria two years later. At Munich, he aimed to go one step further, demanding the right to absorb Czechoslovakia's German-speaking Sudetenland into the Third Reich. Today, in Minsk, Putin will play the same game, seeking to cow the West into letting him take control of Russian-speaking eastern Ukraine with impunity" [6].

Moreover, David Cameron has also compared Russia to Nazi Germany because of its unacceptable actions in Ukraine. In a reference to World War II, Mr. Cameron said that the world must "learn the lessons of history" and intervene to stop "a larger state bullying a smaller state" [3].

After the MH17 Malaysia plane crash in Ukraine, Philip Hammond, the Foreign Secretary of the UK, claimed that unless Moscow's position radically changed, Britain would be pushing more reluctant European states to agree to new sanctions and warned that Russia risks becoming a pariah state [7]. In his interview to Sky News, the Foreign Secretary said: "Putin has sent troops across an international border and

occupied another country's territory in the 21st century acting like some kind of 20th century tyrant" [8].

Besides, the newspaper The Independent expresses concerns that if Russia was able to annex Crimea so swiftly and so surgically, Putin aggresses the rest of Ukraine, so it is quite possible that the Baltic States, Moldova and even Poland are in his presidential sights today [4]. The Defence Secretary of Britain Michael Fallon is of the same opinion claiming that Vladimir Putin is as much of a threat to Europe as Islamic State [9].

Thus, the anti-Russian rhetoric in the British media has significantly increased against the background of the Ukrainian crisis. Statements made by British politicians and journalists are often aimed at undermining confidence in Russia. These actions, in turn, increase the tension in Russian-British relations. It is important to note that the reports and articles of British press are based on the Ukrainian sources and do not represent the position of the Russian side. In this situation, the double standards of the Western actors are clearly manifested when media demonstrate some political developments and conceal the others. Therefore, it is possible to assert that the information war against Russia is already being waged, moreover, it has long and successful history.

Of course, Russia tries to cope with one-sided information, which is represented in the British media, and makes efforts to provide objective information about the processes occurring in Russia. For that purpose, Russian TV channel Russia Today (RT), focused on English-speaking audience, started broadcasting in 2005. Besides, the Positive Russia Foundation has been established in London with the aim of creating a positive image of Russia in Great Britain.

Thus, despite the fact that Russia is mostly described as a classical realist power, Russia is not neglecting the use of soft power but that is still not enough. Our country needs to develop a comprehensive long-term strategy to create a credible reputation and once again become a Great Power.

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QUANTITATIVE METHODS OF STUDYING MEDIA AGENDA IN FOREIGN SCIENCE

One of the essential attributes of a democratic state is existence of transparent and independent media. Access of broad masses to information allows understanding of things that are not available directly. At the same time, what information is offered in the media and how it is presented, largely determines what and how people will think.

Usually, this matter is considered in studying the agenda setting theory. Without diminishing achievements of Russian researchers studying this phenomenon [1, 2, 3], we consider it necessary to examine separately the experience gained by foreign

scholars. And the main focus of this paper is on quantitative methods used in studying a media agenda.

To begin with, we consider it necessary to say a few words about the phenomenon of media agenda and some other basic concepts related to the problem under consideration. Foreign scholars, who pioneered in the research of agenda-setting processes in relation to the media, defined this category as a set of topics that media considered important and therefore often refer to them (at the same time, other topics are mentioned less often, or even ignored) [9, 26].

Note that agenda setting is often considered together with such effects as framing and priming. The term framing usually refers to the process in which journalists, while trying to make the material more understandable to their audience, sometimes deliberately simplify the essence of the described events, omit some details and offer their own, sometimes not objective interpretation. Thus, in an effort to simplify and make a material more accessible authors provide information in easy to understand interpreted blocks called frames [6, 52-54], [10, 102-103].

Priming implies the influence of information that people receive from the media, on their assessment of the political reality. This means that when assessing a given political actor people use arguments based on the attributes or characteristics that are more salient (i.e. more often mentioned in the media). This happens because it is easier for a person to make an opinion using frequently mentioned characteristics than to think of their own. For example, if the media often refers to the economic situation in the country, when evaluating the president, people will rely on his performance in the field of economy [7, 63].

Our study is based on one and a half dozen of research works on media agenda by foreign scholars, most cited in the systems Scopus and Web of Science. It is worth noting that in Russian science there are already works that study research of agenda setting by foreign scientists [4]. We intend to focus on the techniques used in that studies, namely on quantitative methods.

In our opinion, these methods can be divided into four groups. There are methods that allow us to collect and process large arrays of information more easily (e.g. results of sociological surveys). Other methods allow researchers to confirm or reject stated hypothesis. The third group of methods is used to evaluate the reliability of the results. And finally, there are methods that allow to visualize the results and make them easier to interpret. Overall, there is a wide range of research mechanisms – from relatively simple and well-known (such as, say, content analysis) to more serious in terms of the required level of training of researchers (such as regression, correlation and analysis of variance).

In the vast majority of reviewed publications, content analysis of media materials is used to obtain the required data. Then the results of content analysis can be compared with the results of the survey [5]. This can be done, for example, by calculating the covariance or correlation (Pearson correlation) [14, 7]. In fact, since the very first research of agenda (1968) most studies are designed similarly: first, the number of publications in the media concerning the chosen problem is counted using content analysis, then using a sociological survey the media agenda is compared to the public agenda by measuring Spearman's correlation coefficient [12,154].

This raises a question of what variable is dependent and what is independent. The answer is partly provided by longitudinal studies, in which several surveys are held, several cycles of content analysis are performed, and, thus, the presence of the agenda-setting effect, framing and priming is confirmed. Usually scholars also calculate reliability parameters of a model or a research. For example in almost all reviewed studies Scott's pi, Cohen's kappa or Fleiss' kappa are calculated.

But what if to prove the hypothesis we need to consider non-media parameters? It is very likely that a considered factor's influence is very small or even not present at all, and the defying influence is caused by another independent variable. To find the relation between one dependent variable and several independent ones we can use a regression analysis. We need to mention here the article by Tamir Sheaffer and Gabriel Weinmann called «Agenda Building, Agenda Setting, Priming, Individual Voting Intentions, and the Aggregate Results: An Analysis of Four Israeli Elections» [11], which applies logistic regression analysis, and in addition to the usual dependence between the media and public agendas also examines the impact of control variables, and recent events: the respondents' party affiliation, external circumstances (change in GDP, the number of dead civilians and soldiers in recent years) and personal data of the respondent (age, sex, education, income). Regression coefficients show the influence of each of these factors on the dependent variable. Using this approach, the authors of the paper mentioned above obtained a number of relations and confirmed proposed hypotheses. Pros of such approach are obvious: researcher not only can confirm or deny an offered hypothesis but also can understand the influence of each factor and that is really useful for interpretation of the results. The results of such approach are also more trustworthy.

We must also mention such method as factor analysis. This is a method that allows us to describe the system more compact, i.e. to allocate variables with the greatest impact, as well as to find factors responsible for the statistical correlations between the observed variables. For example, in "Explicating media salience: A factor analysis of New York Times issue coverage during the 2000 U.S. presidential election" Spiro Kiouisis describes salience through three dimensions (two external

parameter and one internal): attention, prominence and valence [8, 8]. Attention is measured by two variables: the first one defines the number of articles containing keyword, the second variable shows a number of relevant stories containing keyword, relevancy judged by a principal coder. Together these two indicators measured the cumulative volume of attention. Prominence was operationalized by two variables as well: the total number of stories containing the keywords on the front page and a number of stories containing the keywords appearing in the front section of the newspaper. Valence was operationalized by three variables. In addition to the appearance of keywords, each story was classified as positive, neutral or negative.

Using this approach, the author allocated stories concerning eight topics: defense, economy, crime, education, medical care, taxes, morality, and social security. Then, using factor analysis and principal component analysis, two factors were obtained (visibility and valence). The first factor consists of attention and prominence and is responsible for 53% of data variance. The second factor consists of valence indicator and accounts for 28% of total data variance.

We can summarize that this technique allows us to operationalize a phenomenon, which cannot be uniquely determined by only one variable, using a number of variables, and then analyze correlations between them and pick out factors with the biggest impact. That way we can unambiguously define each state of the system using the least amount of variables.

We believe that methods of visualizing the results must be mentioned as well. Although it seems like a natural and non-mathematical thing, in reality it is not. The more graphic and accessible the results are, the more believable and trustworthy the conclusions are. For example, David Weaver in his «Thoughts on Agenda Setting, Framing, and Priming» offers a histogram of the number of studies of agenda setting, framing and priming from 1971 to 2005. That histogram shows an enormous increase in such studies in 2001-2005 compared to an amount during the similar period 1971-1975 [13, 3]. Or if, say, the dispersion of the results does not allow us to clearly see the dependency between variables we can use a trend line and make it observable even for a person not familiar with statistics. For example, we can use the method of least squares.

In other words, much of what seems clear on theoretical or intuitive level, can actually be supported by the results of the quantitative analysis. As we have tried to show, the different quantitative methods have become a part of the foreign political science and particularly in communication studies. We believe that the use of different methods in researching of agenda setting can not only simplify the work of scientists to some extent and make their conclusions more well-reasoned and visual, but also become the basis for new studies. Of course, by saying so, we do not deny the

importance of proper theoretical analysis and interpretation of the results of quantitative methods.

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THE POWER BEHIND THE LANGUAGES

Chingiz Aitmatov`s works became part and parcel of the world artistic culture. The humanistic ideas of his works, love for man, his people, his country, the magic of his word made his creative work interesting and necessary for everyone who thinks over the essence of word, man and existence. Love for Kyrgyzstan and a dream to make his people world-famous made the writer apply to the Russian language as one of the world languages by means of which the writer's aspirations became known all over the world. The reasons which made Chingiz Aitmatov turn to the Russian language are discussed in the remarkable book by U.M.Bakhtikireeva [1, 237]. U.M.Bakhtikireeva makes a research into Aitmatov's bilingual creative work and notes that his works, though written in Russian, are distinguished by national originality [1, 111].

The problem of international between a whole and its part is a general philosophical problem. It is also a linguistic problem demonstrating how a system of a language works [2, 220]. It is also a problem of the linguistic personality as an integral whole. Added to that, it is also a problem of his second linguistic personality as an integral part of a new whole - a bilingual one. A whole consists of parts but parts can't make up a whole unless they are interlinked and interrelated. The parts, though seemingly small, fulfill their own immanent function and possess their own meaning. Moreover they lend that whole (phenomenon) a distinctiveness and uniqueness which make one whole different from others.

Aforesaid may be fully attributed to such a phenomenon as is represented by Chingiz Aitmatov and his phenomenal works, “The Cranes Fly Early” being one of them [3, 21 – 100]. This story written by Chingiz Aitmatov in Russian has got the author's own paginal remarks on Kyrgyz lexemes and phrasemes applied that reflect national traditions and originality of the Kyrgyz language. Being nationally specific, being parts of a whole called a national language these realities serve to describe a

universal phenomenon recognized by everyone as a must-be trait of man and his essence a man who is humanistic and creative whatever language he speaks. That man is a Kyrgyz, a Russian, a Frenchman, a German and an Englishman and by way of their language Aitmatov becomes understandable close and indispensable to people all over the world. That Kyrgyz teenager in the story "The Cranes Fly Early" speaks to the world in Russian but still his national world outlook is made evident among other important details by the Kyrgyz words and phrases he uses, the songs his brother sings the description of national ways. Thus, Chingis Aitmatov claims himself to be a bilingual. It's appropriate here to raise a question of ways and methods to investigate creations by bilingual writers. In this connection it is important to note that the philosophical analysis suggested by N.A. Nickolina turns out to be ineffective here [4, 5].

An appropriate definition of the suggested type of analysis is given by U.M. Bakhtikireeva who writes: "A linguistic analysis of this type of texts must first of all be based on the way of explaining such texts as a product of interaction of two different language cultures in one personality"[1,16].

We have put forward a hypothesis that all the nationally specific lexemes and phrasemes of the story "The Cranes Fly Early" represent cohesive parts of a whole, namely of the scheme of this story in Kyrgyz. Viewed from the interrelation of language and external reality, they represent a linguistic picture of the world of the Kyrgyz by means of which the first language personality of Chingis Aitmatov is manifested. Coming across those specific national realities a reader comes to know about the "Manas" epos, the language of Kyrgyz traditions and human relations.

Those specific words also serve as cues to consecutively reconstruct the plot of "The Cranes Fly Early" and fulfill the text forming function.

In conclusion it is important to note that the Kyrgyz and Russian parts of the story "The Cranes Fly Early" interact the Kyrgyz component displaying peculiarity of the Kyrgyz language world picture. Taken together and considered as a whole, they serve to attach Aitmatov's distinctiveness to the artistic comprehension of real events and demonstrate the strength of his artistic vision. The two languages, Russian and Kyrgyz, reveal the great power and flexibility of Aitmatov's bilingual thinking triumphantly demonstrated in the process of cognition of the essence of word, man and existence.

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CONSTITUTION OF JAPAN: TIME FOR A CHANGE

After coming to power, one of Abe's *idée fixe* was making alterations to the pacifist Constitution that has existed since 1947. Moreover, according to the prime-minister: "As for constitutional revision, I believe we can say that such revision has been a major goal of the Liberal Democratic Party ever since the party was founded. When the LDP was formed, the two major goals were to bring prosperity to people's daily lives by creating a solid economic foundation and, at the same time, to revise the Constitution going forward". The main reasons for revising the main law are:

- 1) the increasing role of China in the world and in the region and its military buildup;
- 2) the fact that Constitution was imposed by the USA.

In particular major changes will concern the Constitution's 9th article that states that "the Japanese people forever renounce war as a sovereign right of the nation and the threat or use of force as means of settling international disputes. In order to accomplish the aim of the preceding paragraph, land, sea, and air forces, as well as other war potential, will never be maintained. The right of belligerency of the state will not be recognized" [8].

But the implementation of amendments requires a two-thirds majority in both chambers of the Diet, and a majority in a popular referendum, making Japan's constitution one of the world's most difficult to revise. That's where the trouble lies. At that moment Abe doesn't have the necessary majority for alterations the Constitution as the mistrust of opposing party runs deep as its leader, Katsuya Okada, has said: "We must be cautious about constitutional change under the Abe government" [2].

Although annual opinion polls carried out by the Yomiuri Shimbun found the public's approval rate for revising Article 9 fell to 30 percent in 2014 from 44.4 percent in 2004, while the percentage of those who do not wish to change the charter increased to 60 percent in 2014, compared with 46.7 percent in 2004. According to

Brahma Chellaney, professor of Strategic Studies at the New-Delhi-based Center for Policy Research, pacifism is deeply ingrained in the Japanese psyche, even among young people, largely owing to the painful legacy of Japan's prewar militarism. Indeed, a poll conducted by the World Values Survey last year revealed that only 15.3% of Japanese – compared with 74.2% of Chinese and 57.7% of Americans – would be prepared to defend their country, which is the lowest rate in the world. Just 9.5% of Japanese under the age of 30 said that they would be willing to fight.

Despite all these, first steps in carrying out the changes have been made. On 1 June, 2014 the Japanese Government passed the cabinet decision on the “development of seamless security legislation to ensure Japan's survival and protect its people” [5]. The conventional interpretation of Article 9 states that it prohibits military intervention. However in light of ‘the right to live in peace’, recognised in the preamble of the constitution, and Article 13, which guarantees the ‘rights to life, liberty, and the pursuit of happiness’ as worth supreme consideration in governmental affairs, Article 9 cannot be interpreted as prohibiting Japan from taking measures to maintain its peace and security and to ensure its survival. The ‘use of force’ abroad has thus been judged not permitted, but Japan has long maintained a Self Defence Force (SDF), which is not seen as unconstitutional as long as it is used purely for the purpose of self-defence.

According to that the use of force is permitted only in cases of armed attacks against Japan. But the situation in the region has been transformed by changes in global powers and technological progress that has occurred since Article 9 was adopted. On this basis government decided to review the interpretation of this article. The conclusion was reached that the use of force may be legitimate if a foreign country that has close relationship with Japan is under attack. If this is seen as posing a clear danger to the Japanese people's right to life, liberty and pursuit of happiness, the use of force *should* be permissible under the Constitution as it remains consistent with the basic logic of the government's line on self-defence.

At the same time, this reinterpretation has clear limits. In announcing the Cabinet's decision, Prime Minister Abe stressed that it did not depart from “the existing principle of not, as a general rule, permitting overseas deployment of the SDF”. Japan would not “become caught up in wars in order to defend foreign countries”; it remained a force oriented at self-defense. For that reason, Japan would engage in collective self-defense only “for the purpose of ensuring Japan's survival and protecting its people,” only “to the minimum extent necessary,” and only in circumstances “when there is no other appropriate means available”. [6]

In February 2015 Abe had a meeting with Hajime Funada who is serving as the chairman of the party's Headquarters for the Promotion of Revision to the

Constitution. During the meeting prime minister said that he wants to start the process of revising Constitution after the elections in Upper House of the Parliament and after the elections the amendments would be proposed to the people. It was also said that the candidate items for amendments will include environmental rights, emergency situations and fiscal health. Further discussions on this matter would bring to light a new list of amendments. Nothing was said about changing the pacifist article during Abe's and Funada's meeting. But that doesn't mean that LDP decided to abandon this idea. It just decided to start changes with things that are easier to gain understanding from the public.

The Japanese Constitutional reform is a very controversial matter. There are a lot of people saying that it is the beginning of country's re-militarization and they oppose it. But there are those who support it. Professor B. Chellaney cite as an example the fact that even Germany's Constitution authorizes the use of military force in self-defence or as part of a collective security agreement while Japan's stipulated full and permanent relinquishment of "the threat or use of force as means of settling international disputes" [4].

The Constitution alteration is the response to changes brought by new geopolitical situation in the world and it's hard to say if the Constitution, made over 60 years ago, could stand against the new game that going on in the world.

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POLITICAL “PORTRAIT” OF ENGLAND IN THE RUSSIAN PERIODICALS OF THE LAST THIRD OF THE XIXth CENTURY

Russian periodicals of the XIXth century paid much attention to different sides of economic, political and cultural life of England. England was often taken as an example even in the cases when specifically Russian problems were discussed.

In the 70s of the XIXth century the image of England and the English formed in Russia by the first half of the XIXth century experienced considerable changes that were displayed most obviously in the political description of the United Kingdom. The state of the rival countries imposed its imprint on the image that was created in the articles of the Russian periodical press. As far as the English-Russian contradictions became aggravated, the expressions of the Russian press and social and political essays became more and more harsh.

In the magazine “Iskra” in 1872 an article was published under the following headline “Englishman made mischief”. The very headline depicts the author’s point of view colorfully. In the article it is said that the relations between America and Russia worsened that year because England had contributed to it. In this article the words of M.N. Katkov, who was an editor of the magazine “Pchela”, are given as an example, because “Michailo Nikiforovich knows everything, is the one true solutionist and interpreter in all Russia” [2, 22]. M.N. Katkov states that England constantly competes with America, does not wish to let America be free of its supervision and also has its counts with Russia and “jealously watches it too. Being in between the two England has been constantly looking with displeasure at the mutual sympathy between Russia and America” [2, 23]. The article ends with the words: “That Albion is perfidious – nobody doubts it” [2, 24].

The expression “Perfidious Albion” came to Russia from France. It was used for the first time by the French novelist Rene Chateaubriand. In the XIXth century in Russia the expression happened to be in the very nick of time to characterize England. Beginning from 1815 when France ceased to be a competitor to England, the Russian Empire became a powerful rival to the United Kingdom. After the internal crises started spreading in the Ottoman Empire and England set up a financial control over the Suez Canal, English ruling circles became more interested in the Eastern Mediterranean and that is why they objected even more to the strengthening of Russia’s positions at the Balkans and the approaches to the channels of the Black Sea.

Due to this, the image of England was often personified, particularly in the person of B. Disraeli who was the Prime Minister from 1874 to 1880. For instance, in 1879 the following was written in the political chronicle of the magazine “Russkaya Rech”: “Isn’t it easier to look for the explanation of all these facts in the general character of the contemporary policy, the key to which is in the personality of its present Prime Minister” [7, 143].

In the preface by V. Chuiko to B. Disraeli’s novel “Sybille” which was published in the magazine “Pchela” it is said: “The name of Benjamin Disraeli, Earl of Beaconsfield has for us a particularly exceptional meaning nowadays: the first minister happened to be an enthusiastic opponent of Russia in the struggle for liberation of the Christians” [9, 246]. In this case it is said about the Bulgarian peoples who fought for independence against the Ottoman Empire. Further in this preface it is stated that B. Disraeli, “attributing a particular significance to the successes of Russia in the Central Asia, being afraid of the Russian influence in India, suggested that the government give the title of the Empress of India to the English queen” [9, 253]. In B. Disraeli’s opinion this title would strengthen the ties between India and England.

“Russkaya Rech” in its 12th issue reports: “...there is nothing to say about England; it does not only conduct a transparent fight against us..., but also through its Prime Minister speaks insolently and rude of our motherland” [7,144]. The author characterizes England as an enemy that fights dishonestly. Here one should specify that particularly “through its Prime Minister” it “speaks insolently and rude of our Motherland”. Along with that, the English people did not have anything to do with these insults, from the Russians’ point of view. N.A. Yerofeev wrote in his book “England and the English in the eyes of the Russians, 1825-1853” that striving to separate the English nation from the state, laying all the blame for all that has happened on the government, is one of the peculiarities of the anti-English moods in Russia [4,302].

In 1873 in the column “Quite Unexpectedly and to the Point” of the magazine “Iskra” an article was published in which it was noted that “England is a pie baked of

rotten, venerable traditions with a healthy republican filling. During the transportation to North America the pie crusts have fallen off and scattered by themselves” [6, 8]. This metaphor capaciously describes the attitudes of the magazine towards England and America.

In the above mentioned article a description of Englishmen and Englishwomen was given as well. It came to the fact that the Englishmen were endowed by nature with the instinct of self-government which, being related to the “colonized by them foreigners, instantly transforms into the instinct of arbitrariness” [6,8] and Englishwomen were endowed with “the instinct of self-embellishment” [6,8]. Hence the author concludes that: “As a result, the emblem of the British race as a colonizer is a box in lace cuffs” [6, 8].

Almost in all analyzed articles that were published in the last third of the XIXth century it is noted that England is a powerful, rich Empire but it does not always conduct a fight fairly and most probably acts under the slogan “The end justifies the means”. In the article “War in Afghanistan” published in a peasant’s newspaper “Narodniy Listok” it was said outright that England “is an invader of foreign lands” [3, 3], it would stop before nothing, not having satisfied its desire, will not back down on its no matter what.

A similar point of view was announced in the article “Results of 1897” in the magazine “Zhizn”. The author of the article, while considering the reasons for economic and industrious as well as political might of England wrote that the English loved to resort to violence and invasions in the foreign relations [5, 261].

In 1877 in the magazine “Russkaya Starina” memoirs by a publicist P.T. Morosov were published (though they belonged to the 20s of the XIXth century). The author gives, as an example, his conversations with Mr. M.L. Magnitskiy, whom he met in Odessa. M.L. Magnitskiy said to P.M. Morosov: “I confess I do not like Western Europe at all but England I hate. It is, to my mind, the accumulation of hypocrites, pseudo-liberals and enemies of the humankind” [8, 47].

In 1896 in the article “Quoasque Tandem...” (“Grazhdanin”, 81st issue) a characteristic of the two speeches made by the French diplomat Ganoto and English Lord of Salisbury in the same year was given. These speeches were devoted to “the foreign policy in general and to the Middle East question in particular” [1, 1]. In this article it was said that “The French speaker nicely, intelligently and quite reservedly expressed approximately what he thought” [1,1] while “the English speaker said with usual for him cynicism in the manner of speaking and with peculiar to each English cabinet slyness what he would wish others to think” [1, 1]. It was also said that in the whole “talk” of the English Prime Minister “, there was not a word of truth except for the place where he said that when England needed to introduce reforms in some

country, it conquered the country” [1, 1]. In this case England is characterized as an invader again.

However, despite the negative attitude of the Russian public to the foreign policy of England, the political power of this country was marked by the Russian press as an unambiguous one: “Economic and industrial prevalence of England provides the key to the mystery of its political power that remains a doubtless fact in spite of the absolute isolation of Great Britain from other states” [5, 261].

So, English – Russian relations had a decisive influence on the created image of the British Empire. England turned to be a country that in pursuit of political benefits ignored all moral principles, while disdaining nothing. This thought should have been expressed by the name of “Perfidious Albion”.

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G. CHAUCER AS AN INTELLECTUAL

There are a lot of debates in scientific literature around the meaning of "a medieval intellectual", that an important term is. P. Yu. Uvarov supposes, that an intellectual is a person, who made a huge progress in art and science. The scientist allocates two periods in a history of science and education. The first one was monastery period (before the midst of the 11th century), the second one was urban period (from the middle of the 11th century). In the early period the monks and clergy of Fulda, St-Gallen, Reichenau were real representatives of education and science. The

second period was commemorated as birth and growth of an urban life-style. European cities and towns became new centers of literacy and education. The urban intellectuals, who were inspired by the power of knowledge and intention to improve local people's intellect, were constituted as a special social group that was able to create comfortable conditions for development of the culture [3, 6-7].

Unlike P.Yu. Uvarov J. Le Goff connects the birth of intellectuals with the formation of cities [2, 7]. As he marks a medieval intellectual should be a person, who works hard intellectually for a long time, maybe permanently. Actually he considers them as philosophers, theologians or professors. During the medieval decline (14-15 cc.) a new type of an "antiintellectualist"- a "humanist" was established. He was more a writer than a scientist. He was also separated from the permanent intellectual job by the daily-life problems [2, 141].

P. Yu. Uvarov argues that quite a lot of humanists were representatives of universities and could be considered intellectuals [3, 39].

Thus, Le Goff doesn't admit the existence of the intellectuals during the transition ("humanistic") period. On the contrary, P.Yu. Uvarov describes an intellectual as an educated person, who had practical skills and was able to use theoretical ideas in real life. It is important to mention, that this person had to apply his knowledge and participate in the life of the society. It seems important to focus on this debatable point, because the fact that G. Chaucer (1340?-1400), a famous English poet, who lived in this transition epoch, was an educated person, is still disputable today.

According to J. Gardner's point of view Chaucer studied at Oxford's law faculty. In the 14 c. Oxford became the center of philosophical, political and theological theories. There was good atmosphere for original and unusual ideas, which was the result of its strong position and essential right for self-governance [1, 199-200, 206]. In addition the Franciscan theologians were also interested in problems of science. R. Grossetest, R. Bacon, W. Okham were the most famous ones. Being a student Chaucer could possibly be aware of their ideas.

There is also another version of Chaucer's education, which is connected with The Temple. The Temple or a judicial inn was the center, where students studied the full course of common law. We should underline, that the curriculum of a judicial inn unlike the curriculum of universities was oriented on practical skills. That place was not available for everyone, but only for the richest. Chaucer could probably The Temple as well as Oxford with the help of the English king, who supported him.

Although there is no agreement about the place where Chaucer studied, we shouldn't ignore the fact that the poet was well-educated. The historians permanently outline his knowledge in different spheres. They characterize him as a true erudite of

his ambivalent time unanimously. T. Jenks notices, that Chaucer was good at Latin, French and Italian. He was keen on studying [9, 8]. S.H. Rigby mentions Chaucer's love for books, especially for classics such as Ovide and Boece. Chaucer was also interested in the contemporary works including Italian and French ones [11, 14]. The Bible and the patristic literature were an essential part of his preferences as A.W. Ward detects [13, 92].

The poet himself claims in one of his magnificent poems: "...according to the different considerations we trust the books and the instructions of our ancestors, because all of them collect the main events of the past. Thanks to them we believe in stories and narratives about sanctity, kingdoms, victories, love, hatred and so on, for it seems difficult to count. If there weren't a lot of books we would lose a key of vernacular memory..."[7]. Analyzing these lines we can see Chaucer's attitude to books: he thought they were a necessary means of keeping knowledge, particularly, historical knowledge. Books are collective memory of the past. Moreover the book gives a chance to study a whole life-circle and understand the meaning of philosophical categories such as emotions of love and hate.

"The Canterbury Tales", that is the brightest Chaucer's poem evidences the wide spectrum of his interests. The poem brings out Chaucer's knowledge of literature, ancient and contemporary history as well.

As for literature some researchers notice a curious fact of borrowing plot lines from different compositions of other authors. His most favorite were "Metamorphoses" and "The Heroides" by Ovid, "Aneide" by Virgil and "The consolation by philosophy" by Boece. We should certainly add "The Romance of a Rose" by J. De Mean and G. De Lorris, "The marriage mirror" by E. Deshaunt and Boccaccio's poems to the list.

For Chaucer mythology is very close to the ancient history. The poet uses the stories from Greek and Roman literature and fragments from The Bible, he uses the names of ancient scientists and famous people.

One can find storylines of the most famous Greek myths in "The Legend of good women", "Troilus and Cresside" and in "The House of Fame". The poet presents his stories around the events of the Trojan War, he also makes the main protagonists the characters of his narrative. There are Hector, Priam, Achilles, Paris, Helene, Antenor, Cassandre amongst them [5]. Chaucer also tells about Jason and Medea, who are the personalities of "The Argonauts". There are Orpheus as "a god of a melody", Cizifus, imprisoned in a gloomy kingdom of Aid, the myth of Tantale's torment and others.

Being "in love" with the Roman literature Chaucer applies to Ovid with his story about Keike and Alkione, who are settled into "The Book of the Duchess"[4,

188]. The poet often uses the myth of Didone, her tragedy and death from "The Aeneid" by Virgil.

Poet's references to the Greek and the Roman myths should be characterized as inclusions inside the basis of the text. Thus he compares some aspects of the present narrative through "past experience". These "antique remarks" also demonstrate Chaucer's intelligence and erudition.

Nevertheless, in some cases Chaucer reverses the important moments of the original myth ("author's silence"). For example, Medea placed into "The Legend of good women" looks like a deceived wife, a faithful and virtuous lady. The poet omits the details of Medea's revenge for Jason's treachery and her murder of their own children.

It is noteworthy that Chaucer is keen on Ovid's works. According to L. Patterson's opinion Chaucer was grateful to Virgil and Stacius who are considered not only the greatest poets but grand historians too[10, 61]. That fact is an evidence of Chaucer's humanistic trend. It is closely linked with "antique mania" of the early-humanistic culture.

Chaucer was interested not only in the ancient history. For example he mentions Ganelon, Roland and Olivier from "The Song about Roland". Chaucer knew the story of Thomas Bekett, who was murdered by the will of king Henry II Plantagenet. It is obvious that the poet realizes infallibility of the chancellor and indirectly points on intentions of the king [6].

We should certainly mention Chaucer's interest of medicine and its history. The poet was familiar with the names of antique and early medieval physicians from Escoulap to Avicenna and the foundation of alchemy. In "The Canterbury Tales" he describes the procedure of a philosophic stone search through making a special mix of precious and non-precious metals, non-metals and natural products. Chaucer sorts out medieval chemistry and he gets outside of basic substances that are appropriate to astronomical objects (for example mercury is connected with Mercury as a planet) [6]. As F. Grimm notes, Chaucer was not only interested in astronomical matters but he was excited by astronomical influence on human nature and temper [8, 13].

Therefore Chaucer had acceptable for his time encyclopedic knowledge from history and mythology to chemistry. And his interest is quite huge concluding humanistic and natural knowledge. At the same time the poet was not a scientist who is permanently busy with a mental job as Le Goff's intellectual. But according to P. Yu. Uvarov the XIV c. was marked by birth of a new intellectual who became an official of this time. First of all Chaucer was a royal clerk during his life, he was a controller of customs duties collection in London, then a diplomat who was departed with important missions abroad, then became a Justice of the Peace in Kent as a carrier

of legal knowledge. Chaucer was probably really good at official service. As P. Strohm supposes, Chaucer could easily adapt within the bureaucratic system because of his education [12, 22].

Thus we conclude, that Chaucer completely reflects a characteristic of "a transition period intellectual" as P. Yu. Uvarov describes. Chaucer's poems indicate his knowledge and good education. A significant part of G. Chaucer's life was connected with London. We could call him an urban intellectual, but because of his close connection with royal family and court life, the poet's social status was not distinctly determined. Chaucer was not busy with intellectual work all the time but he is still an intellectual. He is not a scientist, but a clerk above all. In his leisure time the poet could think of all he had seen before with long comprehension. Chaucer is an intellectual due to his education, practical skills and his great literary heritage.

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THE TURKISH CULTURE OF MANGYSTAU IN SERIKBOL KONDYBAY'S HERITAGE

The talented academic S.Kondybay made a comprehensive study of specific literature of Mangystau region and his scientific heritage consists of worldknown works such as linguistic and literary details, toponyms and myths, precedent texts, graphics, textual and linguistic analysis of memorial monuments in epos “Курымныкырыкбатыры”. (Fourty heroes of Курым).

For example: component “kyr” in toponym “kyrym” is cognized as the synonym of “Ustirt” or Asan Kaygy-Esen and Asan Kaygy-Kaztugan is described as one person, precedent texts are analyzed through the models in myths [БабатүктіШаптыӘзиз, Бәйтерек, Балқантау, Жерұйық, Кемпірқосақ, Құмай, Ұмай and the image of dog as Exemplar of dead world in Turk cognition *иткөйлек, қызғанғанықызылиткежемболды, итжан*.

Toponymic names and myths, customs and traditions which are saved from ancient times, ethnographic names, words of wisdom of ancient judges and speakers, historical and linguistic cognoscibility in poetry determines the role of the Mangystau culture in the worldwide context and is paid special attention by S. Kondibay.

A new anthropocentric paradigm gives opportunity to Kondybayto make multipurpose analyses of linguistic details, to investigate them in close link with consciousness of Kazakh nation and the environment where they live, with their economy which had been formed for centuries, etc.

For example, there is much ethno cognizable information concerning to Kazakh ethnos in rich onomastic fund of Kazakh language. Therefore, the names of the places/lakes/cities depend on ethno-cultural and historical features of that territory.

Regional materials are characteristic only to linguo-historical, ethno-cultural and ethno historical features of that region and can determine values which are inherent to Kazakh toponymy.

Mangystau is sacred place and a specific phenomenon in onomastic space of the Kazakh language in Turkish culture where lived 362 saints lived and is known as museum under peaceful heaven. 70 per cent of the architectural monuments and cultural memorials of Kazakhstan are located in this region.

In Kondybay's works it is proved that the toponym "Mangystau" is textured because of historical stages. Therefore, the phenomenon of "Mangystau" is a moral standard, the metaphor and symbol of the saint. Cultural-philosophical, historical-cognitivist, religious, ideological and axiological meaning of that phenomena is confirmed by him.

Stereotypes, standards and myths which were created in Mangystau region that have won an eternal place in the spiritual culture and history of Kazakh nation and national morale present a unified system under Kondybay's investigation.

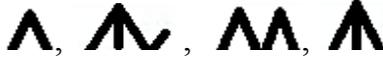
The famous poet Tumen Baltabasuly (1884-1957) wrote about history of Mangystau: *Бұлжердекімдеркетіпкімқалмаған, ҚараЖерқажетсекімдіалмаған? Қызылбас, Қытай, Қыпшақ, Қырым, Қырғыз, Айладыралтауболса, Қалмақжетеу, ЕрлерденертедегіқалынғанЖер...* [87,304], The meaning is: There lived various nations there.

The samples of the epos under study are «Қырымныңқырықбатыры» ("40 heroes of Kyrym") and «Ноғайлықбатырлары» "Nogai heroes" are heroic eposes which are common for all Turk nations. It may seem unbelievable but the singer Muryn Sengirbekuly could sing this composition about 36 heroes' dynasty epos for four months. It was written down and saved by the old man who was 83, in Almaty during World War II 1942.

Serikbol Kondybaystated about 'jyr' (epos), "Jyr was born in XIV-XVI in times of Nogai as the reason of historical events. However, it was found out that the genre of jyr had been born and spread out before that time. The idea and structure of the jyr was formed 1500-2000 years ago, but Kazakh jyr was born after that times.

Serikbol writes that genealogy and myth and epic direction of the mythology developed in the times of As, Saks as the uniformity of the style and rhythm of the world epos was kept in Homer's Iliad, in 'Avesta', etc.

In the first part of Muryn's epos it is declared about Anshybay hero and his generation: Parpaiya, Kutykiya, Edige, Nuradyn, Musakhan, orak-Mamay, Karasay-Kazy. In the second part "Karadon Hero and his Generation" about nine generations are described with their heroic deeds. Knowledge of the history of the epos and its performance may happen only if the society has normal life values. The main personage in that epos has 36 generation after him, that means the total of $36 \cdot 25$ or $36 \cdot 28,9 \sim 900$ - 1062 years. Nogayly eposes were formed in IV-VI centuries. Basing on this historical fact we can easily say that Nogays built their own prosperous government as soon as they were separated from Kypshaks. .

The Runic characters and generation race signs (py) at the times of Kypshak-Ogyz can be determined as the material inheritance of Mangystau. Sign structure is the mythical artifact as well. Thousand years ago Mahmud Kashkari left description of ogyz signs and even passed over to us 22 types of Ogyz signs. 6 sons of Ogyz khan (the Sun, The Earth, the Moon, Star, Heaven, Mountain, Sea) as their first notion about life are divided into 24 Ogyz's grandsons. For example: «the Sun» - ; «the Moon» - ; «Mountain» -  are saved in every pantheon of the region. There are 22 or 40 versions of those signs. Their epitaph about a corpse gives us Turk names.

Unfortunately, folklore and genealogy of Oral-Altay regions are not included in that part of my investigation. They are not well analyzed for the time being.

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THE MAIN THEORETICAL APPROACHES TO THE PROBLEM OF SUBJECTIVE WELLBEING OF THE PERSONALITY IN SOCIAL PSYCHOLOGY

The personality is the integrator of all mental activity of the individual. The personality in her real life, in her consciousness is that the person, realizing itself as the subject, "I am". "I am" a personality in general, in unity of all parties of life, reflected in consciousness. "In some very broad sense everything that the person worries, all mental maintenance of his life is a part of the personality [1].

In general, that experience of wellbeing is the major component of the dominating mood of the personality and is especially essential to psychology of the personality and psychology. Through mood subjective wellbeing as integrative, especially significant experience, has continuous impact on various parameters of a mental condition of the person and, as a result, on success of behavior, efficiency of activity, efficiency of interpersonal interaction and many other parties of external and internal activity of the individual. The regulatory role of subjective wellbeing of the personality also consists in this continuous influence. Wellbeing experience (or trouble) is influenced by various parties of life of the person. Many features of the relation of the person to themselves and world around are merged in it. Wellbeing of the personality consists of a number of components:

Social component. Social wellbeing is satisfaction of the personality with the social status and an actual condition of society to which it belongs. It also means satisfaction with interpersonal communications and the status in a micro-social environment, feeling of a community. Act as the leading factors making social wellbeing: social dependence, personal features, a life prognosis (optimism - pessimism), confidence in life and an emotional spirit, satisfaction with the realization in work, satisfaction with the state, the intuitive and contemplate attitude towards reality, social comfort, civic consciousness, the valuable relation to the future.

Material component. Material welfare is satisfaction with a material aspect of the existence (housing, food, rest), completeness of the security, stability of material prosperity. All of us strive for material welfare. For each of us the requirements and the opportunities differ. The level of material welfare of the specific person for the concrete moment also depends on opportunities in the basic. At welfare changes opportunities change as well. Due to it, the quality of life as a whole is miscellaneous [2].

Religious component. Spiritual wellbeing is feeling of belonging to the spiritual culture of society, understanding of the opportunity to join richness of spiritual culture (to satisfy spiritual hunger); understanding and experience of sense of the life; existence of belief - in God or in himself, in destiny (predetermination) or happiness, good luck lifelong, in success of one's own business or business of a party to which the subject belongs; opportunity to freely show commitment to the belief, etc. [3].

Physical component. Physical (corporal) wellbeing means good physical health, the corporal comfort, feeling of health satisfying the individual a physical tone. If to speak more particularly, it is possible to define physical wellbeing of an individual as the natural state of an organism which is characterized by its full steadiness with the biosphere and lack of any expressed painful changes. The state of health can be objectively established only on set of many parameters: the anthropometrical, clinical, physiological, biochemical indicators defined taking into account sexual and age factors, and also social, climatic, geographical and weather conditions [4].

Psychological component. Psychological wellbeing (peace of mind) - coordination of mental processes and functions, feeling of integrity, internal balance. Psychological wellbeing is steadier at harmony of the personality. Harmony of the personality is coherence of a set of processes of its development and self-realization, harmony of the vital purposes and opportunities. The concept of harmony reveals through concepts of coherence and symmetry. Harmonious means "having a proper correlation between the parts". Harmony of the personality it also harmony of the main parties of life of the personality: spaces of the personality, time and energy of the personality (potential and realized). Psychological health depends on system of thinking of the person, the relation to world around and orientation in this world. Also it depends on ability to define the situation in environment, the attitudes towards people, things, knowledge and other and is reached by ability to live in consent with itself, with relatives, friends and other people, ability to predict various situations and to develop models of the behavior taking into account need, opportunities and desires. Psychological wellbeing represents set of personal resources which provides subjective and objective success of the personality in subject Wednesday system. In modern psychological science there is an ambiguity of a ratio of the concepts "subjective wellbeing" and "psychological wellbeing". In a number of works these concepts are treated as synonymous. In foreign psychology approaches to research of psychological wellbeing are conditionally divided on evdemonistic and hedonistic. As researchers note, the main lack of hedonistic approach is its theoretical not readiness, and evdemonistic is viewed the difficulty of an empirical assessment of psychological wellbeing. Attempts of overcoming of these shortcomings led to rapprochement of the specified approaches, creation of integrative models of psychological wellbeing. So, in

foreign psychology among researchers the multidimensional model of psychological wellbeing K. Riff as which basis the main theoretical concepts focused on research of positive psychological functioning of the personality served enjoys the greatest popularity. The called model includes six main components of psychological wellbeing: self-acceptance, positive relations with people around, autonomy, management of environment (competence), existence of the purposes in life and personal growth

In the Russian psychology integrative approach to psychological wellbeing is presented, in particular, in the multilevel model of psychological wellbeing developed by A.V. Voronina. In this model psychosomatic, mental, psychological health are considered as levels of psychological wellbeing. For each level the author offers both subjective parameters of measurement, and objective which are estimated by external experts.

Besides, researchers, such as E.E. Bocharova, L.V. Kulikov, R.M. Shamionov pay considerable attention to interrelations of separate components of psychological wellbeing, their dependence on various subjective and objective factors. So, now relations of the essential life orientations, life comprehension, sovereignty of psychological space, tolerance, strategy of life, valuable orientations and strategy of behavior of the personality with psychological wellbeing of the personality are actively investigated. As the main criteria of psychological wellbeing of the personality objective success (social, physical, psychological and somatic health) and the subjective experience of wellbeing are regarded being realized in the feeling of happiness and satisfaction with life. Level of psychological wellbeing is determined by various subjective and objective factors, including characteristics of environment which extent of influence is defined by their importance for the personality.

All listed components of wellbeing are closely interconnected and influence at each other. Reference of many phenomena to this or that component of wellbeing is in no small measure conditional. For example, the feeling of a community, understanding and experience of meaning of life can be quite ranked as the factors creating a peace of mind, and not just social or spiritual wellbeing.

In subjective wellbeing (in general and in its components) it is expedient to allocate two main components: cognitive (reflexive) - ideas of the separate parties of the life, and emotional - the dominating emotional tone of the relations to these parties. The cognitive component of wellbeing arises at complete, rather consistent picture of the world at the subject, understanding of the current life situation. The dissonance in the cognitive sphere is brought by inconsistent information, perception of a situation as uncertain, information or touch deprivation. The emotional component of wellbeing appears as the experience uniting feelings which are caused successful (or

unsuccessful) by functioning of all spheres of the personality. Disharmony in any sphere of the personality causes also emotional discomfort. In it trouble is rather fully reflected in different spheres of the personality.

Subjective wellbeing (or trouble) the specific person consists of private estimates of various aspects of life of the person. Separate estimates merge in feeling of subjective wellbeing. These aspects of life are a subject of studying of different scientific disciplines. Wellbeing appears as an interesting subject of studying and an actual problem for psychology. Wellbeing depends on existence of clear aims, success of implementation of plans of activity and behavior, existence of resources and conditions for achievement of the objectives. Wellbeing is created by the satisfying interpersonal relations, opportunities to communicate and receive from it positive emotions, to satisfy need for emotional heat. Social isolation (deprivation), intensity in significant interpersonal communications destroys wellbeing

All approaches to research of a phenomenon of psychological wellbeing, it is possible to divide into some groups.

In the first group a phenomenon "psychological wellbeing" shares on two main currents: hedonistic and eudemonistic. It is possible to carry all those doctrines where wellbeing is described mainly in terms of satisfaction - a dissatisfaction to hedonistic theories, is under construction on balance of positive and negative affects these are N. Bredbyorn and E. Diner's concepts.

N. Bredbyorn created an idea of structure (model) of psychological wellbeing which, from his point of view, represents the balance reached by continuous interaction of two types of affect - positive and negative. The events of everyday life bearing in themselves pleasure or disappointment, being reflected in our consciousness, collect in the form of respectively the painted affect. That upsets us, and because of what we worry, is summarized in the form of negative affect, the same events of everyday life which bear to us pleasure and happiness, promote increase in positive affect.

The difference between positive and negative affects is an indicator of psychological wellbeing and reflects the general feeling satisfaction or not satisfaction with life [8].

Thus, it is possible to claim that the person has the high level of subjective wellbeing if in most cases he tests satisfaction from life, and only in separate situations he endures unpleasant feelings.

By eudemonistic understanding of this problem is under construction on that postulate that personal growth - the main and most necessary aspect of wellbeing. Such approach is characteristic for A. Votermen's views. Here the happiness is understood as a form of experience of completeness of the life connected with self-

implementation: "this experience arises in case of transformation of motivation of the person to the world in infinitely big size". Psychological ways of finding of happiness, the author understands as ways of self-control by the person of the motivation to the world and allocates two forms of such self-control: strengthening by the person of the importance of the world and strengthening of the opportunities. On the basis of these two forms of self-control four rather independent principles of self-control by the person of the motivation to the world are formed: maximizing usefulness, minimization of requirements, complexity minimization, maximization of abilities.

In the second group psychological wellbeing is considered on the basis of studying of a problem of positive psychological functioning of the personality (A. Maslow's theory, K. Rogers of G. Olport, To. - G. Jung, E. Eriksson, Sh. Byuler, B. Nyugartena, M. Yakhoda, D. Birren)

The founder of this approach became K. Riff. He generalized and allocated six main components of psychological wellbeing: self-acceptance, the positive relations with people around, autonomy, management of environment, aim lives, personal growth.

The person possessing a high autonomy is capable to be independent, he isn't afraid to oppose the opinion to opinion of the majority, is able to afford not standard thinking and behavior, he estimates himself proceeding from own preferences. Lack of sufficient level of an autonomy conducts to conformism, excessive dependence on opinion of people around.

Personal growth provides aspiration to develop, study and perceive new, and also existence of feeling of own progress. If personal growth, for some reason isn't possible, consequence of it to turn out to be feeling of boredom, stagnation, absence of belief in the abilities to changes, mastering new skills, thus interest in life decreases.

Existence of the vital purposes generates feeling of intelligence of existence, value of that was in trite, takes place in the present and will happen in the future. Lack of the purposes in life attracts feeling of senselessness, melancholy, boredom.

Self-acceptance reflects a positive self-assessment of and the life in general, understanding and acceptance not only the merits, but also the shortcomings. Contrast of self-acceptance - the feeling of disappointment itself which is characterized by rejection of certain qualities of the personality, dissatisfaction with the past.

K. Riff notes that the allocated components of psychological wellbeing correspond to various structural elements of theories in which anyway it is about positive functioning of the personality. For example, "self-acceptance" (as a component of psychological wellbeing on K. Riff) corresponds not only to the concepts "self-esteem" and "self-acceptance" entered and developed by A. Maslow, K. Rogers, G. Olport and M. Yakhoda. It also includes the recognition by the person of

the merits and demerits correlated to the concept of an individuation of K.G. Jung, and also an assessment positive (generally) the person of own past, described by E. Eriksson as part of process of ego integration.

It is possible to carry the theory of self-determination of R. Ryan and E. Deci who assumed to the same group that personal wellbeing is connected with basic psychological requirements: need for an autonomy, competence and communication with others. The autonomy is understood as perception of the behavior as congruent to internal values and desires of the personality here. Autonomies are the cornerstone support and lack of control from other people.

The need for competence is a tendency to mastering the environment and to effective activity in it; she is supported by such environment which puts forward before the person of a problem of an optimum level of complexity and gives it positive feedback. The understanding of a phenomenon "psychological wellbeing" on the basis of psychophysiological safety of functions belongs to the third group.

R. M. Ryan and E.L. Deci consider that communication between physical health and psychological wellbeing is obvious. The illness often causes functional restrictions which reduce opportunities for satisfaction of life. R.M. Ryan and K. Frederik defined that subjective viability is the indicator of psychological wellbeing. They came to a conclusion that subjective viability corresponds not only to such scales of psychological wellbeing as the Autonomy and the Positive relations with people around, but also with physical symptoms.

A.V. Voronina space of life of the person considers biological space in which the person acts as a natural being. Safety of biological systems of an organism which expression is the barrier of mental adaptation is a source of formation of biological space. Level of psychological wellbeing in this case is a psychosomatic health as reflection of process of interrelation of mental and somatic spheres.

Thus, subjective wellbeing of the personality represents difficult social and psychological education including emotional, cognitive and connotative components which is formed in the course of social and psychological activity, in system of the real attitudes of the personality towards objects of surrounding reality and developing on their basis of social mental sets, values, strategy of behavior. Factors that have impact on subjective wellbeing of the personality are subdivided into internal (valuable and semantic educations of the personality, social mental sets) and external (socialization conditions).

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MAKING “A BEAUTIFUL COUNTRY”

In 2012 after the Japanese Democratic Party three-year-rule there was a triumphal victory of the Liberal Democratic Party and its leader Shinzo Abe (his second term as a Prime Minister) at the parliamentary lower house elections. According to the Singapore English-language newspaper “The Straits Times”, Shinzo Abe was called one of the most influential Asian politicians in 2013 sharing the same position with the President of the People's Republic of China Xi Jinping [6].

The President of the International University of Japan Shinichi Kitaoka described the Prime Minister in the following way: “Shinzo Abe has three faces. Abe is a right-wing politician, Abe is a pragmatic one and Abe is an economy's reformer”. This opinion reflects the most genuine Shinzo Abe's portrait as a political leader and gives a true understanding of his political course under the “Japan's resurgence” concept.

During his first term in office Shinzo Abe earned the right-wing reputation for his nationalist views and revisionism which caused China's, South Korea's and North Korea's negative reaction to his return on the political arena. He repeatedly justified the Japanese military occupation of Northeast Asian and Southeast Asian countries, called the “comfort woman” issue and the Nanking's Massacre in question [5]. At that time the question of the Constitution's revision as an inevitable condition for the

national security reinforcement was raised again within the framework of the “beautiful Japan” concept [10]. Due to Shinzo Abe's efforts, the Ministry of Defense was established in 2007. But because of public scandals and general electorate weariness of the unchangeable Liberal Democratic Party's ruling he was enforced to resign. Analysts connected the ruling party's defeat with the Prime Minister's personal features and lack of his attention to social problems.

However, in 2012 Shinzo Abe returned with the firm determination to restore an influential and prosperous state and keep Japan's leading status as an economic power. At the same time Shinzo Abe faced new challenges and threats preventing from political and economical recovery of Japan in the regional and global scale.

“The Chinese factor” determines Shinzo Abe's intention to gain Japan's “normalization” which includes the revision of Article 9 and further military build-up [7]. The period of 2013-2014 demonstrated the intensifying muscular approach of Japan and a few steps were taken to strengthen its defensive potentialities: in June 2013 the National Security Council was established; in October 2013 a National Self-Defence (SND) reform was claimed, in December 2013 a new Defence Strategy promoting an “active pacifism” policy and a new secrecy bill enforcing strict control over information were approved. On April, 1 2014 arms export ban was lifted and in July a new interpretation of the Japanese Constitution expanding the right of collective self-defence was presented [1].

Another substantial and traditional element of the China's deterrence policy is strengthening the US-Japan strategic alliance and engagement of other states concerned about increasing Chinese military power in the unified geopolitics block's formation (“Security Diamond”), for example, India, Australia, Southeast Asian and Oceanian states. During 2014 the Japanese military budget increased by 2, 2 % and it is a record number for the last eighteen years. Thereby, the Prime Minister has been dynamically implementing the purpose to create a sea power with a great military might.

Shinzo Abe has gradually been revealing Japan from the shadow pushing it to play a proactive role in the global economic and political processes and taking a firm stand in national interests. This could be illustrated by a tough line of the Japanese government concerning a territorial dispute with China and Japan's position in the TTP's negotiation. Shinzo Abe demonstrates a pragmatic view on the development of the relations with neighbor states. Thus, in March 2014 he met with the President of South Korea Park Geun-hye and confirmed the Japan's commitment to Kono's statement on “comfort woman” issue and Murayama's apology for Japanese military expansion and damage brought by it. In November Shinzo Abe managed to have a meeting with Xi Jinping at the APEC summit in order to initiate deescalatory actions

in the bilateral relationship and urge its development. At present the tensions over the territorial conflict between these regional powers are reducing. But bilateral relations improvement has been affected negatively by the offending PM's provocative statements and his another visit to Yasukuni Shrine that have aggravated current mistrust to Tokyo's official political line in the region and significantly spoilt Shinzo Abe's image as a politician.

During 2013-2014 the Japanese Prime Minister visited South-East Asia, Africa and the Middle East in order to exercise Japan's political influence and expand its range of geopolitical interests. In March 2013 Shinzo Abe and former President of the European Commission José Manuel Barroso reached an agreement to begin negotiations on a free trade zone (FTZ) between Japan and the EU. A peace treaty and final settlement of the Russian-Japanese territorial dispute would be a key indicator of Abe's government success. Despite the fact that they refused to recognize the Crimea's referendum and imposed sanctions against Russia Japan is eager to noveltise the Ukrainian crisis's negative impact on the negotiations. The Prime Minister also avoids making harsh comments towards Russian officials due to good personal relations with Vladimir Putin. At the same time in the context of Japanese diplomacy intensification a new content of national security issues has appeared against the background of increasing regional instability in the Middle East as a result of continuous struggle of the coalition forces against the Islamic State. The Ukrainian crisis which had a negative influence on Russian-Japanese cooperation also added to it. The execution of Japanese hostages Kenji Goto and Haruna Yukawa shocked society and could be regarded as a peculiar response to the active Japanese involvement in the Middle East affairs. Before hostage crisis connected with the event during his tour in the region Shinzo Abe had presented \$ 200 million as a humanitarian aid to the countries fighting the ISIS during his tour in the region [8]. Such accidents determine the necessity to strengthen the mechanisms to respond the external challenges and threats in a new geopolitical reality.

Along with the national security enhancing Abe's central aim is to stimulate the economic growth. To fulfill this task the economic reform program called "abonomics" was generated. "Abonomics" includes three "arrows": the first one is monetary policy (yen's weakening means increasing money amount by 60-70 trillion yen that would breed Japanese goods global competitiveness; the second is state infrastructure investment and the last one is the economic growth itself through economy's restructuring and promoting its productivity.

Womenomics is also one of the core elements of the new economy that suggests increasing women's presence in the political and economical Japanese life and creating necessary conditions for their career growth. In 2014 five women were

elected as new Cabinet ministers. Moreover, the Prime Minister insists on the wage rise at Japanese companies, electric power transmission market liberalization, health industry development and lifting agricultural sector barriers for private companies.

It should be recognized that “abonomics” is showing controversial results. In 2013 Japan became a leader among developed countries by the GDP (1 %); the consumption price inflation index reached 1%, in August 2014 unemployment reduced to 3,5 %, but simultaneously the consumption tax rise led to significant falling in the consumer demand, the industrial production is declining in spite of the predicted growth by 0,3 % [3]. These outlined problems forced the Prime Minister to refuse from the next 10 % consumption tax rise. However, Japan finally managed to move away from the long-standing recession in February 2015.

At present the Japanese economy is far from the sustained growth due to some particular obstacles:

- a heavy energy crisis swept Japan after the Fukushima's accident and caused nuclear power plants closure which provoked an increase in coal and liquefied natural gas import;

- an enormous public debt, the highest among developed countries, estimated at \$10.46 trillion in 2013 [2];

- a trade deficit reached \$112 billion in 2013 [9];

- a significant demographic shift (population ageing and fertility decline).

Despite these challenges for further growth and development of Japan an American economist and the Nobel prize winner Joseph Stiglitz believes that Japan's strategy for recovering its economy will succeed due to «strong institutions, a well-educated labor force with superb technical skills and design sensibilities, less inequality than many advanced industrial countries” and through it “Japan could become one of the few rays of light in an otherwise gloomy advanced-country landscape” [4].

Apart from calling for military force increase and a wide-scale economic reform program Shinzo Abe focuses his attention on the nation's patriotic education and promoting traditional values. A part of this process is history textbooks revision in order to stimulate self-confidence among the Japanese youth. Since January 2014 the emphasis was shifted from “military crime” to “patriotism” and “questions of the first importance”.

In 2020 Tokyo will be a host-city of the spring Olympic Games that could improve Japan's international image. Its victory was open to question until the final stage because of the Fukushima's disaster. However, Japan's candidacy as a host country was finally approved mostly due to the PM's influence. In his speech for the International Olympic Committee Shinzo Abe pointed out that the Olympic Games-

2020 will breed the economic growth making Japan “the world’s centre” and urging the global unity of nations.

Thus, keeping the nationalist reputation and being criticized by the Asian community Shinzo Abe represents himself as a confident and determined leader who is capable to stand for the Japanese national interests on the international arena. Current changes of the international system require a new set of systematic measures to be implemented not only for maintaining Japanese leading economy status, but also strengthening defense capability in order to fight the terrorism threat and relative political uncertainty in Northeast Asia. For the domestic and regional stability Shinzo Abe has to alleviate his nationalist rhetoric, launch the Japanese economy structural reform process and not to take inconsiderable steps because of the future of Japan is at stake.

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CONTEMPORARY RELIGIOUS STUDIES: TRENDS AND PROBLEMS
(CASE STUDY OF HESYCHASM)

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Firstly, making an introduction, we should pay attention to several aspects of investigation of religion as a whole. Religious Studies as a discipline used to take advantage of methods of several disciplines like psychology or sociology. Philosophical approaches are also productive for the investigation of religion. It seems to us that the most productive method for the investigation of religion is the multidisciplinary (synthetical) method which includes different methods and different approaches.

Investigation of hesychasm is a particular variant of investigations of religion. Investigation of the tradition of hesychasm as mystic and ascetic tradition within Christianity is difficult for researchers. In the beginning of our investigative process we should find an appropriate definition to hesychasm and also develop a standing plan specifying our research. It seems to be that the definition could be formulated like this “a religious phenomenon and tradition with number the specific elements of its doctrine and practice”, and for our research we add here most widespread problems of investigation of this tradition (the problems of basic terms interpretations, methodological problems, problems of hermeneutical analysis, problems of textual criticism, etc.) All of these problems are discovered by the author in the context of practical research of the tradition of hesychasm.

Why should we study hesychasm? Investigation of hesychasm provide us with a lot of materials. Hesychastic tradition has an advanced age and very developed structure which includes inner and outer practice. According to Klement of Alexandria, origins of hesychasm could be found in the Early Christian tradition. Which means that investigating hesychasm we also cast light on specifications of early Christianity.

We also attempt to mark out main problems of the investigation of the tradition of hesychasm which could be as well extrapolated to the investigation of other traditions.

In practical investigation of hesychasm there could be found several problematic aspects which could be for convenience divided into four main groups: terminological, textological, methodological and analytical.

First group is connected with the problem of definitions. Main question is “What should be called Hesychasm?”. We should mention here that there is no clear definition of the word “hesychasm” in the “academic circles” which would be adopted in all approaches of the scientific researches in the sphere of Religious Studies (different definitions are given to variegated subjects from the part of early Palestinian monasticism to modern ideas of so-called “political hesychasm” and all of these definitions claim to be hesychastic. Thus, the hesychasm often called the “smart doing” (from the Greek “praxis noera”), although it is the most important moment of the tradition of hesychasm we note that hesychasm could not be reduced to this practice) [2].

By our thought hesychasm could be described as a teaching and practice in the Orthodox Christian tradition intended for self-comprehension and for uniting with God. It is aimed for the acquisition of the Holy Spirit and deification of human soul and body.

The second problem (the problem of sources) is connected with the lack of analytical literature devoted to hesychasm and with the inaccessibility of the original sources of the tradition which are a) not translated into a sufficient number of languages, b) are not available in paperback or electronic version in different countries, for example, in Russia.

The third problem is the problem of methods of the research [4, 5]. We should mention that the hermeneutical analysis of texts of the tradition is the most appropriate here as a specific “key” to the understanding the hesychastic tradition.

And the last problem is connected with the analysis which takes place in the process of research.

As the consequence of the above-mentioned groups of problems there appears several typical groups of mistakes.

Primarily, starting the investigation, researchers of hesychasm give improper definition to hesychasm (or concentrate on only one or another aspect of tradition reducing tradition to this or that aspect – like psychosomatic or philosophical aspects).

Another common mistake of researchers is, in our opinion, irrelevant comparisons. While analysing the practice of the hesychasts' tradition modern researches often attempt to compare hesychasm with other traditions like Buddhism, Yoga, Taoism, Sufism, catholic meditation or Ignatius Loyola's method of prayer. These comparisons are interesting attempts of comparative religion. But a lot of them are very audacious because there is a lack of solid reasoning in arguments which are brought into comparison.

It seems to us that for competent academic religious studies equating of one tradition to another is not acceptable because of the main purpose of Comparative religion which is an appropriate adequate analysis of the similarities and differences between religious traditions. Results of this kind of analysis could provide society with adequate complete definitions of religious tradition and their specifications. The analysis could also help to minimize different aberrations which main causes are the lack of knowledge, following the wrong opinions or appealing to not authentic literature. We should add here that aberrations is the serious problem for researchers and following aberrations is one of the common mistakes.

Nowadays investigations of the tradition of hesychasm are connected with the modern trends of Religious Studies [8, 40]. Current trends of Religious Studies are caused by contemporary trends in religious society like, for example, the proliferation of religious groups worldwide (and hesychasm is not the exception). The need for a comparative treatment of religion became clear prepared the way for more modern developments in Religious Studies [7]. From the perspectives of categorizing theories of religious studies, through focusing on what religion is and does, the wide variety of theories due to the plethora of opinions about what religion really is and does (like Cognitive theory, Rational Choice Theory, The Theory of Religious Economy, Sensitivity Theory, etc.) arose in last decades, and the quest for man to satisfy his felt needs, spiritually, materially or otherwise, are the reasons for the proliferation of religions worldwide [7, 36].

It would be too long for the article to describe all of current trends of Religious Studies. To avoid this we try to explain main trends by supporting example of investigation – one of the modern researches of hesychasm. As an example we suggest the book “The Globalization of Hesychasm and the Jesus Prayer” by American scientist (philosopher and student of religion) Christopher D.L. Johnson (University of Wisconsin).

The book presents the results of C.D.L. Johnson's investigation through the tradition of hesychasm, its history, its modern state and its variations in the contemporary world (esp. in the United States of America). The fact that hesychasm in modernity is combined with such conceptions as Eastern Christian dogmatism, Orthodox Traditionalism and Perennial philosophy leads the author to necessity of the comparative analysis including characteristics of Eastern Christian mysticism, significance of religious experience, risk of spiritual delusions and other aspects. Author considers a wide amount of sources from reviews of classical texts of tradition (like Philokalia), philosophical (Guenon, Evola, Schuon) and theological (Ware, Sherrard, etc.) treatises to modern analytic literature and sources like internet publics and forums – paying attention to different forms in which discussions about the tradition of hesychasm exist both in real and virtual world [3, 84-114].

The author supposes that the role of interpretations of the tradition in the question of understanding of the phenomenon of the tradition of hesychasm is quite important. According to Johnson's thought theoretical discussions of hesychastic tradition which were widespread in the last centuries nowadays are turning into different "inventions" of the tradition. And in the relation with religious aspect in its various interpretations, the question of "detraditionalization" is one of the most important questions of contemporary religion as a doctrine and practice (this claim is theoretically connected with hesychasm). In his book Johnson combines several mainstream trends of contemporary Religious Studies providing us with materials of comparative religion, psychology of religion, hermeneutical and sociological analysis. Johnson presents different ways in which hesychasm is seen in relation to wider traditions of Orthodox Christianity and to several forms of prayer in other religious traditions, introduces new worldviews on interpretations of the Jesus Prayer and hesychasm which lead to shifting, and often conflicting, views of the practices. According to the author, as a result of the spread of different views into "increasingly diverse global settings", some religious practices have been adopted by different groups. The author claims that hesychasm is one of these practices and describes how is the hesychastic practice interpreted in various groups. As Johnson presents, one of the elements on the subject of discussions is the set of individual opinions collected from the Internet, which provide us with empirical material of those "anonymous" who claim themselves hesychasts. According to the author, the views of individuals express several fundamental differences in view on the Jesus Prayer and hesychasm between different groups of people which have various understandings of the tradition and its authorities.

Analysis of different aspects of discussions about hesychastic tradition leads Johnson to conclusion that there are no unity of views and the sphere of discussions is

open to dialogue between religion, philosophy and science. This statement brings us to multidisciplinary approach which is also appropriate for investigations of religion as a whole (not only for hesychasm). In his book Johnson combines different methods and uses different disciplines. Main “trends” here are hermeneutical analysis and multidisciplinary approach.

Necessity of academic study of religion which is claimed by many students of religion from all over the world is explained by the author and connected with the spiritual state of the modern society. Modern religious studies provide us with theoretical base and the complex of methods of investigations to continue studying of the tradition of hesychasm. This could help us to produce appropriate investigations and to understand of religious traditions completely.

Appealing to traditional values which are represented in religious traditions is actual in a situation of spiritual crisis of modern civilization. But here we must add that increasing concern in this case does not mean a deep immersion in the subject of the tradition, an understanding of authentic roots and profound meaning that tradition holds. Moreover, here we have a fleeting shallow infatuation in religion, not an involvement (which implies both theoretical knowledge and active participation in religious practices). In Modernity religion often is a “hobby of a kind”. [2, 31] Whereas religious people are few in number, there are thousands of people who claim themselves to be religious, identify themselves as adherents of one or another religion (tradition), but actually they are ignorami in designated traditions. We should also mention, that modern times are characterized with a strong increasing of activity of pseudo-religious organizations which a) often have no values like traditional religions, but replace them with modern values, b) attract the number of adepts by methods of the network marketing. New religious and cults used to criticize traditional ones which make masses more skeptical about religion as a whole [1, 210-211; 6]. And the problem here is that masses usually hold insufficient information – both in question of “traditional” or “new” religions.

In the present paper we tried to explore typical misfeatures of researchers and offer methods of their minimizing. These actions lead us to formulate and present trends of investigations of religion which are typical for modern Religious Studies.

Several decades ago, while analyzing the state of Religious Studies, Professor Verblovsky (University of Jerusalem), claimed that “Religious Studies should find methods to protect itself from the dilettantism, theology and idealism” [9]. This statement seems to be actual. As A. Krasnikov mentioned students of religion should pay attention to “methodological base of Religious Studies, comparative methods, empirical reliability, theoretical validity, objectivity, tolerance, absence of political commitment and true scientific character” [9].

If we bring together these two statements into conclusion they could form a good tendency to be realized in Religious Studies, especially in Russian Religious Studies.

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DIFFICULTIES OF LEXICAL AND GRAMMATICAL ADAPTATION IN TRANSLATION

Translation is an activity for interpreting the meaning of a text in one language and creation of a new, equivalent text in another language.

Initially, the translation process was carried solely by a man, but there have been attempts to automate and computerize the translation of natural language

(machine translation) or to use computers as aids in the translation (automated translation).

In usual social life correctness of translation is also important. It is necessary to follow all grammatical rules, lexical and phrasal turnovers.

Besides the knowledge of languages it is important to know the rules of translation determined by its complex and contradictory nature to satisfy requirements of the society for translation and translators. Today, when the science of translation has made a significant step forward, it can't be studied in an old manner. This science requires a multicultural approach and experience of different learning systems.

Belonging of the English and Russian languages to different groups is reflected in the grammatical differences between grammatical properties. There are, for example, dissimilar grammatical categories such as: articles, gerunds, a fixed word order in English.

For proper grammatical adaptation it's of vital importance to take into account factors such as:

- 1) The syntactic function of a sentence;
- 2) Lexical content;
- 3) Semantic structure;
- 4) The context of the proposal;
- 5) It's expressive-stylistic feature.

The morphological structure of English and Russian also has discrepancies. In this connection, a translator may have some difficulty overcoming them.

There are many cases where the singular in English corresponds to the plural form in Russian, for example: money – деньги; ink – чернила; news – новость.

On the contrary, the English plural corresponds to the Russian singular: struggles – борьба; outskirts – окраина; oats – овес; onions – лук. [1, 144]

In the progress of translation the lexical part is as important as grammar. An interpreter makes it more artistic and pleasing to read or to listen.

Lexical transformation are special techniques of decoding the meaning of the foreign words in context and finding their equivalents in another language. The role of substitutions is to transfer the original content into another language with the help of appropriate lexical means. Substitutions are used to compensate for excessive implicitness and conventions of English expressions.

Very often interpreters have to substitute simple sentences by complex ones or, on the contrary, they turn complex or compound sentences into simple for the sake of literary translation.

Translation is considered as a correlated function of language and cultures. Usually the term linguistic and cultural adaptation is defined as writing text translation

in the host linguistic-culture. However, it's stated that linguistic and cultural adaptation has two directions:

1) It can be focused both in linguistic-culture original and linguistic-cultural translation. Regardless of its direction, the text is always adapted to the influence of the interaction between two languages and two cultures.

2) The discrepancy between the language and culture of the original and the result of interpreting, complicates the process of understanding the author's text, the interpreter allows us to consider the translation "the case of understanding" and leads to the difference in two interpretations of the same text.

Summing it all up, it must be stated that the language doesn't exist outside the culture. This is one of the most important components of it, a form of thought, an expression of specific human activity, which itself in turn is the real language. Therefore, language and culture are two inseparable concepts among themselves, as well as the translation of intercultural communication.

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PROBLEMS OF REALIZATION OF THE CONSTITUTIONAL RIGHT OF MEN TO HEALTH PROTECTION AND MEDICAL CARE IN RUSSIA

According to Art. 40 of the Constitution of the Russian Federation accepted by national vote 12.12.1993 [7], everyone has the right to health protection and medical care. Article 2 of the Federal law of 21.11.2011 No. 323-FZ (an edition of 31.12.2014) "About the bases of protection of public health in the Russian Federation" [1], explains health as a condition of physiological, psychological, social wellbeing of the person, absence of diseases and also disorders of body functions.

It should be noted that one of the most important problems of the present is insufficiency of possibility of receiving specialized medical care by men who suffer the diseases connected with male reproductive system.

We carried out the analysis of medical institutions of Saratov upon the presence of specialized doctors for male and female diseases. Practically, in each health care institution in Saratov there is a women's health center. There are 261 gynecologists in

Saratov [10]. The gynecologist is the doctor whose activity is aimed at providing female reproductive health. However, to find an expert whose activity aims at providing men's reproductive health was rather difficult, this activity is carried out by andrologist. In Russia, there is a Professional Association of Andrologists. Its activity is directed at uniting experts who are interested in uro-andrology. However, it should be noted that the most part of the participants of this association are doctors of the following specialties: urologists, surgeons, sexologists, endocrinologists, but not andrologists. The association organizes various conferences, congresses for discussion of problems concerning infertility, sexual dysfunction, children's andrology, urogenital infections and so on [12]. It should be noted that in Russia andrology is recognized as medical specialty de facto, thus andrology does not exist de jure. Despite the demand for and the importance for men's health, still there is no accurate definition of a professional role of andrologist, his/her functions. There are no proper instructions of health care delivery to adult population in the sphere of andrology, whereas such procedures exist for urology [2], gynecology [3] and many other areas of medicine. It leads to the fact that andrologist, as an expert, has no regulated status and, respectively, the opinion of medical community about andrologists' professional place in modern medicine's structure also remains uncertain. The patients having men's diseases are thus in confusion: what doctor to consult [8].

The important feature of andrology is its relationship with other medical disciplines. It is disposed at the intersection of urology, endocrinology and psychiatry. Because of the uncertainty of the status, the doctors of other specialties deal with problems of andrology [4, 49].

From the official point of view, an illness of male genitals is covered by the specialty "urology", however, as experience shows, the most part of operating urologists has no sufficient experience and preparation for rendering high-quality medical care to the patients having diseases of genitals. Urology is the science studying diseases of men's and women's urinogenital system. Andrology is engaged in studying of exclusively men's physiology and pathology of reproductive system and genitals. The doctor called urologist-andrologist diagnoses and treats both women and men, according to their physiological distinctions. For the solution of this problem, in our opinion, it is necessary to allocate the specialty "andrology" within medical specialization [5, 45].

In Saratov, there are only 8 andrologists who one can consult in the following medical institutions: Saratov Regional Center of Family Planning and Reproduction; Medical institutions - Medical and Diagnostic Center "Avesta-M", "Mirotvortsev Clinical Hospital, JSC "Meditsinsky Di center" [15].

Significant financing on research and treatment of purely female diseases, such as breast cancer, for example is made by the state and international organizations. At the same time, practically nothing is done to struggle with prostate cancer that causes more than 62% of deaths. It is important to note that men die from cancer more often than women. In the statistics of oncological mortality, it causes 53.4% of deaths among men, and 46.6% among women [13]. According to the Rosstat statistics for 2013, out of 100000 people, 246, 6 men died of oncological diseases, 749,3 men died of blood circulatory system illness [14]. Also, if we look at the survival level from cancer during 10 years after diagnosis is determined, it is noted that women with the diagnosis of cancer survive twice as many as than men. It is connected with the fact that men have more serious tumors. The data collected by the charitable society Macmillan Cancer Support show that nearly 80% of patients with breast cancer – out of those 50 thousands that get sick every year - can expect to live not less than 10 years. And out of 41 thousands of men who are diagnosed a prostate cancer, only 65% will endure the next decade [11].

The stated data testify to the need of development of andrology in Russia. Development of andrology needs to be considered as a national strategy within a complex of measures in the field of reproductive medicine and family planning under the conditions of demographic crisis which the country witnesses. It is necessary to carry out legal regulation of andrology as a specialty, that will separate it from other medical specialties (urology, endocrinology, psychiatry and psychotherapy, plastic surgery); to accept the corresponding regulation of health care delivery for adult population in the sphere of andrology similar to that approved by the Order of Russian Ministry of Health of 12.11.2012 No. 907n (registered in the Ministry of Justice of the Russian Federation 29.12.2012 No. 26478). Moreover, to increase the professional level of Russian andrology, it is necessary to invite andrologists as members of Professional association of andrologists, for the purpose of development and deeper studying of this direction in medicine by means of communication and exchange of experience [6, 44]. These changes will provide a maximum level of health care delivery to the men having diseases of reproductive system.

Thus, according to the above stated basis, it is possible to draw a conclusion that the majority of diseases of men connected with male reproductive system remain unnoticed, and that it influences the level of birth rate and leads to the emergence of gender discrimination of men in the sphere of rendering medical services. Discrimination is caused by the lack of a standard order of delivery of health care by doctors, specializing in men's health, and also insufficiency of the qualified doctors whose activity aims at providing men's health. This tendency violates the rights of men concerning the right to health and medical care (Art. 40 of the Constitution of the

Russian Federation). The 3rd Art. 19 of the Constitution of the Russian Federation stipulates the equal rights of men and women and equal opportunities for their realization.

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ADVERTISING IN TOURISM

It is impossible to imagine the modern world without advertising. It surrounds us everywhere: at home, during listening to the radio or watching TV. We see it in the streets, in newspapers, magazines and even in books that we read. Advertising might be annoying, sometimes it is amusing and entertaining, but it always serves its main purpose: to create a certain expressive image of a product that will remain in consumer's mind.

Advertising, like any other form of marketing communications, plays an important role in implementing the strategy of a tourist company. It has a socio-cultural and psychological impact on society. Civilized advertising is not just a manipulation of public consciousness, but the formation of current human needs. Advertising gives the consumer new knowledge and experience, increases his satisfaction of the purchase. As a means of competition, advertising helps to improve the quality of tourism services.

Even the most appealing product requires some form of promotion in order to maximise sales and financial return. Advertising can help raise awareness of a product and create an appealing product image.

Thus, advertising is a form of [communication](#) intended to [persuade](#) its viewers, readers or listeners to take some action. It usually includes the name of a product or service and how that product or service could benefit the consumer, to persuade potential customers to purchase or to consume that particular [brand](#).

Distinctive features of advertising in tourism are determined by the specific characteristics of the tourism industry and its product - a tourist product. Advertising in tourism is characterized by:

- The non-personal information (information is delivered to the client through an intermediary - the media, brochures, catalogues, posters, etc.).
- The one-sided feedback signals are available only in the form of the final behaviour of the potential client - acquisition or rejection of the tourist product.
- Uncertainty of measuring the effect. Feedback in advertising is probabilistic. The acquisition of the tourist product depends on many factors, often not directly related to advertising.
- The social nature. Tourism advertising has a special responsibility for the accuracy, truthfulness and accuracy of the information transmitted through it.
- Information saturation. Tourist services, which have no material form and constant quality, are in need of prior development of such functions as informativeness and propaganda.
- Catchiness and persuasiveness. Peculiarity of tourist services makes it necessary to use visual aids, providing the most complete picture of the object of tourist interest.

Depending on the character and features of advertising appeal there can be distinguished informative, persuasive, and reminding advertisings

The main purpose of informative advertising is to inform potential customers about the tourist company, services, their characteristics, advantages and innovations.

Persuasive advertising is the most aggressive form. The major aim is to create a consistent belief of the benefits of the advertised product and to form a desire to buy from a particular company rather than competitors' products.

Reminding advertising is designed to maintain customer's awareness of the existence of a certain product (the company) in the market and its characteristics.

By the method of impact on the target audience advertising is divided into rational and emotional. Rational advertising informs, referring to the mind of the potential client. Mostly used in the form of words, for customer's conviction.

Emotional advertising appeals to the senses, emotions and memories of the customer. It works through the association. Its “favourite” tool is the use of illustration or the sound.

By concentrating on the particular segment of the target audience the following forms of advertising may be distinguished:

- selective (selective) advertising, clearly addressed to a specific group of consumers;
- mass advertising , aimed for a wide range of real and potential consumers.

According to the area covered by the advertising there can be:

- Local advertising;
- Regional advertising;
- National advertising;
- International advertising.

According to source of funds advertising can be:

- Advertising on behalf of individual tourism enterprises ;
- Joint (corporate).

Depending on the means of distribution there can be:

- Advertising in the press;
- Printed advertising;
- Audiovisual advertising;
- Radio and television advertising;
- Promotional gifts;
- Direct mail advertising;
- Outdoor advertising;
- Exhibitions and fairs;
- Computerized advertising.

Virtually any medium can be used for advertising. Commercial advertising media can include wall paintings, billboards, street furniture components, printed flyers and rack cards, radio, cinema and television adverts, web banners, mobile telephone screens, shopping carts, web pop-ups, skywriting, bus stop benches, human billboards, magazines, newspapers, town criers, sides of buses, banners attached to or sides of airplanes ("logojets"), in-flight advertisements on seatback tray tables or overhead storage bins, taxicab doors, roof mounts and passenger screens, musical stage shows, subway platforms and trains, elastic bands on disposable diapers, doors of bathroom stalls ,stickers on apples in supermarkets, shopping cart handles (grabvertising), the opening section of streaming audio and video, posters, and the

backs of event tickets and supermarket receipts. Any place an "identified" sponsor pays to deliver their message through a medium is advertising.

Advertising in the tourism industry is somewhat different to other industries. A holiday is an intangible product that the consumer can't see or touch before they buy. Often the customer will pay for the product before experiencing it. With this in mind, advertising priorities should consider:

- Who would find your product most appealing?
- What are the potential customers' needs and desires?
- What creative methods can be utilised to generate interest in a particular product?
- What is the best way to reach these customers?

A very important part in creating advertising is making an image of the tourism product. The fashion for tourist trips and tours is changing constantly. Therefore, it is necessary to seek out those advantages, which would give the novelty and uniqueness to the offer, and also would distinguish it from competitors and attract attention to consumers. In this regard, it is necessary to mention such an important element of tourist advertising, as slogan.

Slogan - is a short but capacious phrase that attracts attention. It is a kind of a motto of a company or the main idea of a characterized service. The advantage of these titles is that even in the absence of the ability to use a lot of space on the strip or colourful pictures, they can draw attention and highlight the advertising appeal out of the mass of ordinary phrases. Besides, headlines and slogans are read five times more often than the main text.

Therefore, in order to form the right message the advertisement should convey the following important information to the potential customer:

- Introduce a particular product/service;
- Explain the product or service;
- Demonstrate its unique selling points;
- Provide an indication of price;
- Indicate where the product is available/ distributed for sale.

To sum up, it should be mentioned that, in order to create an effective tourist advertising one needs to be able to take into account the specifics of the industry and combine several aspects into a single set. It includes an artistic image of a particular tour or service. This can be created by using such attractive elements as beautiful photos (in press) or interesting videos (on TV). One should remember that full and accurate information, designed to attract specific target audience is the most important aspect.

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THE ARCHEOLOGY OF KNOWLEDGE AND EXISTENTIALISM OF FREEDOM. THE ANALYSIS OF THE POLITICAL AND PHILOSOPHICAL ACTIVITY IN THE SECOND HALF OF THE 20TH CENTURY

In structuralist and poststructuralist continental philosophical tradition of the second half of the XX century, there were three philosophical trends in France. An overall view was to identify the forms and methods of control over individual's consciousness which means the transition from the ways of defining power to its systematic description. However, if we focus on the period from 1967 to 1980, the result will be a crystallized form of political analysis. The first trend should be defined as a structuralist school of Ferdinand de Saussure, the second - as a school of psychoanalysis, and the third one, which is the most interesting for the study - as liberalism with the leading theorists such as Paul Michel Foucault and Jean-Paul Sartre.

The works of Michel Foucault are analyzed in terms of the problem of power and political activities of the author, because it is a recurrent theme in a number of issues covering the problems of the subject and state institutions, the author and the text, history and culture. These problems were crucial for Michel Foucault and formed a holistic and critical methodology of genealogy.

The problem of power appears in various contexts as a microcosm, as the impact of the relationship but most deeply the power is manifested in the form of "Mechanism" which infamous Panopticon is perhaps the example *par excellence*. However, the mechanism itself is a pure function that must be detached from any specific use and contexts.

We have mentioned briefly the problem of power in Michel Foucault's thought and his theory of biopolitics. For example, take one of the definitions of "power" (the ability or right to control people) as the relationships with control over somebody. It is important to point out that these relationships are manifested not only

in this “classical version” but also have a hidden motive as “the control over yourself.”

Another point of Foucault's analysis is his criticism of political parties. Foucault expressed his criticism not only in the form of interviews and articles, but in the form of practical involvement in reforms and university strikes. “The intellectual's role is no longer to place himself somewhat ahead and to the side in order to express the stifled truth of the collectivity; rather, it is to struggle against the forms of power that transform him into its object and instrument in the sphere of knowledge, truth, consciousness, and discourse”. [7, 69].

During that period Jean-Paul Sartre, a famous French philosopher developed his ideas about individual existence and subjectivity [1,323], [2,628]. Being a philosopher of freedom, Sartre refused the Nobel Prize in 1964; met in person with Fidel Castro; supported the Cuban Revolution in 1959 and participated in the student uprising in France.

But what was the cause of personal involvement of Sartre and Foucault in the events of “1968” which allowed them to formulate and identify the research methods for the problem of power? To answer this question we have to analyze Foucault’s themes of “controlling others” and “controlling oneself” that were developed in the course of lectures “The Government of Self and Others» at the Collège de France in 1982-1983. The theme of “controlling others” is analyzed in his work “Discipline and Punish” through consideration of disciplinary practices and the prison system, while “controlling oneself” is explored in three volumes of “the History of Sexuality” through the analysis of the historical experience of sexuality, subject of desire and sexual practices in ancient society. This theoretical stage is closely connected with his participation in student strike movement and support of reforms. In one of his interviews Michel Foucault said that power is a relationship, i.e. human beings establish relationships with each other not only to communicate, but to influence others ... one “manages” the other. So, parents manage their children, mistress manages her lover, the professor – students, etc”. [3, 210].

Therefore, one of Foucault’s critical ideas was the resistance against political power of institutions and struggle against political engagement of universities. Similarly, Jean-Paul Sartre supported the student revolt in 1968, protesting against the system of selective education at universities. The main demands of the protesters were the freedom of criticism and self-determination developed in the existential theory of Sartre. It was the period when the thinker was disappointed with the Communist movement as well as with the political views of the philosopher Raymond Aron. The latter, being on the side of the ruling authorities and supporting political party of de

Gaulle thought that the student strikes were meaningless, uncontrollable acts of protest and violence.

It should be noted that the events in France attracted many thinkers besides Foucault and Sartre. Those thinkers most extensively realized themselves in contemporary reality, in contrast to P. Ricoeur, who in 1966 went to the University of Nanterre in the company of Dumezil and Levinas. To avoid the collapse of university education they founded a "new university". "However, in 1970, Ricoeur (at that time the Dean of the Faculty for the Humanities) was attacked by students during the riots at the university. He leaves France and continues to teach at the universities of Louvain, Montreal, and Chicago. Ricoeur returns to France in 1990". Levinas's position was not to hold any political position (i.e. be a spectator or reader) and not to take anyone's side. In the case of Althusser, the events in May 1968 were first met with silence, and then he praised them as "childhood illness of leftism". After the criticism of his supporters, Paul Ricoeur in particular, he partially changed his position.

Thus, if we follow the paradigm that practicing a political theory or social research, which may confirm or refute only in collision with the reality, with some personal encounter, then there is no negative experience but only praxis. Such a definition of political practice should be maintained as a principle.

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HISTORY AND DEVELOPMENT OF CRAFTS ASSOCIATED WITH SYMBOL OF SARATOV

The production of Saratov harmonica started in the 60s of the XIX century. Unfortunately, we do not know the exact date. The first mention in the press about harmonica with bells refers to 1866. The newspaper "Saratov data sheet" wrote that passengers on the steamboats passed by Volsk and asked the captain to come closer to the shore, "so that the Lord can better hear the game on the harmonica with bells". In 1870 a famous harmonica master Nicholas G. Korelin (1851-1918) opened his studio in Nicholas Street (now Radishcheva). His instruments were so unique in sound that Korelin became known as "the Stradivarius of Saratov harmonics." Soon, next to St. Nicholas Street, D. Zharkov, G. Gvozdev, A. Emelyanov opened their shops for the production of Saratov harmonics, and S. Borisov opened a workshop across the Gogol street, closer to the Glebucheve ravine.

August 18, 1879 Korelin's received a "certificate of title to the artisan craft council of Saratov" among the first artists. In the same year S. Egorov received a certificate, followed by I.P. Sakharov and E. Vasilyev (1883). The certificate gave the right to set up the workshop. The development of Saratov harmonics and the contribution to the overall revitalization of musical life in Saratov started in the 1870s. At that time a branch of the Russian Musical Society was organized in Saratov. Then it opened music classes, afterwards it conducted opera seasons, established regular concert life. The discovery of railway communication between Moscow and Saratov in 1871 gave great impetus to it.

So what were the first harmonics like? First harmonics were small, with no metal trim. The housing was made in color (either painted or varnished), and custom tools were made as a set of different types of wood; the plane was decorated with inlays depicting a bow and two arrows from top to bottom. Housings for the best custom harmonics were made by artisanal furniture-makers (e.g., the well-known furniture workshop of V. Melnikov). The first "master of harmony" Nicholas G. Korelin directed all his efforts at improving the instruments: voice plates were made of sheet copper, voice – of steel. It should be mentioned that he worked only upon the request. The first customers were amateur accordion town and surrounding villages, soldiers, clerks, innkeepers, restaurants. Journeymen and apprentices helped Korelin in the workshop, but most of the work he did himself. Korelin's products, as well as other Saratov masters (his disciples), served without repair for many years. And today we

can see their harmonics, made in the late 19th century, in excellent condition. Korelin's pupils – D. Zharkov, H. Artemyev and others had personal stamps, which they placed inside and outside the instruments. In 1903 Dmitry Zharkov accompanied his game play Gorky "The Lower Depths", which was put in Saratov for a close circle of people in the presence of the author.

Now let us consider the modern situation with harmonics. By the beginning of the XXI century mass production of Saratov harmonics has stopped. However, Saratov harmonica has not died, because it remains in the hearts of thousands of people who once heard it. An interesting fact is that in 2008, Saratov harmonica became a national symbol of the Saratov region, winning campaign "Be proud, Saratov!", which was held by TNT channel-Saratov. Within 2 months people from Saratov live your chosen character. More than 400,000 votes were cast for the fact that it is near the heart of Saratov on the ground.

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THE ROLE OF CROSS-BORDER COOPERATION IN INTERACTION OF THE EUROPEAN UNION MEMBER-STATES

One of the trends that define the character of the modern world development period is an increasing role of regions in the system of international relations. The development of regionalism in Western Europe has led to the elaboration of the "Europe of the regions" concept aimed to define the place of the regions in the European Union.

The subjects of these processes have become both sub-national regions (France departments, the federal states in Germany, the areas in Italy, the counties in the UK, the cantons in Switzerland, etc.) and regions formed as a result of cross-border cooperation (CBC).

Despite the fact that the slogan “Europe of the regions” has rapidly gained popularity, there is no clear understanding of this concept content so far. Three “vision” of the “Europe of the regions” are the most widely used [6].

1) Radical interpretation of the “Europe of the regions” in the sense of withering away the nation state and the formation of a unified Europe with two levels – regional and supranational. It seems that such a radical approach is somewhat naive. The nation state is modified by processes of globalization and regionalization, but in no case does it disappear.

2) The “Europe of the regions” as a three-tier Europe. It is European Union – nation state – regions (vertical integration).

3) The “Europe of the regions” in the sense of an intensification of cross-border cooperation (horizontal integration).

It seems more important to consider the horizontal dimension of the concept. Horizontal integration is a cross-border cooperation which takes a variety of legal forms in Europe has a variety of organizational structures and geographical shapes [6].

Educational programs, cooperation in the field of culture, ecology, health care, development of economics and business contacts, development of infrastructure and communications, etc, are usually identified as the common directions and functions of cross-border cooperation in Europe.

Despite the fact that nowadays cross-border cooperation has got an all-European scale and in Europe there is hardly a state border that is not related to a particular cross-border region (CBR), it is possible to allocate the conditional “center”, the birthplace of CBC, as well as several historical development “vectors”. Centre for Development CBC has been and remains the territory of the former Federal Republic of Germany. Not only the first cross-border region “EUREGIO”, but also the next few euro-regions (Rhein-Waal, Maas-Rhein, etc.) had appeared at the state border of Germany and the Benelux countries before this form of cooperation arose in other parts of the Europe. With the emergence of CBR “EUREGIO” the term “euro-region” came into political, social, and later in the scientific language [3, 3].

The German experience was in demand in other parts of Europe. There are several “vectors” of cross-border cooperation in Europe: “North European”, “West European”, “South European”, “Central European” and “Eastern European” [4, 190].

Based on the criteria of the cooperation intensity and geographical scope there are four types of cross-border regions: 1) Integrated euro-regions, 2) Scandinavian groupings, 3) Emerging euro-regions and 4) Working Communities [2, 160]. Let us start with the latter.

Working community is a broad form of inter-regional cooperation that includes usually over five regions. Several common features of a CBC type may be mentioned

such as persistence of activity, lack of own authority and independent decision-making process and, finally, limited activity and tasks due to the functional nature [4, 194]. As an example of this type of CBR one can mention ARGE-ALP. It was created in 1972 and included Alpine regions of Austria, Germany, Italy and Switzerland.

The next type of cross-border region is an emerging euro-region. They are often artificially generated under the auspices of the European Union in the framework of the INTERREG program. INTERREG initiatives promoted “coalescing” of regions [4, 196]. The fifth generation of this initiative (INTERREG V 2014-2020) is currently working. INTERREG IV was implemented in 2007-2013 [5]. As a result, lots of artificial euro-regions were created. One of them is “Euro-region Nord” that was formed in 1991 and united Belgian Flanders, Wallonia and Brussels with the French region of Nord-Pas de Calais and the English county of Kent.

Integrated euro-regions are characterized by a high degree of cooperation intensity and a small geographical coverage. It should be noted that this type of euro-regions has been created in Europe throughout the whole history of the development of the cross-border regionalism. The majority of integrated CBR are located along the perimeter of the German border [4, 197]. For example, euro-region Saar Lor Lux Rhein is a union of Luxembourg, Lorraine, Germany lands– Saarland and western areas of Rhineland-Palatinate, and also areas of Belgium bordering on Luxembourg.

Finally, Scandinavian euro-regions are the fourth type of cross-border regions [4, 197-198]. They differ from the integrated euro-regions by a wider geographical coverage which is often explained by the geographical features of the Nordic countries – large territorial spaces with low population density [1, 10]. For example, created in 1964 the Øresundeuoregion includes the Danish metropolitan area, Zealand and the Swedish region of Skåne.

Interests of the regions are also represented by the so-called “umbrella” formations. Existing euro-regions are united in the Association of European Border Regions formed in 1971. Besides, the Assembly of European Regions was founded in 1985.

The concept of “Europe of the regions” including cross-border cooperation, is now in the process of establishing. There are three main problematic issues emerging in this process [6].

Firstly, within the nation states there exists a different region status. Such heterogeneity is manifested in almost all areas: regions have different effects on the process of internal decision-making; there are differences in their legal status, financial independence and competences.

Secondly, the “Europe of the regions” has no clear program yet, including a list of specific tasks that should be implemented within a certain period of time.

Finally, there is an opposition to the implementation of cross-border cooperation and the “Europe of the regions” concept in face of national institutions that are increasingly feeling the diffusion of power, and the nation state begins to compete with their regions [6].

Thus, in the foreseeable future, it will become clear whether this concept is able to strengthen cohesion in Europe, or to weaken the solidarity of the states inside and between them. Consequently we should look for a holistic understanding of the current situation both by nation governments and regions. Supranational structures of the European Union in its turn should encourage the region's desire to strengthen ties in Europe. The development of cross-border cooperation is a big step towards building common Europe which will include all levels of management.

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AN INTERACTIVE LITERARY MAP OF RUSSIA: A WAY TO CREATE AN ATTRACTIVE IMAGE OF RUSSIA IN CHINA

The key to success for tourist destinations is to create a positive tourist image of this area that attracts potential consumers in an emotional way. It is important to note that an emotional aspect is the most significant factor in the formation of country's image.

In order to create a positive tourist image of Russia and to promote Russia as a travel destination to China an interactive literary map of Russia might be applied.

An interactive literary map of Russia is a tourist information resource reflecting the most important and attractive literary symbols and images of Russian regions. In this way a literary map is a map that focuses on literary images that are "tied" to a particular geographic area.

What matters here is the fact that this map has a very important function: it stimulates formation of a tourist special sensuous artistic image of Russia. This image is designed to provide emotional and psychological impact on potential tourists in order to advertise and promote Russia as a tourist destination to the Chinese tourism market.

Now let us focus on the structure of the map. The map contains such elements as the fictional places that a potential tourist can visit in specific destination, the picturesque descriptions of the area taken from a literary work, the names of prominent Russian writers and their works which are associated with certain regions.

Indeed, the idea that Russia is a country with rich and great culture and literature is dominated in a complex image of Russia in modern China quite relevant here. That way Russian literature can be one of the most effective ways to improve the country's image on the Chinese tourist market.

In China, the well-known names of writers are A.Pushkin, L.Tolstoy, M.Gorky, A.Chekhov and F.Dostoevsky. The N. A. Ostrovsky's novel "How the Steel was Tempered" is the most popular novel in China, this book is part of the school curricula. There are twenty different translations of the novel into Chinese. [4]

On the one hand Chinese readers enjoy the classics of Russian literature. On the other hand, they actively get acquainted with the works of modern Russian writers.

Moreover, the total annual number of Russian books published in Chinese is about 100 items [5]. In comparison, the translation of the German literature does not exceed 20 books per year [2].

Thus, the Russian and the Soviet literature have a high degree of recognition in China and take the shine out of the literature of other countries, including the United States and France.

Let us consider the literary map of Russia in more detail.

Each region of Russia has a unique cultural heritage. We will take the 2 regions of Russia: The Southern Federal District and the Siberian Federal District as an example.

So, the first consideration is the Southern Federal District. Here we can underline two main places. Let us consider the first of them. We can note Sochi [here](#) . Sochi is an undoubtedly literary city and one of its literary images is Nikolai Ostrovsky (who lived in this city for several years) and the main character of his novel is Pavel Korchagin.

It should be added that Nikolai Ostrovsky is the idol among the Chinese youth. By the same token, "How the Steel was Tempered" is the most popular novel in China. It has been published in an unprecedented number of copies. For many Chinese people Pavel Korchagin is a superhero, a shining example of heroism and courage, a love for the motherland and selfless service to the country. The fight for the bright future of their country, sacrifice up to the desire to give own life for the ideals is a favorite theme in Chinese culture. A civil hero able to sacrifice himself for the common cause is a close image to the Chinese.

The next point in the Southern Federal District is the city of Rostov-on-Don. The famous symbol of Rostov-on-Don is the writer Mikhail Sholokhov. His novel "Quiet Flows the Don" has been translated into Chinese in 1931.

Sholokhov's "Quiet Flows the Don" is interpreted with the image of the Don river, the Don Cossacks, the Don landscapes, Don adverbs, folklore image of the mighty river.

Undoubtedly, the image of Russia in the book, is in the first place associated with delightful nature: endless fields, gold, swelling grain ears, regal Don, majestic steppe. Description of the nature in the novel does not leave anyone indifferent. "Behind the Don, on a pink fire of dawn burned forest, meadows, lakes, fields majestically and silently" [3].

The second region under consideration is Siberia. The Chinese have a strong interest in creative Siberian writers such as V.P. Astafiev and V.M. Shukshin.

The image of Russia in the Astafiev's works is perceived by the Chinese with the great interest. One of the Chinese readers describes Russia in the following terms: tundra, vodka, a large river, white mountains. He added that everything is wonderful and interesting to read. [1]. **Practically**, the image of Siberia in the Astafiev's stories is full of mystery and goes back to the tales and beliefs of northern and Siberian

peoples. Indeed, the image of harsh Russian nature in the Astafiev's description fascinates all readers.

Another distinguished Siberian writer is V.M. Shukshin, who was born in the Altai. Hundreds and thousands of readers are interested in the creations of this writer. Shukshin's stories attract Chinese readers by authentic humanism, interest in the human soul, the desire to show real ordinary Russian like a complex world, the vast universe, byway and mysterious. In his works V.M. Shukshin expressed his boundless love for the Altai [Krai](#) , for Russia, talking about its unique nature and culture.

In conclusion, we should note that a literary map of area as the reception of formation a positive tourist image of this area is universal. It means that this method is suitable for an area that does not have bright architectural landmarks. But with the help of an literary map **this** can be a lot, **making it** quite fascinating, exciting to talk about this area.

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THE ROLE OF ORGANIZED LEISURE IN BRINGING UP CHILDREN

Socialization is a process of becoming a personality in definite social conditions. One of those conditions which we tried to research is leisure.

Successful individual and social development, personal growing or, on the contrary, forming of social deviances completely depends on organization of children's leisure activities. Analyzing of different scientific-pedagogical sources on the issue of our research let us select the following functions of leisure of the youth: communicative, educational, a function of self-realization.

However the observations state that modern leisure doesn't always follow these functions. Our observations are also confirmed by sociologists, who believe that leisure time of modern children differs by its disorganization and leads to forming deviant behavior.

We'll explain our point. The absence of social active commitment leads to development of antisocial behavior. So young people belonging only to themselves and not taught to act and live in a different way are addicted to behavior, which is not concerted with the norms and values of society.

We conducted a research of reasons of low organization of teenagers' leisure in one of Saratov schools. Speaking about the first question, "Do you attend extra classes?", 48% of respondents answered "Yes", 52% - "No". 18% of students said, that they have or a hobby or hobbies, 30% spend their free time watching TV programmers or serials, 15% try to spend their pastime with friends, 10% complain about lack of time and only 7% admitted, that they suffer from idleness. Answering the third question "What kind of rest do you prefer?", 43% replied that they prefer go clubbing, 25% chose camping (or picnic), about 21% think that the best way is to stay at home and read their favourite books, 8% preferred attending the cultural events and 3% chose an another variant, but didn't clarify their choice. As for a question "How much time a week do you devote to rest?", the students' votes split. 48% confidently declare, that they have no spare time, 25% rest less than 3 hours a week, and about 27% consider, that their free time is not limited. The research of reasons of low organization of teenagers' leisure showed the following:

Nowadays the socio-cultural situation, determined by specialists as a value-normative vacuum, characterizes by the whole range of negative processes. They are: the alienation of younger generation of culture and art.

Therefore, we can conclude, that the surrounding environment (a street!) affects the personality of a teenager because of a lack of cultural education. The outstanding educator, S.T. Shatsky researched this problem and reckoned, that there are a lot of reasons of the active street's influence such as: a highly developed instinct of sociability, imitateness, the ambition to show her/himself. There are the main factors of a street, influencing the socialization of a child. They are: a freedom, a subculture of communication of a child with peers, innovation of events, defining individual capabilities of every child, common interests.

Definite circle of fellows is formed during the process of communication, and this circle acquires the type of a stable company, leisure community. Almost everything what a child can get used to do, for the first time happens in such community. For example, a child tastes alcohol being motivated by his or her age group. This life experience can be good or bad, but the most important thing for the child is being respected by this age community. And that makes the child do it over and over again, because such community is the whole world for children.

Besides, teachers must pay a special attention to age features of the youth, since young people always try to express their feelings and their own critics. The reason is a special age which differs by its creative imagination. That's why this age is the best for pedagogical inspiration.

To make the influence of "street" smaller, there are such effective leisure activities as interest communities, massive celebrations and sport arrangements. They all can help the youth to realize their own advantages and disadvantages in comparison with the others. Self realization is a social process and impossible without communication.

It is very important for children not to be ignored by school. The lack of systematic preventive work in school is compensated by information of low quality which the youth gets from other sources. Though we cannot deny that communication with peers is necessary, because acquires an information channel about things which the grown-ups do not explain, for example: gender relations. teenage subcultures and so on.

Considering the range of psycho-pedagogical characteristics of teenagers, there are directions defined, which should be realized in the institutions of a socio-cultural area, such as the participation of adolescents in social activities; the presence of education and self-education; the cultural forms of leisure; the participation in the entertaining events.

As we have already mentioned, today, school plays a large role in the organization of leisure. And it's not accidentally. School is a social area for students' contacts and it creates opportunities for realization their activities in communication and games. School should involve teenagers in the socially significant events, shows them that it is interesting to be required for society. School environment as an open social system means extension of social contacts school with family; interaction school with institutions of culture, extra education; integration of the efforts of the teachers with a wide range of volunteers: graduates, veterans, cultural workers, sport workers, cooperation of educational and child groups with creative groups; activities outside school; in workshops, labs, on nature.

To sum up, we would like to say, that the pastime of younger generation has a huge impact on the cognitive activity of children, teenagers and youth. In leisure is the recognition of the new things in various kinds of knowledge; enlarging of artistic horizons; cognition of technical creativity; meeting with different kinds of sport and, at last, familiarization with the pastime activities.

In this case the leisure is an effective method of comprehensive personal development and so a factor of successful socialization. But in case when communication with a company is the only one way for children to spend their free-time and there are no other ways to organize the leisure, there are all the conditions for spreading anti-cultural activities.

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JAPANESE TOURISTS: THE PREFERENCES AND PERCEPTIONS OF RUSSIA

Since 2011, there has been an increase in inbound tourism from Japan to Russia, particularly to the Primorye Territory. Business and scientific tourism has been exhibiting phenomenal growth with the increased number of Japanese delegations and groups visiting Russia with tourist and other purposes.

The topic is considered to be relevant due to the fact that nowadays Russia's burgeoning contacts with Japan in interstate, cultural and tourism affairs cause special interest to the issue. The study of national traditions and psychological characteristics can be very useful for the establishment of tourist relations between these countries.

When the Japanese travel, above all, they pay attention to safety, reduced tariffs and airline service in the cabin. Japanese tourists are sure to buy souvenirs for family and friends and expect a wide range of items to choose and good quality-price ratio.

However, there are a few factors that hinder the full development of the tourism industry. Japanese tourists still continue to perceive Russia as a country unfavorable for traveling tourists. It is often caused by an unsatisfying level of health and safety in

the country, as well as price, quality, degree of comfort, the level of hotel services, tourist routes and customs procedures that hardly meet tourists' expectations. Japanese tourists require comfort of accommodation facilities and a high level of information services. In addition, Japanese tourists are very specific in terms of eating habits, customs, and they are very sensitive to the issues of health and safety, so their intake should be prepared in advance. Previous studies showed that the main concerns were security (42.6%), and the lack of language knowledge (38.8%), as well as high cost, dislike of foreign food and concern about health [1].

As it has been mentioned above the host country should pay particular attention to food service of Japanese visitors. The point is that we are not accustomed to the most dishes that are popular in Japan. Japanese cuisine is not limited to sushi and rolls that are only served at Russian so-called Japanese restaurants. There is an enormous variety of other food absolutely different from that we used to think Japanese food is. For example, Japanese gourmets enjoy marbled beef, which is considered one of the best in the country. To produce it bulls have to be raised on special feed which includes beer and yogurt. The animals are also provided with some procedures such as special massage. Some regions in Japan are also famous for their dishes from carp [2].

Speaking about important factors that influence Japanese customers' perception, their reasons for choice of destination should be considered. It is a well known fact that Japanese visitors love taking photos and recording videos of the surrounding, so they are interested in "photogenic" tourist facilities. It's not a matter of manic addiction to photography, but the history. After World War II Japanese industry experienced a catastrophic decline. There was no money to develop the necessary innovations. Then Japanese companies made a shrewd move. Firms started giving their employees money to spend their holiday abroad with their family with the only requirement. People had to take photograph of everything in sight on the route: sights, factories, agricultural buildings, bridges, railways, etc. When they returned home, they gave all the photos to the appropriate service which carefully studied them. When they found something useful, it was immediately replicated and implemented. Thus, in general, Japanese industry has received a lot of useful information.

What is the awareness of Russia among the Japanese? What do they think of the country? In Japanese culture there is a concept of "gaijin" which means "an outside person". The term is commonly used to refer to any foreigners or non-Japanese people who are thought to be *others*. Foreigners a priori cannot be assumed to overcome their cultural alienation and to become proper Japanese. It emphasizes the exclusiveness of Japanese attitude, detaching their fellow countrymen from foreign residents in Japan. At the same time, when travelling abroad the Japanese might behave the way they would never do at home. To enjoy the respect and care of the Japanese, you should be

considered as "*theirs*". There is a related concept called the Gaijin Complex generally considered as an inferiority attitude towards non-Asian foreigners, which is a huge part of Japanese society. That's why the Japanese are so obsessed with looking like Caucasian, in their opinion it is very stylish. A lot of the Japanese imitate western neighbors: paint their hair brown, and some even wear contact lenses, so that their eyes were slightly blue.

There are some psychological traits of the Japanese which should be considered while working with them, such as, the desire to belong to their social group and to be inside it "like everyone else", to save face. The Japanese are not accustomed to express their preferences in words, so everybody has to be a mind reader. The word "yorosiku" reveals the essence of Japanese tacit understanding. This may cause some difficulties in the organization of tourism. In Japanese culture there is also a feature that distinguishes them from Western culture - they are particularly fond of volatility and elusiveness of things. The Japanese believe changeable rather than the constant and stable to be wonderful.

What do Japanese people know and think of Russia? The Japanese are westernized nation and they are interested in foreign literature, including the Russian classics. They read Turgenev and Dostoevsky, who showed the depth of the human psyche. We should not forget Chekhov, an author of all time, is still influencing the Japanese. His books are always popular, and his plays such as "The Seagull", "Uncle Vanya," "Three Sisters," "The Cherry Orchard" are still on in Japanese theatre. Gorky and Mayakovsky, Sholokhov, Pasternak, Solzhenitsyn and other writers also have a lot of readers.

Nowadays the current perception of Russia is not only formed by the classical works of art, politics, but also under the influence of the media, particularly television, internet resources and newspapers. Some recent studies have shown that the sources of information for Japanese students are the following, placed from most to least important ones: TV (48.2%), the Internet (17.4%), university lectures (13.2%), newspaper (7.9%), and "talking with friends" [3].

They tend to view Russia in a negative light and have a poor notion of it. On the Internet you can find a lot of stuff and nonsense on Japanese ideas about Russian life. For example, "Russian bears have no fear and have to expel them from the yard by the sticks. Captured as a child bears are easily tamed and some Russian keep them instead of dogs. But outside in the city they have to be lead muzzled only. And no one would be allowed to get on a bus with a bear without a muzzle".

It should be kept in mind that it is hardly possible to find out the only perception of Russia fit to everybody in Japan, because of personal factors and individual awareness about the country. For example, for an ordinary Japanese student

Russia is different if compared to the views of a theatergoer who loves the Bolshoi Ballet or a member of the Russian Club.

Thus, we can conclude that the Japanese are a very particular type of consumers, for which we should find an approach for establishment the most favorable relations. So in order to meet their needs their national and psychological characteristics must be taken into account while creating and developing successful tourism products.

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TEACHING ENGLISH: PROGRAMS FOR BILINGUALS IN ARTIFICIAL ENVIRONMENT

Bilingualism and multilingualism have always been topical problems in foreign language teaching. Increasing attention to bilingualism in the natural and learning environment is explained by the challenges of modern education and demands of the labour market.

There exist several approaches to the definition of the notion “bilingualism”. First, it is understood as “using or able to use two languages, especially with equal or nearly equal fluency” [2, 302] or “the habitual use of two languages” [4, 105]. Next, some linguists believe that bilingualism is not only the ability to use two languages with equal fluency, but also to sound like a native in both [5], others think that bilingualism is the ability to read and write in both languages [3, 370] . Annette de Houwer regards childhood bilingualism as “the result of the very early and continued exposure to more than one language” [1, 163]. Scientists from SISSA stress that early bilinguals “might recruit specific mechanisms that help them to simultaneously extract patterns from two languages even before they start speaking.” [7]

As has been mentioned, there is a strong tendency not only to study bilingualism as a psychological and a psycholinguistic phenomenon, but also to grow bilinguals in natural and artificial environments. Natural bilingualism develops in spontaneous speech practice in the appropriate language environment that includes multimedia exposure, radio and television. Understanding and awareness of the specific features of the languages systems is not obligatory. As for the artificial bilingualism, it is developed in the educational environment, and requires the use of willpower on the part of the learner and special methods and techniques on the part of the teacher. And as a result, there is a huge variety of different programs and teaching courses on mastering English which strive to create the learning environment similar to native.

One of the most popular of modern training programs for bilinguals in the artificial environment is created by Helen Doron. 30 years ago linguist and educator, Helen Doron revolutionized teaching English as a foreign language to young kids by developing a method that imitates the way in which babies learn their mother tongue. Today, Helen Doron English is an international franchise network in over 30 countries. Nearly two million children speak English today thanks to Helen Doron. In 1985, Helen Doron set out to create her own teaching materials to help children understand and speak English. She stressed that reading and writing are different skills from understanding and speaking. Yet in schools, teachers only knew how to teach language through reading and writing. Helen Doron's breakthrough methodology allowed children to learn to speak and understand English before learning to read and write – just as they would do in their mother tongue.

Even babies could learn English with the Helen Doron Method. She designed her first course for early English education based on the principles of positive reinforcement and repeated hearing. She created homemade recordings of songs, rhymes and stories and began teaching in her neighbourhood in Northern Israel. The results were amazing. Helen's method of teaching English created a nurturing environment that mimicked the natural process of learning a mother tongue. Kids loved it. Lessons were fun and lively, and they stimulated the emotional, physical, creative and intellectual well-being of the young students.

Based on this initial success, Helen continued to develop teaching materials and began training other teachers to use her exclusive methodology. Over the years, Helen Doron English has expanded from the original programme targeting young children to include age-appropriate courses for babies 3 months old to teenagers up to 19 years of age. Since 2012 Helen Doron English has collaborated with the University of Cambridge ESOL Examinations (Cambridge ESOL) to provide preparation and exams for children.

All Helen Doron English courses, no matter what age they were designed for, are based on four basic principles that contribute to the method's unquestionable success. They are: repeated hearing, positive reinforcement, small group learning, and make learning fun.

The central component is background hearing the designated CD or audio tracks at home, optimally twice daily for 15-25 minutes each time. This provides the ongoing exposure to English that is so important at young ages. CDs with original songs and stories are part of the Student Learning Sets provided when you sign your child up for a Helen Doron English course.

When a child said his first word, parents showed their delight; this positive feedback encouraged the child to continue saying that word and go on to new words. With this program children learn in the same manner as they do their native language—with loads of positive reinforcement.

The courses are taught in small groups from 4-8 students. This permits the best of both worlds. On the one hand, students enjoy the advantage of group interaction as opposed to private tutoring. On the other hand, small groups allow for personal attention and plenty of practice in English. Research has shown that small group learning brings better results than private classes.

The teaching method takes into account children's unique learning styles and uses games, movement, music and lots of fun to maximize kids' natural love of learning and tendency to absorb languages. Whether aged 3 months or 17 years, children and youth enjoy the lessons which are highly structured, yet fun and dynamic at all times.

The main point of the language acquisition in this teaching course is creating artificial environment that is very close to the natural one due to constant background hearing in which the whole family is involved. The special radio wave, computer and phone applications and even their own channel in Youtube are designed for creating conditions close to natural. The center itself creates numerous cartoons and movies for bilinguals. As a result, all the members of the family are also included into the process of learning and teaching, that is quite natural for the mother tongue environment. There are a lot of fairy tales and developmental books for the babies and interesting stories for kids, similar to the approach in the mother tongue acquisition. The field of communication in English isn't limited by talking with the teacher in the classroom, it covers as many social spheres as possible.

The program includes 4 main age divisions: 0-2 years old, 2-6, 6-12, 12-19. Introducing a second language to children as early as possible is the best way to add the neural pathways and increase their capacity for intellectual development. Logic of the article prompts to give an overview of the course.

“Baby’s Best Start” lays the foundation with spoken English learned through developmental activities, songs and rhymes. Baby’s Best Start is 7 courses in one: English, social development, pre-reading skills, music and rhythm, brain development, physical development. Courses are conducted in small groups of parent-child pairs twice a week.

“Fun with Flupe” for Kids 2-6 follows the adventures of young Paul Ward as he jumps into his book of nursery stories to help jolly Granny Fix and bouncy, lovable Flupe repairs things that have gone wrong in the world of rhymes—all while learning spoken English. Through their adventures young Helen Doron students learn a basic vocabulary of 660 words, correct pronunciation, and the fundamentals of English sentence structure. The course includes 25 songs in 12 animated adventures. “Fun with Flupe” is appropriate for beginner students or as a follow up to “Baby’s Best Start”.

“Learning is fun with the Helen Doron Read and Write” are unique and original interactive books and workbooks which teach children ages 2-6 reading and writing skills. The program materials are introduced by the teacher in the learning sessions and students continue learning at home, either independently or with their parents using a tablet or smart phone application to activate the workbooks. Students learn to read and write with minimal adult assistance, fuelled by their own curiosity and joy. All materials correspond to content learnt in Helen Doron courses.

“Jump with Joey” for Kids 6-9 is a new English course for beginner students ages 6-9. It can also be taught as a continuation of the “Fun with Flupe” courses. The course includes a 12-episode animated series that follows the adventures of Paul Ward and his friend Millie who help Kangi and her mischievous son Joey solve problems in Storyville. While studying English kids also learn important values about friendship and protecting the environment.

Students learn English through 25 songs and loads of games and activities both in the classroom and at home. “Jump with Joey” is the very first English course to use augmented reality technology. Kids’ English learning experience is enriched as the “Jump with Joey” characters come to life in their magic activity books, complementing the all-important home hearing segment of the Helen Doron English methodology.

“Play On In English” is an advanced course for children who have had several years of Helen Doron English courses. “Play On” is a follow-up to “More English for All Children”. With “Play On In English”, children learn over 1000 words, 18 funky songs, and practice composing their own sentences and improving their pronunciation. The course includes original stories, songs and games. “Play On In English” also enriches general knowledge and teaches fascinating facts about nature.

“More English for All Children” is for Kids 7-9. This Helen Doron English course was created for intermediate students who have completed “English for All Children” and want more.

With this course, children learn over 950 words in English, 18 great songs, stories, rhymes and an assortment of fun activities. This set provides kids with a truly delightful English-speaking experience.

Teen English courses are designed to keep teens engaged. Each course includes an on-going drama that threads through the lessons, as well as original pop songs by Benaya Doron and Ella Doron. Songs and stories are engaging, entertaining and focus on topics of relevancy to today’s teenagers. Working with dedicated teachers in small learning groups of up to 8 students, teens receive individualized instruction, learn to express themselves in English, and prepare for matriculation exams.

Teen English for students 12-19 years is a completely new and original programme that consists of four levels of courses to be taken one after the other. Rock stars, making money, saving the planet, holiday travel—are just some of the topics covered in the songs, stories and activities that make up Teen Talent (A2). Teen Choices (B1) reinforces the English as a mother-tongue method by exposing students to language used by teens around the world including idioms, jokes and tongue twisters. Teen Express (B1+) is the third and newest course in the Helen Doron Teen English program. Four separate, but intertwined stories teach students important life lessons like the rewards of taking responsibility for your actions and learning to “not judge a book by its cover.” Teen Express includes 8 original pop songs written just for the course. A basic knowledge of spoken, read and written English is prerequisite to beginning the Teen English program (B2).

To sum it up, the definite merit of the program is that it is constantly developed and adjusted to the needs of the learners. Besides, it corresponds to the Common European Framework of English proficiency.

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ALPINISM AS ONE OF THE ASPECTS OF TOURISM

Alpinism consists of climbing great walls of rock, ascending to high summits where another class of difficulties is presented: cold, ice, itinerary complications, altitude sickness and meteorological conditions. Alpinism entails risk, adventure, calculation and also improvisation.

There are many mountains on our earth, but the Alps were the only mountains known to the ancient European civilization, and they bore the brunt of humans' first assault on the heights [4]. The alpine technique was born in the Alps.

Mountain climbing has existed since antiquity. However, the official appearance of mountaineering is referred to 1786, when the Swiss J. Balmat and M. Paccard reached the summit of Mont Blanc for the first time (4810 m in the Alps). The first mountaineering clubs emerged in 1857 in England, in 1862 in Italy and in Austria, in 1863 in Switzerland [1].

The summit of the Matterhorn in 1865, and the events that led up to it, was so amazing that it is generally accepted that it marked the beginning of the alpinism movement. The date of the first mountainous ascension is the beginning of the new movement, because it is after the Matterhorn that alpinism began to be practiced, not only for external interest but also for the interest in climbing itself. Since then, mountaineering has been growing around the world.

Let us consider some pros and cons of mountain tourism and alpinism in more detail. Estimates show that mountain tourism is one the major forms of the leisure tourism. It is also one of the few opportunities to develop poor mountain regions. It is noteworthy that mountain ecosystems are defined by their resources in the economic activities. This fact causes a paradox in tourism: what limits economic activities (such as snow or steep mountains) is often a resource for tourism. Remote mountain regions cannot develop important industrial activities since transport and construction costs are often too high. As a result it was not possible to create strong service activities in the remote hinterland of dynamic agglomerations since local markets are too small. Therefore, tourism is often the only alternative for growth and development in mountain places.

Important natural and manmade attractions, low time and transport costs from the principle markets of origin, the existence of local and international communities with tradition in alpinism, hiking or skiing guarantee growth and development of tourism destinations. According to some experts [3], promoting mountain tourism makes sense only if principal markets of origin are not too far away from a mountain resort and if there are significant communities in these markets interested in mountain stays and skills for leisure sports activities in mountains.

Nowadays, there is one kind of mountain tourism that attracts tourists' attention more and more, and that kind of mountain tourism is alpinism. Alpinism depends a lot on home and nearby markets and is therefore not strongly internationalized. However its strategic products put on the market by the leading mountain destinations of the world, do not differ very much from continent to continent.

Now, let us consider why alpinism is becoming a new type of tourism. It has happened because of the trends in tourism market. First, alpinism includes a small number of very highly priced products which rely on specialized equipment, it takes place in remote areas, or requires considerable prior skills, and a large number of short, low-priced, unskilled products in accessible areas close to major tourist gateways. Second, in the past few decades, the commercial adventure tourism sector has continued to grow. This is due to the tendency of people towards a healthy lifestyle, finding your place in the world, and also from a desire to test your own abilities. And last but not least, the reason why alpinism is becoming more popular is that many top-end adventure tourism companies now offer "exploratories" as well as routine tours. This means that these are not necessarily first ascents, descents or traverses, but they are generally new itineraries, at least for that operator. The term is used both as a marketing device, to advertise adventure, and as a legal disclaimer, to warn clients that the trip may not necessarily run smoothly or according to a plan.

Furthermore, one should not forget that alpinism influences economy of a country: it provides jobs for local people (guides, assistant guides, cooks, kitchen helpers, porters, etc.) and also plays an important role in the national development. On the other hand, we can observe that

the mass market shows that alpinism is still one of the favorite but not dominant activities. It can be assumed that this will not change in the future, in particular in the context of an aging society. Therefore, marketing strategies are focused on the core activities rather than on activities which obviously are attractive only for a very small group of tourists. For the traditional mountaineers in the Austrian Alps, the emergence of mountain based adventure tourism cannot be stated, even when looking at the activities of the younger generation.

It is generally agreed today that the European market of mountain tourism currently differs in popularity and relative affordability. Thus, let us pay attention to Russia, because our country is full of opportunities for mountaineering. It is possible to present useful tourist tips for those who want to achieve success in mountaineering. The first thing that needs to be said is that there are some of the most interesting routes for climbers in Russia: Hibin hills, the volcanoes of Kamchatka, and the slopes of the Altai Mountains. But one should begin with Transcaucasia, Eastern Sayan, the Baikal region because these are the easiest regions for mountaineering. Then, you should continue with Elbrus, where you can observe mountain gorges, waterfalls and mountain passes on Dombayskoy route. Besides, tours in the Caucasus Mountains are the most popular because of the nearness of the Mount Elbrus. And finally, the most difficult climbing routes in Russia are in the Altai, the Central Caucasus and Pamir-Alai. These routes will require considerable physical training, experience and tactics of passage.

In conclusion, it can be noted that alpinism boom can neither be expected nor excluded. Market economy is being promoted by trial and errors. It cannot be planned and it is open to its results. New trends are based on countless individual decisions. Innovative entrepreneurs adapt their products, procedures and distribution permanently to these trends. Moreover, they have to overcome structural risks such as seasonality or bad weather. A state should stimulate change and put forward market friendly framework conditions.

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BILINGUALISM AND BILINGUALS IN MONGOLIA

Bilingualism has been known since ancient times, it is a product of the relationship and mutual enrichment from different languages arising by virtue of necessities of life.

Originating in the distant era, bilingualism is found in all historical times and is becoming increasingly common in modern society among the various peoples of the world. In a multinational human collective and bilingualism/multilingualism is an inevitable social phenomenon.

There are many causes of bilingualism. The main reason is the need for verbal communication between people of different nationalities. These needs are the result of close social and economic ties and long-term co-existence of national languages. Development of culture, science, education contributes to the preservation of bilingualism.

Usually bilingualism is regarded as a phenomenon when people can communicate in two languages. In this case, researchers differ in their views on bilingualism: some refer it to the ability to speak only genetically different, unrelated languages, others include even closely related languages. Apparently, bilingualism should be considered in accordance with the term itself as knowledge of two languages both related and unrelated. Of course, social roles of bilingualism are different when closely related and unrelated languages are in contact. In the first case, communication is more difficult. So when people talk about bilingualism, on the basis of its social role of the practical problems of speech communication, they usually mean the possession of the two far apart genetically different languages.

As societal progress increases, it affects social and cultural significance of languages of wider international communication and languages spoken by a few thousand people.

Thus, bilingualism is becoming increasingly common in the modern world. The theory of bilingualism has now turned into an independent branch of knowledge which crosses the interests of many sciences.

Bilingualism in the definition of the largest theoretic of language contact U.Vaynrayh is a "practice of use of two languages in turns" [1,22]. Persons engaged in this practice are called bilingual or bilingual. A.Zh.Maruzo in his famous dictionary emphasizes that bilingualism is a person's or public ability to be fluent in two

languages, and it is impossible to say which of the two languages that person/ or public knows better[2,17].

Yu.D.Desheriev notes that "under bilingualism usually they understand the knowledge of one person, a group of people of the city or the whole of the people, in addition to the native, another language, commonly referred to as a second language. The degree of perfection of ownership second language may be different. In any case, exactly the same knowledge of two languages is very rare" [3, 330].

Much has been written about bilingualism. There are general works, adequately describing the most important type of multilingualism. Most scholars admit the possibility of a broad interpretation of the phenomena of bilingualism in the language communities. In their opinion bilingualism occurs whenever a person switches from one language to another in the concrete conditions of speech communication, no matter whether it is a transition from one national language to another, from the national language to the dialect or the language of inter-tribal / ethnic international / communication, etc. [4].

As has already been noted, in recent years the functioning of languages in a multicultural audience, taking into account the characteristics of the sociolinguistic features of audience interaction processes, language is given a lot of attention around the world. Almost in every country in the world there exist different questions of language situations and language contact.

In multi-ethnic state with a single socio-political and economic base bilingualism is established on the basis of functioning of the ethnic language. A common language of interethnic communication in such cases is a necessary condition for mutual understanding and co-existence in a single state.

The tradition of multi-communal residence on the territory of Mongolia has existed for many years and even centuries. The problem of bilingualism has both general theoretical and practical relevance for bearers of different languages in Mongolia. B.Ya.Vladimirtsov speaking about the connection of the Mongolian language with others, mentions bilingualism of "Mongolian tribes," who spoke dialects of the Mongol [5, 13-16]. B.Ya.Vladimirtsov here does not give an explanation of the term bilingualism, but points to the fact of communication in a second language. Bilingualism is the authenticity of a social phenomenon, if there is a social need to use a second language. Therefore, the latter should have some social functions alongside with native language.

Mongolia is the state where representatives of 30 nations live in close contact. Single lingua franca for all nationalities of the country is the Mongolian language. In Mongolia, Mongolian language performs all social functions. Since the bulk of the population of Mongolia are Mongols the Mongolian language performs all public

functions that a language can fulfill, mainly the social function which is much wider than social functions of all other languages whose speakers live in our country. However, bearers of the dialects and of the Mongolian language communicate with each other on their own dialects and sub-dialects, but they are fluent in the literary language. Here various types of bilingualism and multilingualism have been formed and operate.

Mongolia is home to 105 thousand people of the Kazakh nationality of which Bayan-Ulgii aimag is home to 90 thousand people. In secondary schools in Bayan-Ulgii aimag pupils are taught in Mongolian and Kazakh languages. Kazakhs have their writing, and the "Jean-dying" (New Life) newspaper is published. Radio committee transmits daily an hour and a half broadcast in the Kazakh language on local life events. Literary journal "Shugla" ("Dawn") is published in the Kazakh language monthly, sometimes beyond the accumulation of material.

According to our observations, Kazakh-Mongolian bilingualism is widely spread in Kazakh ethnic group, especially among urban population. Rural Kazakhs mostly speak their native language. The same goes about the Buryat population of our country.

When a small ethnic group is surrounded by a large array of linguistic contacts bilingual media are usually small languages. In this case, a small ethnic group usually learns a second language in a relatively numerous foreign-language environment. On the territory of SoumTsagaannuurKhubsugulaimag reindeer breeders live. According to the census conducted in 2010 they are 282 and most of them live in the forest where the only source of livelihood is their deer. Their native language is Tuvan. They also speak Mongolian. 45% of children study at TJS school where training is conducted in Mongolian.

Out of 30 different nationalities (Census of 2010) living in Mongolia 8,688 are Chinese, 2474 are Russians, 1522 are Korean, 656 are Americans and 2,980 come from other countries.

The first Russian settlement on the territory of Mongolia appeared in the middle of the XIX century and the Russian-Mongolian bilingualism developed among the first merchants of Russia as the most ancient and natural type of mastering foreign languages, that is, the acquisition of language from neighboring people. Industrial, commercial and military objectives required direct contacts. In subsequent years the functional role of Russian and Mongolian languages in Russian community of Ulaanbaatar qualitatively changed depending on the development of social and political life of Mongolia, and needs of the community. There has been certain slowdown in the Russian-Mongolian bilingualism among the Russian community lately.

At present, the linguistic situation among the Russian population of Mongolia can be characterized as a state of the developing bilingualism, when their principal language is the native Russian language. The researchers found out that the typical feature of speech behavior of the majority is that they communicate in Russian in most situations. Among these people are found not a few with a mixed Russian-Mongolian speech. Mixed speech means that words and phrases of a second language are inserted in their native language with preservation of grammatical forms of their native language. Alongside with the term "mixed language", the term "code switching" is used in sociolinguistics. By switching the code it is generally understood that two or more language codes are used alternatively in specific situations of communication.

U. Weinreich notes that code switching from one language to another, partly demonstrates their bilingualism or incomplete assimilation to the dominant society [1, 251]. According to the testimony of native speakers of Russians in Ulaanbaatar, switching to the Mongolian code means a formal conversation with a native of the Mongolian language in which interlocutors relate to business issues. Russians thus convey respect to the Mongolian culture and additionally show certain privacy with respect to the dominant population.

In Mongolia, 8.688 of the Chinese reside permanently being the Sino-Mongolian bilinguals. The results of the survey conducted by researchers showed that 84.6% of the respondents in use the Chinese language communicating with relatives in the family, while 20.2% speak both Chinese and Mongolian languages with friends. And when dealing with neighbors 45% speak Chinese, and 51% use the Chinese and Mongolian languages, that proves widespread use of Sino-Mongolian bilingualism. The high level of functioning of bilingualism is observed in mass communications.

Contacts of the Mongolian language with other languages represent a huge field for multilateral research including the linguistic and sociolinguistic aspects.

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THE FUNCTIONING OF THE OBSCENE LANGUAGE
IN THE WRITTEN DISCOURSE – EVIDENCE
FROM A PSEUDO – AUTOBIOGRAPHICAL POSTMODERNIST
PROSE POEM MOSCOW TO THE END OF THE LINE

Moscow to the End of the Line, written by V.V. Erofeev, is a pseudo-autobiographical poem in prose which is referred to as the postmodern literary movement. The main character is an alcoholic intellectual Venichka Erofeev, who travels by train from Moscow to Petushki to see his child and his lover - the station prostitute. For the main character Petushki is a cherished and utopian place. Ultimately, Venichka does not get to Petushki and here turns to Moscow, where he is killed by the four unknowns.

This article is not as a detailed literary research of Moscow to the End of the Line. We are interested only in the functional aspect of the obscene language in the text. We hope that this analysis will provide a better understanding of the features and usage of the tabooed words in the poem.

There is a large amount of obscene lexical items in the Russian language, yet a small number of them is presented (about 100 obscene word forms including the ambiguous ones) in this poem. Also, a fair amount of the obscene lexical items exhibited in the poem does not belong to taboo words. Very seldom do we find a character's speech which is overloaded with taboo words. Besides, there are some chapters which do not contain any obscene words. However, one cannot define the style of the poem as neutral.

Michail Wellerl's quotation provides a better understanding, in my view, of the functioning of the obscene language in general. Strong or even out-of-line expressions should be used to express certain feelings in certain situations. Violation of a taboo - is an act of expression, a reflection of strong feelings which cannot be observed in the usual framework. It is something extraordinary [4].

In the text of the poem the obscene language is presented not only in the ordinary way but in the form of dots as well. The presence of obscene lexical items may create an impression that the poem is easy to grasp because the colloquialisms and obscene vocabulary are associated with a life of a common stock. For this reason, a lot of people may think that the poem is easy to analyze. In fact, the text of the poem has a very complex structure: it contains biblical quotations, overtones, quotations from the works of literature and hidden allusions [6].

In the very beginning of the poem when readers get acquainted with the main character the obscene item *pidor* is used.

Ничего, ничего, – сказал я сам себе, – ничего. Вон – аптека, видишь? А вон – этот пидор в коричневой куртке скребет тротуар. Это ты тоже видишь. Ну вот и успокойся. Все идет как следует.

The obscene item is used in the meaning "scum" [1, 597] and has an invective function. The usage of such a word which expresses antipathy helps to characterize the character's world view: all unfamiliar things evoke negative emotions. Reality is refracted through the eyes of the main character hence, the obscene language used in his utterances emphasizes this process.

It can be assumed that using the obscene items the main character builds a hierarchy of character types. By taboo words the most unpleasant and disgusting people are denoted. As for Venichka, he often refers to himself with the word *durak*. Twenty lexical items (*durak*) are contained in the poem so it is worth analysing some examples in a more detailed way. The aspects of the usage of the token *durak* are different, however, it is possible to identify the pragmatics of the usage.

Ты не обижайся, мы тебе добра хотим. Только зачем ты, дурак, все к сердцу чемодан прижимаешь? Потому что водка там, что ли? Тут уж я совсем обижаюсь: да при чем тут водка?

The angels, who accompany Venichka, refer to him as *durak*. In my opinion, in this context the obscene item loses the invective function because the angels do not intend to offend Venichka. The main character is offended more by the reference to vodka.

In addition, the protagonist uses obscene item *durak* to denote Johann von Goethe or even his small child.

Вот так поступал и Иоганн фон Гете, старый дурак.

...а ты, подпершись одной рукой, а другой платочком размахивая, прыгал, как крошечный дурак.

From these two examples one may assume that the item *durak* is not used as an invective, but rather as a token, which allows to classify people characters. In the poem the word *durak* is often used without clearly negative connotation.

The most striking example, which allows observing the character's attitude towards the world and people around, will be the following monologue:

Утром плохо, вечером хорошо – верный признак дурного человека. Вот уж если наоборот – если по утрам человек бодрится и весь в надеждах, а к вечеру его одолевает изнеможение – это уж точно человек дрянь, демагог и посредственность. Гадок мне этот человек. Не знаю, как вам, а мне гадок. Конечно, бывают и такие, кому одинаково любо и утром, и вечером, и восходу они рады, и заходу тоже рады – так это уж просто мерзавцы, о них и говорить-то про-

тивно. Ну уж, а если кому одинаково скверно – и утром, и вечером, – тут уж я не знаю, что и сказать, это уж конченный поддонок и мудозвон.

The monologue of the protagonist shows a whole range of human types and their correlation with the obscene items. Each set of negative characteristics corresponds to the obscene items different at the taboo level. In my view, the underlying principle is that the larger the set of negative characteristics a certain character has, the more verboten words are used to denote him/her.

Another feature is replacing the obscene words with dots. According to B.A.Uspensky, in academy publications, the number of dots exactly corresponds to the number of letters; thus, the publication is actually oriented to a sophisticated reader who has some knowledge in this field. The author does not strive to conceal some words from a reader but he/she does not want to represent them like non-obscene words [3, 54].

For a more detailed analysis we have taken some examples:

1. «Тяжело мне...»
2. – Да нет же, не поняли. Не могу же я, как вы: встать с постели, сказать во всеуслышание: «ну, ребята, я ...ать пошел!» или «ну, ребята, я ...ать пошел!» не могу же я так...
3. Вы, конечно, спросите, вы бессовестные, спросите: "так что же, Веничка? Она? Ну, что вам ответить? Ну, конечно, она! Еще бы она не!"
4. А она рассмеется и скажет: «.....».
5. Я выскочил в тамбур и поглядел направо: на запотевшем стекле отчетливо и красиво было написано "...". Я поглядел налево: там также красиво было написано "...".

The first example has a several possible explanations. The dots are used during the conversation between the angels and the protagonist. In this example, the character either is very confused and cannot convey his true feelings or this ellipsis can be described as an expression in the function of interjection but in the presence of the angels the protagonist does not allow himself to use obscene tokens. It should be noted that throughout the poem the author uses “polysemic” dots that can be interpreted in different ways, so it is not possible to talk about the monosemy.

In the second example the dots are used instead of the first letters of the obscene words. The context and the presence of the last letters allow designating the word quickly. Importantly, Venichka, being among some people pronounces these obscene words only partly. Probably he affiliates himself with intelligentsia and considers impermissible to talk about the bowel and bladder habits. The hero explains his internal interdiction as follows: *“In this world there are spheres where it’s impossible to simply get up and go. Because of self-restraint or whatever, the precepts of shame,*

from the days of Ivan Turgenev and, then, the idealism of Herzen's youth. And after that to get up and say, 'Well, boys... it's insulting. I mean, supposing someone had a delicate heart...'. The detailed analysis of the protagonist's character shows that depending on the situation, he may belong to polar categories: some people may admire Venichka's outlook, and at the same time the waiter pitches out the character of the restaurant because he considers Venichka as a drunkard [2].

In the third example, we can observe a few sentences with the suspension points in the end. If we analyse these examples according to B.A. Uspensky's statement, the only suitable word in these cases is the obscene *blyad* because it has 5 letters corresponding to the 5 dots. Moreover, in the same passage the main character uses the taboo word again but that time it is unambiguous: *«Играй, пышнотелая блядь, истомившая сердце поэта!»* Perhaps, the emotional state of the characters becomes more excited and more unstable throughout the passage which explains the use of the obscene word. It is important to note that the sentence "is she"? Has 6 dots in the end and in this case the author probably implies a semantic field consisting of the obscene words.

The fourth example is written for a sophisticated reader. The appropriate words may vary according to the reader's preferences. Significantly the ellipses are used either instead of the words addressed to Venichka's beloved prostitute, or these ambiguous words may be uttered by the heroine herself, as it is in this example. In such a manner, the character tries to represent himself and his beloved one as decent and perhaps highly educated people, despite the fact that the protagonist is an ordinary worker, and his lover is a prostitute.

The last example, from my point view, may be interpreted unambiguously. According to the culture-specific concept of Soviet Union and Russia, this three-letter word (in the Russian language) is obscene *huy*. We can suppose that the ellipsis allows the reader to use his imagination and enter the protagonist's world. In addition, the word *huy* can be used not only because it can be frequently seen in the walls and steamy windows but as an evidence that the hero will not get to Petushki. Thus, the usage of such an ellipsis emphasizes that there is no way out for Venichka.

Additionally, the poem contains an ambiguous obscene expression, which exemplifies the language-game based on the use of precedent phenomenon. The use of precedent phenomena often has a format of a language game: the author creates a riddle, and a reader is looking for the answer. Language game helps to draw attention to the form of a text and reduce the level of tension and make it less formal [5].

Приходят они утром с блядок, например, и один у другого спрашивает: «Ну как? Нинка из 13-ой комнаты даян эбан?» а тот отвечает с самодовольною усмешкою: «Куда ж она, падла, денется? Конечно, даян!»

In this case, the selected phrase may be interpreted according to its formal associations rather than to the semantic ones. The main character has a fairly spacious mind, he takes an occasion to tell his friends about such historical figures as Abba Eban and Moshe Dayan.

If we pay attention to the items *даян* and *эбан*, it is possible to consider them as nonce words. Initially they are used as proper names, but in this example the items are written in small letters, and what is more the items have a completely different meaning. In this context the words *даян* and *эбан* correlate with the verbs to give and to fuck. The verbs to fuck and to give have some similarities in pronunciation with the tokens *даян* and *эбан*. The sound similarity often emphasizes the similarity in the semantic aspect. In addition, for native speakers it isn't a real problem to understand the language game while a foreigner may hardly understand what they mean.

A large number of obscene words are polysemantic and it's quite difficult to think of all possible interpretations. So, the obscene verb *pizdit'* (Russian *pizdit'* with the stress on the first syllable) has two meanings: to beat or to steal [1,599]. In the poem this obscene item is used in the following context:

Совершенно верно: в ближайший же аванс меня будут пиздить по законам добра и красоты, а ближайший аванс – послезавтра, а значит, послезавтра меня измудохают.

Taking into account that the protagonist uses two different obscene words with the same meaning in one sentence one may assume that the main character will actually be beaten.

However, Plutser-Sarno thinks that in this example the obscene token *pizdit'* is used with a different meaning, the meaning of a verbal reprimand or a wage cut and ect. Of course, Venichka's authorities are not going to beat him up [6].

The quotations below are the examples of the other polysemantic obscene words.

И вот – я торжественно объявляю: до конца моих дней я не предприму ничего, чтобы повторить мой печальный опыт возвышения. Я остаюсь внизу и снизу плюю на всю вашу общественную лестницу. Да. На каждую ступеньку лестницы – по плевку. Чтоб по ней подыматься, надо быть жидовскою мордою без страха и упрека, надо быть пидорасом, выкованным из чистой стали с головы до пят. А я – не такой.

А ревизор рассматривает его билет как-то брезгливо, а на него самого глядит уничтожающе, как на гадину. А публика, публика смотрит на «зайца» большими, красивыми глазами, как бы говоря: глаза опустил, мудозвон! Совесть заела, жидовская морда! – а в глаза ревизору глядят еще решительней: вот мы какие – и можешь ли ты осудить нас? Подходи к нам, Семеныч, мы тебя не обидим.

The phrase *zhidovskaya morda* (*kike*) can have different meanings: it may denote a miser or it may be an offensive denotation of a Jew [1, 216]. In both examples the protagonist talks about certain material values. In the first example, Venichka mentions climbing the social ladder and in the second example he talks about a person who doesn't want to pay the fare. In both these cases the main character denotes these people like *zhidovskaya morda* (*kike*). The obscene item *kike* in the established collocation from my point of view proves that the author uses this phraseological unit to denote a Jew with a negative connotation. However, in the English translation of the poem there are no such expressions, probably because of the obvious anti-Semitic undertones.

The undertaken analysis of the obscene language in the poem *Moscow-Petushki* shows that in the work of literature obscene items can be polysemantic or have figurative meanings. Moreover, the poem contains 40 obscene units and 100 obscene word forms. As the author uses a great variety of obscene and taboo words the speech of the main character doesn't look absurd, foolish and it is not oversaturated with similar obscene words.

The usage of the obscene language in the poem gives us the illusion that it is easy to understand and analyze. In fact, the obscene vocabulary creates additional difficulties and it gives us an opportunity to analyze the poem in a great variety of ways.

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