

**Актуальные исследования
молодых ученых
в области гуманитарных наук**

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

Saratov State University

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И.Н Сипакова (отв.редактор), С.Ю Гаврилова (отв.секретарь)
Р.М.Базылева

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The results of investigations 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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A.G. Abduraupova

Saratov, Saratov State University

JAPAN AND UZBEKISTAN: 25 YEARS OF DIPLOMATIC RELATIONS

The bonds of friendship, mutual trade and cultural relations of the peoples of Uzbekistan and Japan originate from the times of the Great Silk Road. The close ties between the two countries are still a significant factor in their fruitful cooperation [1].

On December 28, 1991 Japan recognized the independence of Uzbekistan and on January 26, 1992 they established diplomatic relations.

Since the declaration of Uzbekistan independence, the Uzbek-Japanese relations have reached a new level. The first official visit of President Islam Karimov to Japan in May 1994 laid the foundation of friendly relations based on mutual trust and respect for the values of the peoples of both countries.

In the course of the second visit of the President of Uzbekistan to Japan held in July 2002, a Joint Statement on Friendship, Strategic Partnership and Cooperation between Uzbekistan and Japan was signed. The document expressed the willingness of the parties to develop relations and strategic partnership in accordance with the principles of equality, mutual understanding and on the basis of generally accepted norms of international law. As the first priority, they defined the expansion of ties in trade, investment, technology, education and other areas [2].

Uzbekistan and Japan cooperate closely in dealing with various international issues and have similar views on many of them. Uzbekistan supports Japan's joining the UN Security Council members. Japan, in its turn, has welcomed the initiative of President Islam Karimov to create a zone free from nuclear weapons in Central Asia.

Speaking about the political connections, Japan's initiatives to develop comprehensive cooperation with Central Asian countries cannot be ignored. In 2004 the government of Japan established a new format of cooperation in the form of a dialogue "Central Asia plus Japan". It includes five areas: political dialogue, intraregional cooperation, promotion of trade and investment, intellectual dialogue, cultural links and exchange of human resources.

The fight against terrorism, spread of drugs, environmental protection, developing trade and investment in the region have been identified as short-term and medium-term objectives.

August 7, 2010 Tashkent successfully hosted the third meeting of the Foreign Ministers of the Dialogue with the participation of Katsuya Okada, the Japanese Minister of Foreign Affairs.

Inter-parliamentary cooperation between the two countries has also been established and is actively developing. In the Parliament of Japan, the League of Friendship "Democratic Party of Japan - Uzbekistan" and "Liberal Democratic Party of Japan - Uzbekistan" have been formed, as well as there is an inter-parliamentary group "Oliy Majlis - Parliament of Japan" in the Uzbek

Legislative Chamber. In December 2010, in Tokyo, the first inter-parliamentary forum with participation of the delegation of Oliy Majlis of Uzbekistan headed by the chairman of the Senate took place [3].

There is a positive trend in the economic sphere. In 2009, the trade turnover between Uzbekistan and Japan was 139 million US dollars. The amount of funds allocated to Uzbekistan by the Japanese side, currently amounts to 2.3 billion US dollars. Uzbek-Japanese and Japanese-Uzbek committees on economic cooperation, formed in 1994, contribute to the development of economic relations. In the framework of regular joint activities of the two committees a wide range of issues related to trade and economic cooperation are discussed, specific proposals for the deepening of the Uzbek-Japanese relations in this important area are put forward. In 1999-2001, the regional representative offices of the Japan International Cooperation Agency (JICA), the Japan External Trade Organization (JETRO) and the Uzbekistan-Japan Center were opened in Tashkent to facilitate the implementation of free technical assistance projects, the establishment of contacts between the business and public circles of both countries and the development of relations in the humanitarian sphere.

Contractual and legal frameworks between the two countries provide both security and profitability in the sphere of investments. Thus, in September 2009 the intergovernmental agreement "On liberalization, mutual protection and encouragement of investments" came into force. In April 2010, Tokyo hosted the presentation of "New investment opportunities in Uzbekistan for Japanese partners" with the participation of over 400 representatives of Japanese corporations, ministries, agencies and political circles [3].

Since April 2001 another factor contributing to the rapprochement and increasing tourist exchange between the two countries have been well-established direct flights between Uzbekistan and Japan.

Speaking about cooperation in the field of education, it should be noted that The University "Nagoya" is actively cooperating with the Tashkent State Law Institute, University of World Economics and Diplomacy and the Law Department of the Samarkand State University. Between Uzbek and Japanese universities constant exchange of teaching staff and students is carried out. During the period from 2000 to 2010 in Japan, 206 people were trained on the grant of the Government to get a master's degree in key areas of public administration, law, business administration, banking and information technology [4].

The new priority in the development of economic cooperation between Uzbekistan and Japan is the area of innovation. Following the visit of Prime Minister Shinzo Abe in Uzbekistan in 2015, much has been done to create a Japanese-Uzbek youth innovation center involving universities of both countries. This center provides a unique opportunity for the development of

mutually beneficial relations between the two countries, taking into account the availability of rich resources in Uzbekistan and high technologies and innovative ideas of Japan. The center has a great potential and may become a new symbol of the further development and strengthening of bilateral relations of strategic partnership between Uzbekistan and Japan [4].

To draw a conclusion, we can say that the relations between Japan and Uzbekistan have already been established in many spheres: political dialogue, trade and investment, education and technology, cultural links and others. The current results of the cooperation of the two countries show mutual interest and benefit. That allows us to predict the future development of these bilateral relations.

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R.A. Akmuradov

Saratov, Saratov State University

INFLUENCE OF TERRORISM ON TOURISM

According to the federal law N35-ФЗ “On Combating Terrorism”, terrorism – is an explosion, arson or other actions creating danger of destruction of people, causing significant property damage or approach of other socially dangerous consequences, if these actions were committed with the aim of undermining public security, terrorizing the population or influencing decisions of the authorities, as well as the threat to commit such acts for the same purpose.

Terrorism as a display of violence takes the form of criminal acts leading to meaningless destruction of people and property and intimidation of the population, having the purpose to receive the greatest possible international, regional response and (or) large sums of money and not by direct fault of those persons on which terrorists encroach. [1, 2]

Among the reasons of terrorist attacks we can give the following examples:

- 1) Unsolved social, national and religious problems. However, not all problems, but only those, that have life being sense for social, national and other groups which are related to its self-esteem and self-perception, with its representation, with its spirituality, fundamental values and customs.

2) War and military involvements in which terrorist acts become a part of military operations. Raids of Chechen terrorists into Russian cities during the war in 1995-1996 yy., which are located outside Chechnya can be given as an example.

3) Unsolved important economic and financial issues, including the legislative level, as well as conflicts with the property section and at the same time the weak protection of businessmen and financiers by law-enforcement agencies. As a consequence, attacks have become a commonplace with regard to titled names for the purpose of intimidation and simultaneously eliminate competitors.

Fight against terrorism is very difficult, and it is impossible to eradicate. The main problem here is the lack of resources both human and financial, which are necessary to monitor the functioning of terrorist groups and the implementation of measures to prevent terrorism. It should be noted that monitoring of terrorist groups, their behavior is not essential to the prevention of terrorist attacks.

In order to understand what impacts terrorism has on tourism, we need to understand what tourism is. Over the past six decades, tourism has experienced continued expansion and diversification to become one of the largest and fastest-growing economic sectors in the world. And nowadays, it is one of the largest sectors in the world, and it is one of the most beneficial businesses for some countries. Furthermore, tourism is an industry that lives on personal contacts and has the following message: to enable and facilitate a face-to-face intercultural dialogue. An increasing number of destinations worldwide have opened up, and invested in tourism, turning it into a key driver of socio-economic progress through certain of jobs and enterprises, export revenues, and certainly infrastructure development.

Tourism is a dynamic and competitive industry that requires the ability to constantly adapt to customers' changing needs and desires, as well as customers' satisfaction, safety and enjoyment are particularly the focus of international and national tourism businesses. Tourism is the activities of people traveling to and staying in places outside their usual environment for not more than one consecutive year for business, leisure, traveling or other purposes.

Despite occasional shocks, tourism has shown virtually uninterrupted growth. International tourism arrivals have increased from 25 million globally in 1950, to 278 million in 1980 compared to 527 million in 1995, and 1133 million in 2014. As well, international tourism receipts earned by destinations worldwide have surged from US\$ 2 billion in 1950 to US\$ 104 billion in 1980, US\$ 415 billion in 1995 and US\$ 1245 billion in 2014 [7, 2].

Apart from abovementioned facts one can point out that tourism is also one of the first to take a hit when terrorist attacks happen or other threats threaten to national security of the countries.

A successful tourism industry needs political stability, peace, security, and the potential for dialogue between different groups of people without mental or physical restrictions.

What is more, tourism sector is important for the economic development of the countries. But what is happening when a threat such as terrorism is increasing daily?

The impact of terrorism on economy of a country can be enormous: it leads to unemployment, increasing number of the homeless, deflation, crime and other economic and social turmoil. It is difficult to estimate terrorism impact on tourism in every country. In other words, tourism and terrorism are paradoxically connected via their mutual characteristics such as crossing national borders, involvement of citizens from different countries, and they both utilize travel and communication technologies [2, 115].

The connection between terrorism and tourism first gained international disrepute in 1972 during the Munich Olympic Games. The Palestinian attack on Israeli athletes left eleven people dead and introduced a global television audience of nearly 800 viewers to terrorism [3, 120]. Since then, tourists have been acutely aware of this relationship. Despite a series of terrorist incidents, since 9/11 the total number of people worldwide that have been killed by terrorists is about the same as the number of those who have drowned in the bathtubs in the U.S [6]. However, terrorism threat still remains. The threat for tourists from terrorism is very much real as they are very appealing to terrorists, because tourists are soft target and easily identifiable symbols of the enemy. And tourist destinations are perfect strategic targets to carry out attacks, because it is more important for terrorists how many people die during the attack.

A tourist planning his / her journey tries to create positive moments in his / her life: impressions from visited places, getting to know culture and its peculiarities, traditions of the other nations. However, terroristic attacks can change everything and can effect in another way: firstly, it is memory about the event, secondly, as a result – change the life style of eyewitnesses of an event. In other words “negative cognitive effects”.

Moreover, terrorism has another influence on tourism – that is the “generalization effect”: tourists who take terroristic threats in one country, generally consider that all regions to be risky. As an example, in 1991 during the war in Persian Gulf, Mediterranean countries have experienced essential decrease in tourism. This kind of side effect can decrease tourism in neighborhood countries.

Numerous recent terrorist attacks in various places (such as London, Paris, Istanbul, Hurghada, Jakarta) should serve as a serious warning to the tourism industry that it is entering into a new and dangerous era. For example, according to the National Institute of Statistics and Economic Studies (INSEE, France), in the fourth quarter of 2015, the inflow of Travelers to France dropped significantly after the terrorist attacks on 13 November. Occupancy of hotels was decreased by

5.4% and other types of accommodation (residence, villa) – by 20.4%. According to the data of Regional Tourism Committee (CRT-IDF, France), the terrorist attacks in France especially scared tourists from Russia (-37%) and from Japan (30%). Next on the list are tourists from Italy (27%) and from Denmark (24%). But INSEE noted that comparing with Paris (-9.8%) hotels in the coast of France, as well as highlands, barely noticed the decrease of tourists living. Experts say that it will take several months to restore tourists' confidence of their safety [8].

Peter Tarlow, president and founder of tourism security portal Tourism and More (T&M), proposes tourism professionals to consider the following points for tourists' security [9].

Tourism is often a magnet for terrorists. Values of tourism are directly opposite to values of terrorists. Moreover, the tourism industry is so huge and diverse that it attracts those wishing to arrange economic chaos. Criminals know that tourism is often one of the main sources of income and resorts are an ideal opportunity to inflict maximum damage. For example, among the resort towns of southern Russia, Pyatigorsk is recognized as a “leader”, where 8 terrorist attacks were recorded from 1992 to 2013 yy. (18 people were killed, 135 injured). In Essentuki, 2 terrorist attacks were recorded in which 48 people were killed and 175 injured. In February 2011, terrorists undermined the Elbrus cable road, and left a car with bomb inside it near the hotel. Several terrorist attacks have been organized in Sochi.

The fear factor in conjunction with the unpredictability of terrorism can affect the global tourism and the global economy. Terrorists do not always need a successful terrorist attack, enough to stimulate apprehensiveness, as well as to show their requirements and possibilities. Businessmen will still need to go on business trips, but holidaymakers can refrain from tours, not only to the well-known centers of world tourism (London, Paris, Saint-Petersburg), but also to less popular destinations. According to statistics, not a lot of people died because of the terrorist attacks. Of course, the death or suffering of even one person – is a tragedy, but many more lives are taken away by traffic accidents.

Terrorism has not only active, but passive impact on tourism. Terrorism is based on fear. The more this fear is away from home, the more precarious becomes the position of the tourism industry. Terrorists are not always focused on the damage to the tourism industry, but even a failed terrorist attack, as media commented, is successful in their point of view. Moreover, analysts note that “the main harm does not arise directly during the terrorist attack, but later in the dissemination of information about the terrorist attack” [9, 147-148].

After terrorist attacks, there is always a question about the motives of terrorists. According to Al-Hamarneha, we can distinguish two reasons: on the one hand, the achievement of political objectives, on the other, the threat to another foreign culture, destroying the identity of the people. And it is always hard to answer the following question: why do terrorists kill tourists? But we can

give such answer for it, tourists – the ones who are more or less interested in foreign culture and whose money supports the local economy.

Thus, tourism demand is sensitive to the political violence and terrorist attacks, since tourists – like everyone else – value tranquility and peace for the enjoyment of the pleasures and activities offered by destinations. Terrorism is the only factor that has “lingering effect” of uncertainty and security, because it is not only the loss of property, but also injuries, including death. Terrorism damages not only economy of a country, tourism industry or image of the tourist destination, the more it has “negative cognitive effect”.

And, in spite of being influenced by terrorism or other threats, tourism industry still is developing gradually. The Travel and Tourism industry has shown a vigorous ability to grow, and it has been playing an important role in the economy of countries all around the world. This is because in the modern era people need to fly to reach some different destinations.

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P.V. Alexeev

Saratov, Saratov State University

THE WORLD CUSTOMS JOURNAL OVERVIEW OF THE CHANGING ROLE OF CUSTOMS (2007-2015)

In the paper of 2007 the Customs functions are described as follows: revenue collection, trade compliance and facilitation, interdiction of prohibited substances, protection of cultural

heritage, and so on [1]. This breadth of responsibility reflects the fact that customs authorities have long been entrusted with administering matters for which other government ministries have policy responsibility, such as health, agriculture, environment, trade statistics and in some cases, immigration. Such border management responsibilities stem from the more traditional customs role of collecting duties on internationally traded commodities.

As we see, the responsibilities are quite numerous. David Widdowson emphasises, that a general sign of a government's view of the role of their customs authority can often be gleaned from the manner in which administrative responsibilities are structured. For example, in many developing countries, import duties and related taxes represent a significant proportion of the national revenue. Because of this, the main focus for their customs authority is revenue collection. In developed countries, on the other hand, with relatively little reliance on imports as a source of government revenue, there is an increasing focus on border protection. Nevertheless, the current trend towards global free trade and the recent heightening of international terrorism concerns seeing border security emerge as a priority across all economies. It is important that even then the trend was to assign regulatory responsibilities in a way which reflects government priorities, rather than tradition.

The first author concludes that, in spite of traditions, in the customs most states as their priority take into consideration the interests of the national economies.

If ten years ago the emphasis was on the fact that Customs had to serve the national economy, the modern decade is marked by the thought that an increasing emphasis has been put on the facilitation of trade. Though illicit trade is prohibited by law, relating to the production, shipment, possession, distribution, sale or purchase of goods and services, it harms national economies.

According to the authors of the second article, effective trade seeks the simplest, quickest, cheapest and most reliable way of getting goods into and out of the country. It seeks certainty and clarity. Driven by commercial imperatives, it is also looking for the most cost-effective ways of doing business.

The trade facilitation agenda is gaining increasing momentum and subsequent decisions of the General Council of the WTO have sought some ways to expedite the movement, release and clearance of internationally traded goods more carefully. The success of the agenda is heavily reliant on the ability of Customs to achieve an effective balance between trade facilitation and regulatory intervention.

Illicit trade presents a clear threat to the economy, economic growth, sustainable development, social cohesion, security and stability. Four major costs have been identified: lost revenue; distortion of market prices; collapse of local industries leading to unemployment; and the

social costs that include the health and safety of nationals being endangered, vital habitats and ecosystems being destroyed, and threats to the tourism industry.

Identifying and quantifying the impacts of illicit trade on economic growth will help pinpoint the large scale disruptions to economic activity and identify tools to reinforce the most vulnerable points of entry to the illegal economy. The idea is to reduce organised crime, stabilise legitimate trade and markets and help promote above-board trade and economic growth. Loss of revenue and evasion of customs duties represent particular causes for concern for most economies, especially developing economies, due to leakages through smuggling of highly taxed goods. The ability to assess and effectively collect revenue legally due remains a high priority for Customs globally.

Policymakers worldwide have pointed out the positive impact that international trade has on economic recovery and sustainable growth. To this end, customs administrations are integral to economic growth. In this regard Customs needs to identify and understand the key international, regional and national strategic drivers, the nature of illicit trade, and ways in which such trade is conducted, including substitution of a commodity, incorrect quantity declaration, fictitious exports, misclassification of goods, non-declaration and mis-declaration.

Indeed, modern Customs play two important national roles: expediting cross-border trade to promote economic development and preventing international trafficking in illicit goods. Customs administrations therefore play a vital role in the economic welfare of a country, and for that reason, dysfunctional customs administration can easily harm trade relations. Customs is perceived as one of the most serious limitations to business investments and the third most corrupt government agency after police and tax administration.

The authors of the second article offer the methods by which Customs can strengthen compliance and regulatory frameworks. One method is enforcement harmonization [2]. Cooperation is also important and should be reinforced with businesses and other market actors to enable targeted interventions on both the supply and demand sides of illicit trade. Customs officials, policymakers, other border agencies, researchers and the private sector need to work closely together. Greater cooperation between regional and international organizations could also make a difference. To optimize tax collection, governments need to be able to exercise effective control over the production and importation of products. While non-declaration and mis-declaration lead to revenue loss, effectively combating such practices would lead to other benefits such as the elimination of unfair competition brought about by untaxed goods which flood the market.

In conclusion, it can be figured out, that modern Customs play a great role on the world economic arena. As time runs, the spectrum of its functions has risen significantly, but the more responsibility customs service has, the more perfect it has to be. In such manner of speaking,

customs authorities should pay all their attention to establishing an internal structure in order to provide a more effective opposition to economic dangers like illicit trading.

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E.G. Avetisyan

Saratov, Saratov State University

WEST AGAINST RUSSIA:

THE UNEXPECTED CONSEQUENCES OF ANTI-RUSSIAN SANCTIONS

(THE RELATIONS BETWEEN RUSSIA AND LATIN AMERICAN COUNTRIES)

Today Russia's interaction with the countries of Latin America is getting more and more attention on the international scene. Strategic rivalry between the United States and China has a certain influence on strengthening Russian positions in the region while the influence of the EU is reducing. Diplomatic steps taken by Moscow indicate its determination to continue the course towards Latin America. Anti-Russian sanctions imposed by the West have played an important role in this process.

Rapprochement between Russia and a number of Latin American countries is an important factor of the consensus of their ideas about the future of the world order, which should be based on the principles of multipolarity. Among the significant events promoting the active dialogue we should highlight the visit of the Russian President Vladimir Putin to Latin America in July 2014. He visited Argentina, Nicaragua, Cuba, and Brazil, which hosted the summit of the BRICS member countries for six days.

The result of this visit, in addition to the summit of the BRICS, bilateral meetings with heads of state, has become the expansion of the range of cooperation between Russia and the countries of Latin America under the conditions of isolation of Russia from the West. Firstly, it has revealed coincidence of positions on a greater number of questions (it is indicated, that the concept of "strategic partnership" is often sounded on both sides). Secondly, it is important to note that the visit was rather effective in economic terms: there are opportunities for expanding Russia's economic cooperation with the developing countries. Besides that, the cooperation has become even more important in the context of the introduction of Western sanctions against Russia.

Several documents have been signed: the agreement with Argentina on nuclear energy cooperation, the contract for the construction of four power units for Cuban TPP, some documents about the development of the oil fields of Cuba, including the shelf among them. In addition, the company "Inter RAO" is going to get involved in the construction of hydroelectric power plants in Argentina and "Rosneft" will produce hydrocarbons in Brazil [1, 2].

The political and economic results of the enhanced dialogue between Russia and Latin American countries make it possible to draw some conclusions regarding the development of these relations.

Firstly, due to the deterioration of the geopolitical situation and the deterioration of relations with the West, Russia has to look for new partners for political and economic cooperation on an equal footing. The convergence with Latin American countries will reduce the risks of foreign policy and strengthen Moscow's position in the region.

Secondly, the Latin American tour of Vladimir Putin has fixed orientation to trade and economic cooperation with the countries of the region.

It is important to stress that the intensification of Russian-Latin American relations is beneficial to both parties.

One of the evidences of this thesis is the fact that in response to the increase in the Latin American food exports, the Russian side has stepped up the delivery of necessary agricultural fertilizers. For example, a group of companies "FosAgro" in November 2014 announced plans to increase sales in Latin America, a number of the most important types of its products by 2020 (urea, diammonium phosphate, monoammonium phosphate and complex fertilizers) by almost 70% - from 920 to 1540 thousand [3].

The advance of the Russian high-tech products in Latin America is quite successful. For example, in December 2014 the Mexican airline company Interjet got a passenger plane Sukhoi Superjet 100.

The Innovative holding "Schwabe", specializing in the production of high-tech products, also works very actively.

These examples give the ground to speak about gradual penetration of Russian business into the Latin American region.

The trends, which were discussed during the trip of Vladimir Putin to Latin America, are live issues. In January 2015, Russian President had a meeting with the President of Venezuela N. Maduro. During the meeting, Presidents of both countries had a detailed exchange of views on the implementation of joint projects, including in the energy sector [4]. Last year there were also meetings with the heads of diplomatic missions of Latin American and Caribbean countries, accredited in Moscow. During those meetings, the parties exchanged views on the key issues of the

international agenda. Besides that it is worth to highlight the visit of Sergei Shoigu, the Minister of Defense of the Russian Federation, to Venezuela, Cuba and Nicaragua in February 2015. The analysts interpreted it as an intention to strengthen military-technical cooperation.

Taking into account the above-mentioned facts, the main question remains: does the sanctions regime of the West influence the nature of Russia's relations with the countries of the Latin American region?

It is worth noting an interesting moment. The positions of many countries of Latin America during Ukrainian and Syrian crisis have shown that they do not intend to go in the wake of US foreign policy. Most of them have indicated that they have their own point of view on these and other issues of world politics and international relations. Moreover, the response to Western trade, economic and financial sanctions against the Russian Federation, which had the goal to "break the Russian economy into pieces" [5], was the intensification of cooperation between Russia and Latin American countries. Many countries of the region (Argentina, Brazil, Paraguay, Peru, Chile, Ecuador, Uruguay, and others) have the necessary commodity resources for the Russian food market.

These steps have caused serious concern in the European business community. According to the *Financial Times*, the European Union failed to dissuade the countries of Latin America from the supply of products to the Russian market [6]. Thus, we can make a conclusion that the countries of the region try to conduct their foreign policy without regard to the West. Recently, however, important political events have been taking place in Latin America. The local press has already dubbed them "Latin America in the spring." In October 2015, according to the results of elections in Guatemala, the candidate of the right of the Front of National Unity Jimmy Morales came to power; in November in Argentina the center-right politician Mauricio Macri took the post of President, and in December 2015 lost the majority in the Parliament for the first time in 17 years.

In connection with these events, the question arises: will it affect relations between Russia and Latin America? In the opinion of Director ILA RAN Vladimir Davydov, departure from the ideology of the left number of Latin American States does not fundamentally change our relations and they will continue to flourish.

In conclusion, we can say that, despite the difficult geopolitical situation, there is a number of global and regional factors that contribute to the strengthening of Russian-Latin American dialogue. Russia is gradually becoming a noticeable non-regional actor in Latin America. And one of the key points is that both Russia and Latin American countries oppose interference in the internal affairs and sanctions as a foreign policy tool.

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J. V. Baranova

Saratov, Saratov State University

“ANTITYRANICAL IDEAS IN THE RELIGIOUS AND POLITICAL LITERATURE OF ENGLAND OF THE 1550s (ON THE MATERIAL OF THE TREATISE OF J. PONET)”

In the middle of 1553 Anglican Reformation in England was interrupted by the death of Edward VI. Mary Tudor, a daughter of Henry VIII and Catherine of Aragon, began her reign with the restoration of the “true religion”. In England, especially in the circle of Anglican emigration, her actions were considered as a result of the “Spanish marriage” of the Queen to Phillip, an heir of the Emperor Charles V [3, 113]. The work of John Ponet, called “A Short Treatise of Political Power”, was written at that time, in 1556. This treatise had not only an anti-absolute, but also anti-Spanish direction. Its author was an ex - bishop of Winchester, who emigrated in Geneva with the beginning of the Counter-Reformation [3, 114].

The aim of my report is to reveal the attitude of J. Ponet as a representative of anti-Catholic religious and political thought to the power of the monarch in England in the middle of the XVIth century. An attempt has been made to find out what the image of an “ideal ruler” is, what the sources of his authority and the relations of “ruler - subjects” are.

First, J. Ponet in his treatise reveals the sources of an “ideal ruler” and believes that the state, created by God, is the greatest good: “God is the supreme power, the power of all powers, and anyone power has its origins from this power”. In order to release society from the miserable state,

God decided to submit this society to the strict order through an establishment of the strong power on the top that concentrated in his state [4, 114]. The author does not share a belief in the might of the human reason and believes that the God-given reason is unable to submit “sensuality” of people and to control them, so they should have an “excellent” ruler [4, 113].

According to J. Ponet - the second source of power is people: “...kings and princes, who get a power from their people” [4, 114]. Ponet agrees with the main concept of the medieval political thought that any power has its origins from God. However, he considers that the form of this power is defined by people themselves, because “God”, - according to the author, - “didn’t decide that should the power be in the hands of one or many, - people should decide this” [5, 148].

People use “parliament” in order to establish laws together with a ruler [4, 115]. There was a tendency to consider monarchy as limited not only by the divine right, but also by the laws of state, confirmed by the Parliament [1, 4].

The aim of the ruler’s power is “to support a justice, to protect the innocents, to punish an evil” [2, 119]. Someone, who rules “must be the servants of God on the earth, the example and the reflection of all virtues, the justice, the equality and other values...” [2, 117]. “Sensible” rulers were “prescribed to commit a good and not to commit an evil, to give an example by the good actions, but not to patronize evil, to promote the happiness of their subjects, but not to do harm them and to push them to death” [2, 118].

The ruler can achieve all this only if he will act according to law. The author of treatise supposes that “... ruler, who has the highest power and wishes to do something, must act according to the law [2, 118]: the divine law, the law of nature, the human laws and the sensible reason; to be obedient executors of the laws of his country and can’t break them only if the drafters of the laws don’t give him the power to do so [4, 114]. In fact, the rulers are “only the executors of the laws of God and the fair human establishments” [2, 119].

Ponet tries to prove that only the monarch, who obeys the natural law really and reckons with the opinion of parliament, is worthy of the submission of his subjects. If the king breaks the natural law he is tyrant and his subjects should overthrow him [5, 148].

J. Ponet makes the image of an ideal ruler more tangible when he puts him in opposition to a “bad” ruler, who treats the law “as he likes”, commits “the contrary to the law of nature and the divine law, the good laws and the customs of his country, directly breaks them without any opposition”, treats his subjects “as people treats of their cattle” [2, 117], refers to his right, which he actually he does not possess “to dispose of property of subjects as his own” [2, 122-123].

Referring to the Bible, Ponet writes that nobody, even the king, can deprive a landowner of the right of unlimited disposal of his property. Ponet is an advocate of the protection of the private

property and protests against the right of monarchs to impose excessive taxes and forced loans upon the population, he is also against spoiling coins, which the Tudors often resorted to.

Ponet offers the Tudors to lead an active encouraging economic policy in the interests of “communities”. He considers the private property itself as the source and happiness of the subjects in England, because he defines the good of society by the fact whether a person can possess and use his property freely and safely [4, 117].

In addition, the author discusses the limit of obedience of the subjects. “...if it is excessively of insufficiently, it can cause much evils and disorders in the state”.

Ponet claims that, according to the natural law, any body should be removed if it is not treatable, because it can bring the whole political body to disorder, and this should be done even if the removed body is the head of the state, because “the state and the country can exist when they lost the head, - they can find a new head...In the case when the rulers make mistakes, people should have the great respects for their country than their ruler, because the state stands higher than the king” [5, 149].

This reasoning of Ponet shows that he breaks with the medieval doctrine about the loyalty of a vassal to his suzerain as a basis of the relationship between the ruler and the subjects and affects the highest level of the understanding of patriotism [5, 149].

The author of treatise comes to the conclusion that “the kings, princes and other rulers should not have and cannot claim the absolute power for themselves by justice...Much evil can be committed in there, where the absolute power is established, which really is the power of tyrant [2, 119]. John Ponet elevates the question: “does this monster kill legally?” and answers positively: “such actions are justified and suit to God’s Providence” [2, 124-125], “to kill a tyrant – legally” [2, 125].

Ex-Bishop emphasizes that the ruler of the country should be punished if he robs his subjects, kills them, betrays his country and subordinates the people to «foreign power”. It is an obvious hint on the policy of Mary Tudor. The resistance to the tyrant is a patriotic duty of the subjects. The overthrow and punishment of the tyrant are understood by the author as a national necessity, which has its origin from the natural law [4, 118].

To sum it up, J. Ponet is an advocate of the limited power of the monarch and the increase of the parliament’s rights. In essence, he criticizes and denies all the structure of the absolute state, gives an example of a new government, which corresponds with the interests of the emerging bourgeoisie and the new nobility [5, 152].

However, the society was not ready to the realization of J. Ponet’s political doctrine. His ideas did not find support among the English bourgeoisie, nobles and even more radical English

emigration [3, 113]. It is significant that "Treatise" of J. Ponet was popular and was published twice during the English bourgeois revolution of the XVIIth century [5, 152].

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A.V. Basova

Saratov, Saratov State University

COURT DECISIONS TO PROTECT THE RIGHTS OF HIV-INFECTED

In modern conditions the recognition of human rights are the highest value in the Russian Federation, protection of human rights is becoming increasingly important. Discrimination of a person in today's society is not allowed on any grounds, particularly because of the health condition

The annual increase of the number of HIV - positive people in the country, the problem of violations of their rights dictate the need for additional legislative protection of the rights of HIV-infected people, capable to ensure implementation of the principle of equality and non-discrimination which are enshrined in Article 19 of the Constitution of the Russian Federation [1], the protection of private life, the confidentiality of the diagnosis, the right for work and treatment, social support and adaptation.

The judicial method of protection of human rights is the main and most effective way of protection. But despite the fact that HIV-infected people are dismissed from work by employers, doctors violate the patients' right to health care, they are reluctant to educational institutions. Moreover, these violations are rarely fought against in the courts of the Russian Federation.

My monitoring of dozens of sites of the regional courts has confirmed that today HIV-positive people do not apply to Russian courts against violations of their rights because they are afraid to give further publicity to their diagnosis. A small number of such cases in which violations of the rights of HIV-infected are examined clearly demonstrates the fact that courts, as a specialized human rights bodies do not protect the rights of this category of citizens. And exactly the judgments could thoroughly identify the shortcomings of legislative support of the rights of HIV infected people and strengthen the protection these citizens' rights. For example, every doctor knows that

denial of medical care is not valid, but refuses to hospitalize a HIV infected by reason of fear of infection, that is, without specific punishment doctors do not consider this prohibition as a legal border limit on their behavior.

Increasingly, scientists and international organizations recognize the importance of judicial protection of the rights of HIV-infected. But what are the ways to attract people who were subjected to discrimination in employment, health care and education because of their HIV status, to the courts? An insignificant number of appeals to the court, is probably due to the fact that one of the requirements of the Civil Procedure Code of the Russian Federation [2] (Article 56) is the need for each party to prove the circumstances to which it refers, so a HIV - infected person must prove that he/she is the victim of discrimination because of the differences in the protocols of treatment compared to other patients, and that the defendant in dealing with them was guided by a discriminatory motive – his/her HIV status. However, in practice it is difficult to prove, since nobody (e.g., employers, health professionals and other officials) openly states the true motives of neglect. In addition, judicial decisions are publicly available on the websites of Russian courts and contain biometric personal data of the applicants, as in accordance with p. 2 of Article 11 of the Federal Law "On Personal Data" [3] this does not require a permission of the subject of the personal data in connection with the administration of justice. However, Article 5 of the Federal Law "On Providing Access to Information about the Activity of the Courts in the Russian Federation" [4] sets a restriction of access to information containing secret prescribed by law (including medical). Since it is far from easy to orient oneself in a vast massive of regulative materials it prevents HIV-infected patients from applying to the court. Therefore, it is necessary to bring the Federal Law "On Personal Data" into line with the provisions of the Federal Law "On Providing Access to Information about the Activity of the Courts in the Russian Federation", so that HIV - infected patients would not be afraid of disclosure of their HIV status. When applying to the court of HIV infected patients with complaints for discrimination, we suggest removing from them the burden of proof and making it the responsibility of the defendant. Undoubtedly, court judgments would have a positive impact on the legal regulation of HIV- infected patients' rights and achievement of social justice. However, the effective implementation of the data protection of citizens' rights will be fully realized only when the HIV-infected patients win lawsuits against violation of their rights due to their HIV status.

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M.S. Biryukova

Saratov, Saratov State University

COGNITIVE SITUATIONS OF OPEN AND CLOSED CHARACTER IN ENGLISH DISCOURSE

Nowadays the focus of the numerous researches is centered around the problems of cognitive linguistics, the rapid development of which is considered to be “a characteristic feature of the world linguistics at the present time” [1, 3]. It should be noted that the prospects of the cognitive science development are important and interesting for numerous basic sciences that are connected with linguistics and that appeal to it for clarifying theoretical and practical issues. In other words, linguistics is becoming one of cognitive sciences. Its object covers the following points: the description and study of information processing, the study of the general principles of organization of human cognitive abilities in a single mental mechanism and also the establishment of their relationship and interaction.

E.S. Kybryakova says that the indispensable feature of dynamic language models is the need to describe speech deployment. This process is best described with the term “discourse” that reflects a new understanding of speech production - its dependence not only on the internal capabilities of the speaker and even their individual intentions and goals, but also on a variety of speech situations with participants and their reactions to certain features of communication, and so on [2, 121].

In this paper, “discourse” is the maximum text unit, which provides maximum volumetric interpretation of the text, which is achieved through the involvement in the course of interpreting the extralinguistic context, based on the account of cognitive processes of generation and perception of the text, pragmatic, psychological, national-cultural settings, and relations to other texts.

Referring to the fiction discourse, which is the source of research in this paper, it should be noted that its dynamism is shown in its two features: firstly, the meaning in fiction is not always given directly, it is produced in the mind of the reader (the interpreter); secondly, the text is not the implementation of any language, it is a "language generator". The close relationship between these features of the text suggests a multiplicity of options of understanding the same work, the diversity of its interpretations [3, 104-105]. Based on the statement of Y.M. Lotman, we find it necessary to

consider the speaker's position from the point of view of implication, i.e. the process of information coding, and inference, i.e. the process of information decoding.

As the research shows, implication and inference are interconnected processes, where implication causes listener and reader's inferences. In this regard, understanding various types of knowledge plays a great role in this research because inference is an important cognitive mechanism, contributing to the formation of such meaning in the context in which a person is able to go beyond the literal meaning of units.

The problem of inference is poorly investigated in modern linguistics. Cognitive inference mechanism contributes to the process of understanding discourse; namely, the study of inference mechanisms helps to answer the question of how a person is able to generate new knowledge on the basis of the existing one.

The study shows that the reader decodes the perceived information from the point of view of personal background knowledge about the subject, but this knowledge is not always the same for all readers. It is not enough to have general knowledge about the world, but it is also about the person with his/her own way of perception, personal worldview, and his/her role status in interpersonal communication. For this reason, in various situations the information is decoded in different ways and interpretation involves variability.

In this regard, we consider it necessary to introduce the concept of "a cognitive situation" that suggests the plurality of possible variants of decoding the same information, the diversity of its interpretations.

B.H. Alisultanova, for example, considers cognitive situations as ones, where characteristic features of learning processes and the transaction of knowledge are embodied and the purpose of which is the message itself and the acquisition of knowledge [4, 56].

In this paper, a cognitive situation is regarded as the situation of knowledge, the boundaries of which are determined by the theme of fiction, participants of communication, time and place of the events and the existence of a conflict. It should be noted that each cognitive situation has its limits, which are determined by its cognitive role in the storyline, namely: the development of relations between the characters within a particular episode, the resolution of the conflict between the communication partners, search for the way out of the problem situation, as well as the achievement of the communicative purpose by all participants involved in the cognitive situation.

On the basis of the developed approach to determination of *a cognitive situation* in the analysis of the English fiction it was found out that each such situation can be attributed to the open or closed type. In this study, the cognitive situation of *open type* is defined as the one that does not give the reader the opportunity to understand whether in this cognitive situation the conflict is resolved, i.e. the conflict remains open, without any cognitive settlement. The cognitive situations

of closed character are those in which the reader clearly sees the cognitive settlement of the conflict, where all misunderstandings are resolved.

Let us consider cognitive situations of open character:

'Why don't you and Sam come over this evening?' Howard was booming. 'No, hang on — Mum's reminded me we're playing bridge with the Bulgens. Come over tomorrow. For dinner. 'Bout seven.'

'Maybe,' said Miles, glancing at Samantha. 'I'll have to see what Sam's got on' [5, 12].

According to the developed classification, the open type of cognitive situation presupposes the existence of unresolved conflict (misunderstanding).

This example shows Miles' weak character, who while receiving a telephone invitation to dinner at his parents' is looking at his wife (Samantha), waiting for her reaction. In addition, he says openly that he needs to consult with her. This shows his inability to make his own decisions. Further, the reader expects the denouement and sees the following:

'She did not indicate whether or not she wanted to go' [5, 12].

Since Samantha has not expressed any consent or protest, the situation remains unresolved, hence, it relates to cognitive situations of open type.

This study of open type of cognitive situations has shown that they are not widely used in the English fiction discourse.

Let us consider the cognitive situations of closed character, where the resolution of the conflict is clearly seen:

Barry Fairbrother did not want to go out to dinner.

He had endured a thumping headache for most of the weekend and was struggling to make a deadline for the local newspaper [5, 9].

This situation is a carrier of inference built on a simple logical conclusion to which the reader comes easily.

The following example illustrates the result of the study that a cognitive situation of closed character are decoded with the help of the keywords that are the basis for semantic conclusion:

Barry and Mary's four children were past the age of needing a babysitter. They were watching television when he said goodbye to them for the last time, and only Declan, the youngest, turned to look at him, and raised his hand in farewell [5, 9].

In this case «*for the last time*» and «*in farewell*» represent such a variant of decoding information, which implies parting of the father with his children for the last time in their lives, as the semantics of words indicates.

Indeed, then the reader is faced with the following information:

Then pain such as he had never experienced sliced through his brain like a demolition ball... Barry was lying motionless and unresponsive on the ground... Mary was crouching beside him, the knees of her tights ripped, clutching his hand, sobbing and whispering his name.

'Fairbrother's dead. Collapsed at the golf club last night. Sam and I were having dinner at the Birdie' [5,10].

From the context it is clear that Barry Fairbrother is dead and it means that the reader's presupposed interpretation is the only one that is right.

The next situation also confirms the thesis of the keywords:

'You went all the way to the hospital with her?' Shirley asked.

'No, thought Samantha, we got bored halfway there and asked to be let out' [5, 11].

In this situation, the reader understands that the conversation takes place between Samantha and her mother-in-law Shirley, with whom Samantha is on hostile terms. The mother-in-law asks whether they escorted the deceased with his wife to the hospital. Coarse sarcasm in the mental response of Samantha is indicative of her carefully concealed hostility to her mother-in-law. This information is implied, but at the same time it is decoded correctly by the reader.

Analysis of cognitive situations also revealed that the background knowledge is an important component of the process of decoding information, which is an auxiliary tool for the resolution of existing conflicts or misunderstandings.

Let us confirm this argument by the following example:

'Heard the news?' asked Howard. 'Barry Fairbrother's dead.'

'What'll happen?' Maureen asked Howard greedily.

'Ah,' said Howard. 'Well, now. That's the question, isn't it? We've got ourselves a casual vacancy, Mo, and it could make all the difference.'

'We've got a...?' asked Maureen, frightened that she might have missed something crucial.

'Casual vacancy,' repeated Howard. 'What you call it when a council seat becomes vacant through a death. Proper term,' he said pedagogically [5, 24].

In this case, the misunderstanding is based on Maureen's lack of knowledge about the term «casual vacancy» in the political discourse. But this situation is considered to be closed because Howard clarifies this term, which is defined as "a situation in which the vacant seat is formed as a result of the death of councilor in local government."

Thus, the decoding of implicit meanings is a complex and time-consuming process that involves engaging the reader's background knowledge and logic operations. The study reveals that the inference is one of the most important components of the process of interpretation of implicit meanings of the modern English discourse. Cognitive situations of open character identified in this research are not widely spread. The interpretation of cognitive situations of closed character is a

more complex process, as the correct decoding of information involves the presence of key words and background knowledge.

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M.N.Bondarenko

Saratov, Saratov State University

THE ROLE OF TV AS A SOCIAL TECHNOLOGY IN CREATION OF SOCIAL REALITY OF THE REGIONAL YOUNG TV VIEWER

The television as a social institute changes structure of communication of the person and transforms his behavior stereotypes. The television is a mean of achieving the purposes and tasks of society such as regulation the level of audience awareness about society, forming the list of beliefs about the most different questions.

The empirical base of this article is the results of the author's social research in the summer of 2014, Saratov. 200 people were interviewed.

The position of the Saratov youth on modern television is a difficult multi-level conglomerate of various estimates and the points of view. After the analysis the following results were obtained: the television and its role of social institute are identified by regional youth as business structure and the entertaining industry which is aimed at profit earning.

Ideal for residents of Saratov is the television as a source of informing the population which main goal is a competent training talented person. The actual situation on the view of respondents we can describe as that information isn't enough, and it is too much entertainments. Most of respondents know that the television influences on people around, but they think that the television doesn't influence them.

79% respondents are regular TV viewers; the average duration of watching TV in a day is 3 hours. The television takes the significant place in youth life.

Portrait of the ordinary representative of youth TV viewers looks like woman or man at the age of 23 years who has work, continues their education in the Institute, watches TV every day an

average 3 hours, prefers active recreation on the weekend, spends much time on the computer entertainments. There are two main goals of using TV - entertainment and getting the information.

For such people favourite TV channels are THT and CTC, music and cable channels. He/She loves movies, a favourite type of TV programs – the information, musical, preferred subjects of telecasts – musical, comic, scientific and informative. TV is used most often as a background.

For such representatives of youth informing and entertainment of TV are most important. Quality of informing doesn't meet expectations, often applies for information to the Internet, feels a surplus of entertainments. In the TV viewer considers unacceptable misstatement of information, uses of an offensive language, immorality, demonstration of violence scenes. according to this person The television, influences forming of the valuable world of youth along with other factors, but doesn't influence it.

Features of teleconsumption of the Saratov youth TV viewers this average time of televiewing, styles of TV viewing and genre preferences. The average time of televiewing constitutes 3 hours a day. Approximately with an identical frequency residents of Saratov use background watching, a zapping and viewing with attention until the end of transfer.

Opinion on a range of telecasts is as follows: on the second place information, musical and scientific and informative telecasts most often watch movies. Among priorities on genres: musical and comic, then popular scientific and biographic. The most popular TV channels are TNT, STS, music TV channels – entertainment channels. Isn't enough on television of movies, scientific and informative and information transfers. The teleconsumer doesn't accept content and submission of information in an air.

The strongest factors, the gender sign and a sort of employment of respondents are. We mark out two categories: men's and women's teleconsumption which have the peculiar features. Teleconsumption of men differs in bigger rationality, a main objective is receipt of information, the main style is attentive TV viewing. Specifics of women's teleconsumption such is, in a basis – pleasant pastime and aspiration to take time are also preference of background watching.

In case of an employment increase teleconsumption purchases such feature - the employed groups put at the head informatization, students education and socialization, the others entertainment.

Also the choice of style of TV viewing at the regional TV viewer depends on the televiewing purpose, those who apply to television for information prefer attentive TV viewing; those who want to have a good time more often choose to background TV viewing and a zapping. Entertainment is more significant for those who watch TV more often.

Today upgrade of impact of television on the spiritual and educational sphere of society is necessary. For regional TV viewers and society more necessary requirement is not the superhigh-quality picture, but moral health, social and cultural wellbeing of people.

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M.F. Dashkina

Saratov, Saratov State University

TEACHING ENGLISH IN MIXED-AGED FEMALE GROUPS: PROS AND CONS

With incredible speed the English language enters the life of an every person on the planet. This language can be considered the most popular, global, unifying method of communication. Profound knowledge of English is a dream of everyone. But no one would venture to study it wasting time and efforts. People who want to master the English language look for comfortable environment in the process of learning. Each person has his or her own concept of comfortable study. Thus not everyone is able to find ant ideal place for learning.

The aim of this research work is to identify some unique audience and peculiarities of teaching them to the English language.

Being a student of the Faculty of Foreign Languages and Linguistics of Saratov State University I have been teaching English in a secondary religious institution of madrasah "Sheikh Said" here in Saratov for two years. The specificity of this institution is that classes are single-sex. I have to work only with a female group, which consists of students of different ages: 9-40 years.

During this research the lessons of the English language were conducted in mixed-aged female audience. The classes attracted many people to learn the language in a religious institution. We managed to combine students of different ages, different levels of language knowledge and tried to use some well-known methods of second language teaching.

The teacher should always bear in mind the peculiarities of working with mixed audience. Laws of psychology, pedagogy related to audience management help to achieve the goals of the lesson. An important feature of the audience I had to work with is gender homogeneity.

Talking about female audience we should mention the most important features. The specificity of the female audience is that this audience is dominated by creative thinking; the audience prefers to accept information aurally; there is high emotional perception, rather going to various lectures and speeches. However, women can be said to be less informed on world issues. As for the male audience, it is worth noting that men are impatient for long, tedious and detailed explanations [1, 47].

Only women took part in our classes, because Islam prohibits frequent contact with males. Thus a woman teacher feels more comfortable among this audience and gives more productive work in the classroom.

Teaching in single-sex classes was common in the 19th century. During this period in Russia male and female gymnasias began to work and some of them do still exist. Many researchers are interested in this type of teaching. Russian scientists have found advantages of non-coeducational system among pupils in school. According to them, boys and girls develop differently and have different interests, so they should be taught separately, individually taking into account their physical and mental capabilities [2]. Some researchers at Harvard University are also interested in teaching in single-sex classes. They gathered a research team to see what they could discover during the non-mixed lessons. They wanted to know how gender affects the quality of teaching and learning at Harvard College. Particularly they aimed to get answers to the following questions: What are the differences, if any, between male and female students' participation in classroom discussion? How does the gender of the teacher affect the students' participation? [3] So they found out that the female group, which had a woman teacher was more active compared to the activity in the male group with a man teacher. This led them to speculate about the importance of same-sex role teachers.

Another feature of our group was that different age groups studied in one classroom. In our case the age of students varied from nine to forty years old. The opportunity to attend these lessons was available for students of any age. The only requirement was the level of English: it should be elementary.

However, during the research we discovered some cons. Sometimes difficulties caused by the students' age differences forced usage of less frequent pedagogical techniques. The process of work in a mixed-age group should be highly individualized. For example, while some students of the group are making a new exercise, the others at the same time are working with materials of the previous lessons to overcome misunderstanding. Thus, the hardest task of the teacher is to trigger attention of every student and the con is that the teacher's attention is dissipated into several parts. Nevertheless, it is possible to handle such a situation with the help of the correct selection of tasks

according to the level of students' language knowledge. Moreover, the common goals of all the students make the group much closer.

To summarize, it should be stated that taking psychological characteristics of women into account made the creation of comfortable environment on the lessons possible. Age differences did not interfere with curricular activity, but the main goal of mine being a teacher was to prepare proper tasks for every students thus highly individualizing the process of studies. The right goal can lead to high results and harmonious cooperation of teachers and students.

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D.E. Demanova

Saratov, Saratov State University

CURRENT IMPLEMENTATION OF THE STATE PROGRAM “PATRIOTIC EDUCATION OF CITIZENS OF THE RUSSIAN FEDERATION”

Patriotic education, being a part of the general educational process, represents the systematic and purposeful activity of state authorities and public organizations aimed at formation and development of citizens' patriotic consciousness, feelings of loyalty to the homeland, readiness to fulfill constitutional and civic duties to protect the interests of the motherland.

The key thing is that issues connected with patriotic education of our country have always been crucial, for example, in tsarist Russia, the Soviet Union. However, for many years, especially during the post-perestroika period, which was connected with the important events in Russian history, patriotic education has been paid little attention. Unfortunately, it has resulted in a large number of young people who have poor knowledge of the history of their country.

Meanwhile, patriotic education seems to be a significant direction not only in Russia, but also in the USA and other countries. A good illustration for that is Patriotic Education Incorporated, a non-profit corporation founded in 1952 with the purpose of educating Americans on the ideals and principles that the country was founded on in an effort to develop a strong citizenry [1].

Patriotism is often considered to be one of the most striking features of the Russian national character. Besides, a high humanistic potential of the Russian patriotic ideas, tolerance, unity, law-abiding citizens, integrity as a stable tendency of the Russians, strong feelings for the beauty of nature and native shore are reckoned to be typical of the Russian patriotism.

The implementation of the state program “Patriotic education of citizens of the Russian Federation” in 2001 allowed creation of a system of patriotic education and ensured its sustainable

operation. Bringing up an active citizen and patriot, who is ready to protect their motherland and attached to their homeland, its people, must be a priority in the implementation of the state program [2].

Additionally, Russia has made great progress in strengthening and development of the system of Patriotic education of citizens of the Russian Federation over the past few years.

For instance, many events contributing to the patriotic and moral education of children and adolescents, development of national identity of the youth were held in 2015, the 70th anniversary of the Soviet Union's Victory over Nazi Germany in the Second World War.

It should be pointed out that the all-Russian Volunteer Corps of the 70th anniversary of Victory in the Great Patriotic War of 1941-45 has become a priority project in the sphere of Patriotic education of young people in Russia. Moreover, the All-Russian Civic Movement "Volunteers of Victory" with more than 150 thousand participants is reckoned to be the successor of the all-Russian Volunteer Corps of the 70th anniversary of Victory in The Great Patriotic War. The main thing is that volunteers help veterans, maintain military memorials, participate in hundreds of events across the country [3].

On top of that, being an active volunteer of the movement "Volunteers of Victory" is the greatest pride for me.

The Central Volunteer Headquarters "Volunteers of Victory", which is located in Moscow, is said to be the head of the movement. Nowadays there are 85 regional volunteer corps in the constituent entities of the Russian Federation.

It is important to highlight that about 570 volunteers are participants of the movement "Volunteers of Victory" in the Saratov region. The major aims of the movement are as follows: taking care of veterans; improvement of memorable places, Glory Alleys and burial places of veterans; holding historical quest games, etc.

For example, a historical quest game, called "The quest of Victory", is an educational and entertaining event organized by volunteers in all regions of Russia. Thus, the game is based only on proven and established facts described by professional historians, veterans' memories, interesting and exciting missions and is supposed to be one of the most productive ways to induce great interest in the history of Russia among young people.

In addition, volunteers also set up "lessons of Victory", patriotism at schools and nationwide days of actions. Participation in such events gives volunteers opportunities to communicate with people who went through the war and other volunteers from different cities; helps develop communication skills, get rewarding experience, learn many fascinating and significant facts from the history of our country and the Great Patriotic War.

Moreover, being responsible for the arrangement of historical quest games and nationwide days of actions, I do believe that young people, especially pupils and students aged from 14 to 21, are really into such events, they are interested in the history of their motherland. Actually anyone over the age of 14 can take part in historical quest games and compete with other participants for a prize.

Needless to say that all-Russian competition of active volunteers “Ambassadors of Victory” was held in 2015 and 2016. The key point is that only the best 200 volunteers out of 2000 participants from all Russian regions were chosen by the Expert Committee. “The Ambassador of Victory” is an active volunteer who deserved an opportunity to be a co-organizer of the Victory Day parade in Red Square or in the Crimean port of Sevastopol, and take part in the "Immortal Regiment" action in the center of Moscow on the Victory Day.

Judging by my own experience, being an Ambassador of Victory is a great responsibility, and the victory in the contest, undoubtedly, must be a huge honor for me.

Nowadays, the establishment of centers of civil and patriotic education of students in universities is acknowledged to be the priority direction. For instance, Saratov State University is going to take the first place on the list of such universities.

As can be seen, patriotism might be a moral basis of viability of the state. Furthermore, it is supposed to act as an important mobilizing internal resource of society and active citizenship, the most powerful source of renewable human energy, which can brighten up people’s lives. Thus, the implementation of the state program "Patriotic education of citizens of the Russian Federation for 2011 - 2015 years" has established preconditions for further improvement of the system of patriotic education [4]. There are more than 22000 patriotic associations, clubs and centers for children and adolescents to this day.

It should be pointed out that the state program “Patriotic education of citizens of the Russian Federation for 2016 – 2020” has been prepared on the basis of knowledge accumulated over past few decades, experience and traditions of patriotic education of citizens and takes into account the importance of Russian civil identity, continuity of the educational process directed on formation of the Russian patriotic consciousness in the difficult conditions of economic and geopolitical rivalry [2]. The program is aimed at different social strata and age groups, with the priority of patriotic education of children and young people.

Thus, underestimation of patriotism as the most important component of social consciousness leads to the weakening of social and economic, spiritual and cultural foundations of the society and state. That is why patriotic education of Russian citizens is considered to be one of the most essential directions in the educational system.

Thus, we can draw the general conclusion. The implementation of state programs resulted in the increase in understanding of Russian patriotism in the mass consciousness as an essential resource for the development of modern Russian society. As can be seen, citizens have become interested in the study of history, including military history, valiant past of our country, heroic pages from The Great Patriotic War.

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T.S. Dudina

Saratov, Saratov State University

THE CONCEPT “FATE” AS A UNIVERSAL PHENOMENON OF HUMAN LIFE EXPERIENCE

More often than not, many people have a feeling that they cannot control what happens to them, while others tend to reject the idea that Fate runs someone or something, relying on the idea that every person is master and architect of his or her own fortune. Only few of us are able to accept the fact that life is often formed, at least, to some extent, by the forces that are more powerful than we are and this fact seems to be as universal and obvious as the fact that we die sooner or later.

Based on the foresaid, we have a reason to believe that the concept of destiny can be found in almost all cultures. Consequently it is reflected in almost all the languages of the world as well as the concept of death [1, 10]. It should be noted that since the concept is the basic unit of culture its structure contains everything that makes it a fact of culture, namely the original form or etymology, the history of its changes, as well as its modern associations [2, 3].

According to I.A. Sternin, the impossibility of full expression of a concept is due to the fact that: 1) a concept is the result of individual cognition, therefore it requires a complex of means for its expression; 2) a concept is volumetric but at the same time it does not have a transparent structure, that is why it is impossible to express it entirely; 3) even within one language it is impossible to identify all the linguistic means of expression of the concept [3, 19].

Various sets of concepts form the conceptual sphere of each nation [4, 12], which is reflected in its language. The conceptual sphere is directly related to the linguistic picture of the

world. According to D.S. Likhachev, a concept is the concentration of spiritual wealth of culture, and it does not disappear until the culture exists [5, 4]. Besides, concepts are endowed with national characteristics [6, 255]. The national conceptual sphere is considered to be a set of cultivated and standardized notions in the people's minds. The concept implementation is carried out with the help of lexemes, the so-called language projections, which can reflect not only the linguistic picture of the world, but also the originality of its development method.

One of the objective indicators of the relevance of a particular conceptual sphere to a particular nation was introduced by V.I. Karasik and defined as a concept nominative density [7, 166]. This term refers to the denotation of a detailed representation of reality, multiple variations of designation as well as various shades of meaning. The indicator of high density of a nominative concept is represented in the language verbose notation of one concept while the nominative indicator of low density is shown in a single-word representation.

It should be mentioned that in every culture, in addition to the universally valid concepts, there is its own specific set of concepts, the so-called "concepts of national culture" [8, 152]. In order to define the meaning of a concept in a particular national culture, it is sufficient to find its literal equivalent in the translation language. If we fail to find such an equivalent, we speak about the so-called "non-equivalent vocabulary" or "untranslatable in translation." Based on the foresaid, we conclude that the concept of "fate" is not a unique concept of national culture, because it has equivalents in many languages, so in this case we can speak only of its relevance to a particular culture.

Many Russian and foreign linguists qualify the concept of "fate" as a polyconcept [9, 38]. A polyconcept has its own lexical and conceptual dominants. In our case it is the word "fate" which according to Merriam-Webster dictionary means:

- 1) a power that is believed to control what happens in the future;
- 2) things that will happen to a person or thing: the future that someone or something will have [10].

These definitions show that the structure of the dominant concept is heterogeneous.

Historically and globally, the concept of fate has played a significant role in a great number of the most of world-famous literary works. In ancient Greece, many legends and tales teach people the futility of trying to manage their fate that has already been correctly predicted. The idea of fate seems to be equally important alongside with other basic ideas in literature, such as love, nature or society. Nevertheless, it holds a special position. Firstly, it is probably the most comprehensive and fundamental concept, because it is based on the writers' religious notions. Secondly it is woven into the structure of literature, coloring the traditional genres of literature in a rather unique manner.

In England, fate plays a significant role in Shakespeare's "Romeo and Juliette", "Macbeth", Thomas Hardy's "Tess of the d'Urbervilles", Samuel Beckett's "Endgame", and W.W Jacobs' popular short story "The Monkey's Paw".

According to one of the dictionaries, fate is "something that unavoidably befalls a person"[10]. But in Shakespeare's play "Romeo and Juliette" fate is reality. It seems that fate is constantly playing pranks involving all the characters into troubles.

One of the examples to illustrate the inevitability of fate in this play is an episode in the first act, a quarrel between the servants. Fate comes in when Montague says to Benvolio, "I would thou wert so happy by thy stay to hear true shrift..." This statement, and the previous ones, show that Montague and later, Capulet, do not care about the "trivial" aspects of their children's lives. However, when it comes to money and marriage, they seem to be eager to be engaged. The blood feud between Montague and Capulet leads to the inevitable events, becoming partly one of the reasons of the tragic end.

Perhaps the most vivid example of the omnipotence of fate can be found in the Prologue, which predestines the outcome of the story:

*"From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.
From forth the fatal loins of these two foes
A pair of star-cross'd lovers take their life;
Whose misadventured piteous overthrows
Do with their death bury their parents' strife.
The fearful passage of their death-mark'd love,
And the continuance of their parents' rage,
Which, but their children's end, nought could remove,
Is now the two hours' traffic of our stage;
The which if you with patient ears attend,
What here shall miss, our toil shall strive to mend"* [11].

It says of "death-marked love" and introduces the story's concept of the people's inability to control their own lives. Romeo and Juliette could not anticipate death resulting from their cherished love, just like Tybalt could not anticipate his death by Romeo's sword. Therefore, the Prologue is the perfect example of how fate is interwoven with the events described in the story.

As a result of the component analysis of the concept of fate, we've made a list of synonyms, which are stylistically marked and include the following: fate – lot – desiny – fortune – portion – kismet – doom – star - fatality. Their nominative density clearly shows that the concept of "fate" is relevant for the English linguistic culture.

According to Paul Hylas, "a truly idealistic psychology must recognize the experience of subordination, the impact of supernatural forces on the personality and the feeling that a person is forced to do some things against their will. Hence the concepts such as fate, destiny, karma are universal "[12, 156].

But, despite the fact that in this article we represent the concept of "fate" as a universal phenomenon of human life experience, we should say that, based on scientists' research, the concept of "fate" was not reflected in the Hebrew Bible, which is based on the Old Testament. According to some scientists, in Hebrew there are no words with meanings similar to the English 'fate', 'destiny', and the Roman 'fatum'. From their point of view, it is due to the fact that Judaism generally recognizes freedom of choice and, as a consequence, does not share the pagan belief in fate.

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M.D.Dyachenko

Saratov, Saratov State University

HISTORY OF USA-LIBERIAN POLITICAL RELATIONS: FROM THE COUP OF 1980 TILL OUR DAYS

Liberia is usually considered as a «younger sister of the US». The history of this country begins in the early 19th century, when the first black Americans (they called themselves «free men of color») arrived in Western Africa. These «free men» were under patronage of the American Colonization Society and their major objective in Africa was establishment of a new country that, as the ACS leaders thought, could be a solution of the problem of free black people back in the US. In 1824, after buying 13.000 km² of the territory from local tribes for goods worth a total of 50\$, Liberia was officially founded.

In 1847 the Liberians proclaimed their own independence and marked their country as the main point of repatriation for all free black people of the US. However they did not really hurry to absorb African traditions and culture. The first government of Liberia chose a middle path of being half American half African country. They wanted to build a state that would be the most civilized in the African continent (based on American political and economic culture) and would become the center for African decolonization movement [1].

These noble intentions, the whole ideology of Liberia managed to exist until 1980, when the coup headed by Samuel Doe happened. Lack of politically experienced personnel in the 20th century played the main role in the process of Liberia's decay. The last government before the coup, headed by William Tolbert, is considered to be the most corrupted one and inexperienced. William Tolbert, as the head of the state, put himself in the center of this corruption by extreme involvement of his family members into the economic fabric of Liberia. More than that, we have to admit that his program of civilizing the indigenous population never gained success: this fact is proved by an extremely low level of economic and business development. W. Tolbert was also a sort of a political tyrant in Liberia. In this regard, we have to mention the moment, when in 1979 during Rice Riots caused by an extreme increase of rice price, the main staple of the Liberians diet, mayoral elections were postponed by the ruling unopposed True Whig party. This event caused a creation of a new oppositional party – the People's Progressive Party (PPP), which was fully jailed soon after its arrangement. More than that, all the PPP members were supposed to be sentenced to death on the 14th of April, the anniversary of Rice Riots. On this date, a group of 17 soldiers, headed by S. Doe, took over the mansion of W. Tolbert and proclaimed the «revolution of Liberian people against the ruling elite of the True Whig party». This is where modern Liberia takes its roots [2].

The new government was widely supported by the US. The main reason for this support was the fact that Liberian Ship-owners' Council (LSC) and Liberian Shipping flag of convenience play a

great role in world maritime transporting (The Liberian flag is the second most popular flag flown by international cargo ships and is a huge source of revenue) [3]. It was also important for the US that S. Doe unlike a previous president was aimed at cooperation with the US and was not aimed at cooperation with the Soviet Union. William Lacy Swing, an ambassador of the US in Liberia, in his speech before LSC in October 1981, stated that after-the coup Liberia is considered as an important partner of the US. In this key he also mentioned that starting from the date of the coup the US arranged a number of mutual development programs with the new Liberian government. As I have already mentioned, the base for this programs was the US interest in Liberian merchant line marine development. Still, the US had some more major and minor interests in Liberia such as conducting anti-Marxist policy in Africa, expanding Pan Am airlines, arranging pro-American agitation points etc. So the US had an interest in stabilization of economic and political situation in Liberia. They planned restructuring the Liberian army, promoting both civilian and military housing etc. [4].

S. Doe's government was mostly accepted by the US and considered to be the one capable to lead Liberia towards new bright future, despite the fact that the US government thought of the 1980 coup as of an unconstitutional change of the government. They supported his domestic policy as long as it was reasonable and helpful for Liberia. There were programs of rebuilding national culture and creating new Liberian identity and return to a real civilian rule, for example. It was a new wave of good intensions in Liberia, if we can say so. Still there was one big problem – S. Doe was actually no better than W. Tolbert. He was an army-man, inexperienced in policy. Soon after the coup he failed to embody his good intensions and turned to the stratocracy, trying to «stay on his throne». With the growth of undemocratic spirits in a new Liberian government, the US support was fading away slowly. A tribal structure in the government also played a great role in decrement of the US support.

But we have to mention that there still was a diplomatic dialogue between Liberia and the USA and it was not strongly affected by Doe's inexperience. An amount of money afforded by the US for Liberia's program development was reduced, but they still believed in him and in his administration.

It was all gone after the elections of 1985, when Doe figuratively forged tons of documentation to keep himself a president. This is when a new important figure appears- Charles Taylor. The US finally lost their trust in Doe's government and decided to displace him. He was classified as a dictator, which meant that his oust was unavoidable [5].

Charles Taylor proclaimed himself and his guerilla group (The National Patriotic Front of Liberia) as fighters against the dictator Doe. In his speeches he often mentioned that he had some connections with the US military circles or that, at least, he willed to gain their support: *“If Pentagon's got some [weapons], please give me some”*. It was NPFL that triggered the first civil

war in Liberia in December 1989 and it was Charles Taylor who brutally tortured and murdered S.K. Doe in September 1990. Liberia stepped into its darkest days.

During the First civil war in Liberia the US were shortening and canceling their mutual development programs. Liberia became a politically unstable country burdened with strong internal crisis and one civil war was followed by another. It is also necessary to mention that Charles Taylor and his administration were supporters of rebel groups in neighbor countries, like Revolutionary United Front in Sierra Leone. There was no reason to support this country anymore. Liberia was left behind and classified as a pariah state [6].

It was only twenty years later, in 2009, when a Liberian-USA dialogue was fully resurrected. The United States Agency for International Development (USAID) offered a 17, 5 million dollar contract to the modern government of Liberia with the aim of supporting general elections of 2011 and Senate elections of 2014. By that time Charles Taylor was a part of history already. He resigned under the pressure of a new rebel group and the international community. In 2005 new general elections were held. These elections were regarded by the international community as the most free and fair in Liberian History. A new president, Ellen Johnson Sirleaf, can be considered as the first experienced enough and professionally trained head of the state since 1980's coup. She revived a program of mutual military as the first step towards resurrection of the Liberian-USA dialogue. Then she addressed a joint meeting of the United States Congress, asking for American support to help her country "become a brilliant beacon, an example to Africa and the world of what love of liberty can achieve."

Modern Liberia is not a pariah state anymore. Though it is still saddled with a lot of economic problems, it has a reliable partner. Modern Liberian-USA relations can be described as «classical», I suppose: the USA always supports Liberia whenever it is politically stable and both countries have their own benefits from this cooperation. Today, as never before, we can confidently say that Liberia has a real chance for a brighter future.

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M.A. Eliseeva

Saratov, Saratov State University

THE MASS MEDIA IN THE FIELD OF RISK SOCIETY

In this article is given a view on the problem of modern media risks. The author based on the Niklas Luhmann's work and systems theory describes the factors that give a rise to the problem of information selection, as well as the technology and the Internet addiction of a modern person. In particular, she insists that the inclusion in communication forms motivation, the life "near" communication devices but not the communication itself.

Key words: Mass media, communication, information, risks, risk- taking society

The mankind, both in the East and in the West is rapidly starting to transform to a postindustrial society in the XX century, and the pick of it will be reached in the middle of the XXI century. Each society has its symbol, and the postindustrial one is not an exception. Today a computer has become such a symbol. The main source is information. The aim of such a society is to widespread an exaltation of human personality cult. A specific feature of this position in life is demassification.

The information today has a lot of uses and significances. The information has become a science, leading technology, a content of an intellectual labor, a separate brunch of predicting and etc. If we examine the information in the narrow meaning, we will see that it is a knowledge, which will be translated to programming language in cause of a great demand and a modern man's technology addiction. In every period of human existence we can find the information, it is everywhere, surrounding a person throughout his or her life. The informatization process is happening everywhere that means human activity is tied to information in daily life. The industrial production of things is replaced with the production of knowledge and ideas. It becomes massive.

Increased interest to the individuality is a flip side of demassification. It has many forms, and it spreads on all areas of human life. This phenomenon can be traced in the mass media by observing changes in the demand for paper publications, and growth in demand for TV and radio programs, as well as net resource. A number of citizens using e-books is increasing as the devices are able to accommodate a greater amount of information than a book or a magazine. Thus, the quality of the media is changed; it is focused on the demand and proposes the products desirable for majority or ones that has to manipulate the mass consciousness. Media production gets targeted character.

The access to the Internet gives a person unique features opening the unlimited information source in a flash with a click nowadays. The masses of people every day "go" to the net. Previously the leading position belonged to e-mail, which allowed us to solve problems over long distances,

but over time the situation has changed the needs of people, altering minds, so now the most popular resources are social networks. Each of them becomes an ideal mechanism for making masks. Every individual can create a mask which will allow him to exist in other physical and mental "shell". In the virtual Internet world users of social networks can introduce themselves by anyone; it is possible to create a character which has nothing in common with a real person, but a user can start to believe in the reality of such an existence. Due to such a possibility some people have experienced a crisis of their identity, self-determination and even they got crazy. The Internet web tightens. If you pay attention, then you probably realize that today it is hard to see kids happily playing hide and seek or football on the street, these games are replaced by the Internet and computer devices. Surely, we can not only blame the Internet, because today it is the only way for people to find the truth searching through loads of unnecessary information. It will take a lot of time and it is possible that if a user finds the truth, he will not believe in it, because of propaganda.

We can call programs which allow communicating with someone in real time on the other side of the planet an advantage of the web. Although distance is destroyed and it seems to be positive, at the same time it leads to the alienation of a person. He or she doesn't need those who are close to them, they cannot deal with friends, but it is possible with people who are far away and it is considered to be a possibility of happiness. Or they can feel very lonely, becoming an anti-social personality. That is why there is a distribution of interest's communities.

Niklas Luhmann gives his understanding of communication in modern risk society, based on the theory of social systems and communication's autopoetry. According to his theory, for the possibility of the social environment existence and systems, the main condition is a communication. System produces mechanisms to stabilize the communication processes for continuous autopoietic chain. N. Luhmann calls these mechanisms "media". The media, by N. Luhmann, includes a very wide range of concepts: it is ordinary mass communication, as well as such media as power, money, laws, faith and knowledge.

Communication in the system is always twofold, e.g.: a person has power or not, is rich or not, has the knowledge or not, has the right or is powerless. Because of such a dichotomy the system has differentiation. This binary code gives an opportunity to provide a selection. The semantics of the program (and, consequently, the nature of the criterion) is historically relative and changeable in contrast to the code universality.

It should be noted that the essence of the separate parts' (subsystems') work lies in a particular one-sided view, based on a special binary code which regulates all committed transactions. For example, in politics everything is decided by the laws, science is ruled by knowledge. Communication systems cooperate with each other, but they have an invisible communicative border, which implies antecedent limitations of understanding abilities. To change

the system and its subsystems a stimulus is demanded. To make an effect from the outside a stimulus should influence the program structure of this subsystem. In sports, this program structure is competition conditions, in the economy it is a financial account. Programs in varying degrees open to outside influence, moreover, they set rules that allow us to understand the meaning of passages used. Programs are opened to outside influence in varying degrees, moreover, they set rules that allow us to understand the meaning of used courses. For example, a science study depends on many factors such as political, economic and moral. Such an effect could be a limiter to the system. In other words, it is channeling its self-reference with varying degrees. It is important to remember that the main system code is indestructible.

Events in the society are often policontextual, so there is production of numerous relevance frameworks or meanings. "Social reality exists in a large number of different perception forms, in other words, functional differentiation produces a multiplicity of realities" [1; 22]. Event that has happened in the society is perceived through the prism of economics, politics, religion and it is transmitted in different ways.

The whole picture of society no longer exists; it is divided into individual observations. Centralized view of the world is being replaced with multi central one. There are no universal rules to find the priority discourse. We are witnessing the phenomenon of radical pluralism. Systems theory focuses not on finding a consensus, but it insists on another concept: communication exacerbates the issue, regardless the acceptance or rejection the information. That is way there is a risk for the communication to be rejected. It is worth underling that all communications are risky. Nevertheless, this kind of risk leads to the creation of institutions which is capable to ensure the willingness to accept them at all times.

N. Luhmann also notes that the media has constructed its own another reality and we can only rely on the knowledge about it, or by means of critical assessment, personal opinions, forecasts, we can try to comprehend it analytically. "Therefore, the social function of the media is detected not in the topical information moment ... but in memory it has created. For society systems this memory means that every communication presupposes the existence of some obviously well-known representations of reality that do not need to include into the communication justify it" [2; 40].

Every media area suggests interest to the individual, and the individual is interested in its field. The individual in such area is shown not as a simple physical and mental reality but as a specific construct. This construct contributes to myth that media reproduces: the media is a servant of man.

"The communication system of society is becoming more dependent on technology driven structures conforming to the realities of their environment. On the one hand, the sensuality to the

technical communication interference increases as well as the cost of technical and economic methods to prevent the interference. On the other hand, it leads to technical industrial, specialized in custom functions dynamic explosion of communications capabilities” [3;55]. Many borders features caused by human body disappear. Luhmann draws the reader's attention that due to the development of telecommunications the temporal and spatial limits of communication will reach zero.

Communication tools do not come into communication, they represent only a medium for communication as a form. In terms of communication, they come to be such a measurement environment, which creates a new structural compliance in the world, and thereby opens the previously unknown possibilities for communication – total in relation to its previous borders. As a result we can find that technological inventions lead to the fact that the whole world is becoming communication. The phenomenology of being is replaced with phenomenology of communication. A person sees the world the way it is presented in his or her imaginative communication.

It is worth noting that the totality of communication means has not only positive but also negative aspects, not so much for the subject, but mostly for the communication itself. The development of communication facilities deepens the discrepancy between potential and actual communication and greatly exacerbates the selection problem. In most cases the technique leads to a unidirectional communication that creates a lot of risks.

Electronic media communication means devices mediation. Therefore, it has been tied to specific locations, not on one, but on both sides of the devices.

A transmitter selects topics with a much greater degree of freedom that fit it than the participant of verbal communication. The inclusion into communication is forms people motivation. It means that it creates a life “near” communication devices but not the communication itself and it gives a rise to social risks.

In conclusion, communication through the media distribution has created for the first time the phenomenon of mass communication in which the role of a reporter and a recipient has not fundamentally changed, while the nature of the all elements of communication selectivity has changed. A reporter never before has taken into consideration that a countless number of recipients can get the information. While he has to represent information to "the void" it usually means complete uncertainty of the actual audience. It complicates the information selection, because the speaker does not know for sure and can't count on the fact that information will be new for all. At the same time, the audience is in the new wordlessness position.

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A.A. Ermakova

Saratov, Saratov State Academy of Law

A BALANCE BETWEEN A CHILD'S RIGHT TO KNOW HIS PARENTS AND
A CHILD'S ADOPTION SECRET

At present there is a growing interest in legal regulation of children rights. There are several conventions, laws, and regulations both at the international and national levels. Some provisions of these documents contradict each other and it is very important to find a right balance in the interests of a child.

According to Article 139 of the Family Code of the Russian Federation, a secret of child's adoption is protected by law [1, 54]. If a judge who has passed a decision on a child's adoption, or an official who has registered the adoption, or any person who has learned about the adoption in any other way, divulges the secret of the child's adoption contrary to the will of his/her adopters they will be called to answer in the law-established order.

Article 47 of the Federal Law "On acts of civil status" guarantees the secret of child's adoption by bodies for registering acts of civil status. Clerks of these bodies have no right to disclose any information about the adoption, or issue any documents, which contain the information that adopters or an adopter are not the parents of the adopted child [2, 31].

The secret of child's adoption contributes to the creation of true relative relationship between the adopter and the adopted, to the stability of the adoption; it also makes the process of upbringing the adopted child easier. The secret of the child's adoption is also necessary in order to make the development of the adopted child problem-free and to keep calmness of people, who are not natural relatives [3, 106]. In that way, this norm is directed at the protection of the rights of both adopters and the adopted.

At the same time, according to clause 2 of Article 54 of the RF Family Code every child has a right to know his/her parents. The same rule can be found in Article 7 of the UN Convention on the rights of the child of 20th of November 1989 [4]. In case of an adoption this right exercise becomes problematic in Russia. Moreover, according to clause 2 of Article 134 of the RF Family Code, an adopter may request a child to be given the adopter's surname and the first name he/she suggests. The way of a child's patronymic name defining is also fixed by Article 58. Article 135 gives a permit to change the date and the place of birth of an adopted child according to a request of

the adopter. These measures, on the one hand, contribute to the guarantee of the child's adoption secret, but, on the other, prevent from the realization of the child's right to know his parents.

The analysis of the two above-listed norms leads to the conclusion that in case of adoption, the right of the child to know his parents would be realized only in case when there is a will of the adopters to do so. Otherwise, providing the child with this information will be interpreted as divulging of the secret of the adoption.

It is necessary to point out that in Russia the question under discussion demands additional detailed consideration. For example, should any information be given to a child, if the latter learnt about his/her adoption and would like to find his biological parents? Would it be possible to find necessary information and documents connected with the adoption of the child, after time passes?

The European Convention on the Adoption of Children of the 27th of November 2008 [5], not ratified by the Russian Federation, states that an adopted child should have access to the information held by competent authorities concerning his or her origins. It also provides that it is at the discretion of a competent authority to determine whether to override that right and disclose identifying information, in regard to the circumstances and to respective rights of the child and his or her parents. So, the competent authorities should also take into account the right of the biological parents not to disclose the information about themselves.

Thus, the Convention designates not only the balance between the secret of adoption and the child's right to know his parents, but also the right of a parent to remain anonymous. As for Russia there is a special fixed by law procedure for child's origin institution. The connection of the Mother and the child is established just after the birth. The way of establishing the Fatherhood is also fixed in the RF Family Code. Nothing is said about the right of the Mother to remain unknown. In comparison, in some European countries Mothers can give birth to their children anonymously, so nobody can have an access to the information about them. So, when discussing the case *Odievre vs. France* the European Court of Human Rights expressed the following opinion: "in the countries, where Mothers are not given an opportunity to leave the information about them confidential, it is necessary to make it obligatory to identify them" [6].

The European convention on the adoption of the children (2008) reads that in regard to person's right to know about his or her identity and origin, information relevant to an adoption shall be collected and kept for at least 50 years after the adoption becomes final. The following commentary on this norm is given in the Explanatory Report: "to guarantee the effectiveness of this right, paragraph 5 provides that the information has to be kept for a period of 50 years, if not more, as people often start searching for this type of information in their 40s, after having had children themselves or after the adopters have died" [7].

In conclusion it is necessary to emphasize that the child's adoption secret is still a very important issue in a modern society. However, European Conventions should also be taken into consideration, because adopted children might want to know their story of adoption. It is their choice to establish and keep a relationship with their parents or not. They should have the right to know who their parents are and how they should act to get this information. If they do not find out who their biological parents are then they will not be able to know their family history.

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R.M. Gasanov

Saratov, Saratov State University

ECONOMIC SANCTIONS IN MODERN FOREIGN POLICY

Today the topic of sanctions - is one of the most discussed at the international level. Issues about the application of international sanctions of economic character generate considerable interest. Many states in the modern realities consider sanctions as quite an attractive instrument of foreign policy, but are they effective? First of all, we should start with the definition of international sanctions.

Scientists under international sanctions most commonly understood a set of unilateral or collective measures of political, economic or legal nature, aimed at a sovereign state, its institutions, national companies or individuals, to compel restrictions, to deter or prevent their activities. In other words, sanctions include measures of non-military and non-violent coercion. Such transformation of international sanctions' role, primarily, linked with the increasing globalization of the world economy, intensification of individual states', trade associations' and transnational corporations' involvement into global economic processes [1, 68].

The concept of “international sanctions” has strictly international-legal character and can be applicable only to coercive measures implemented by international organizations, especially the UN Security Council.

Analyzing the nature of international sanctions, we should emphasize their ability to rapidly differentiate depending on a current international political situation. Sanctions are directly related to interests of superpowers and vary with the vector of their foreign policy. As a rule, the world powers are more likely to use sanctions in their foreign policy. This is due to the presence of world powers extensive political and economic interests, necessary resources, foreign policy experience and influence on the world stage. Often the introduction of such measures should be supported by a real political-military or economic pressure on the object of sanctions. In addition, Reputation and authority of the state in the world and in a particular region exert an important impact on the effectiveness of the imposed sanctions. Another important feature of the sanctions is that their implementation can be truly effective only for small countries with developing economies. Application of sanctions against superpowers is not only ineffective, but also sometimes fraught with negative consequences for the economy of the country, which has applied sanctions.

Classifying sanctions we can distinguish, firstly, **collective sanctions**, which are taken at the level of international organizations by the majority of its members; secondly, **individual sanctions**, imposed by a sovereign state on another state, its institutions, national companies, or even individuals. There may be the following objects of international sanctions: a) the state and its institutions; b) individual branches or sectors of the economy; c) organizations; d) private individuals [1, 68].

There are several types of sanctions:

- Diplomatic sanctions –reduction or removal of diplomatic ties, such as embassies.
- Economic sanctions – typically a ban on trade, possibly limited to certain sectors such as armaments, or with certain exceptions (such as food and medicine). The noteworthy detail is that economic sanctions differ from trade sanctions, which are applied for purely economic reasons, and typically take the form of tariffs or similar measures, rather than bans on trade.
- Military sanctions - barriers to access the world market of the military sector. In countries that provide weapons sanctions are also imposed for arms’ sales to the country under sanctions. Military intervention is also possible.
- Sport sanctions – preventing one country's people and teams from competing in international events.
- Environmental sanctions – since the declaration of the United Nations Conference on the Human Environment, international environmental protection efforts have increased gradually [2].

There are five levels of international sanctions:

- 1) A global level, when sanctions are imposed by international organizations such as the UN, IMF, G7, etc.;
- 2) An inter-state level, international sanctions are imposed by individual states or associations of allied nations;
- 3) A branch level - the level of the individual state institutions, sectors or branches of the economy involved in interstate cooperation;
- 4) A corporate level, including the transnational, public and private companies and corporations, leading the foreign trade;
- 5) An individual level - the level of individual citizens, decision makers, prominent politicians, public figures or other persons [1, 69].

Russia calls for international sanctions to be an exclusive prerogative of the United Nations, and not considering sanctions as an instrument of interstate cooperation. The pursuit of efforts to improve the UN sanction mechanisms has been one of the priorities of the Russian Federation Foreign Policy Concept since 2013. In addition, the Concept says that decisions to impose sanctions are jointly taken by the UN Security Council following comprehensive discussions, first of all taking into consideration their effectiveness in achieving the tasks of maintaining international peace and security and ensuring non-deterioration of the humanitarian situation [3]. However, international sanctions in the real policy even so moved from the global to the interstate level and started to play an increasingly important role in modern world affairs.

The value of sanctions as an economic instrument to achieve political goals increases. In addition, thematic justification of economic sanctions in the contemporary world politics increases because there is a need to integrate this tool into the model definition of foreign policy might of states.

In the international practice, the concept of “economic sanctions” corresponds to different interpretations. In the jurisprudence of the United Nations in Article 41 of the Charter, there is a following definition of economic sanctions: Measures, which do not involve the use of armed force, may include a complete or partial interruption of economic relations and of rail, sea, air, postal, telegraphic, radio, and other means of communication, and severance of diplomatic relations [4].

In the Russian jurisprudence, the economic sanctions are determined in accordance with the Federal Law № 281-FZ as “special economic measures”. They “shall be applicable when an entirety of circumstances emerge which require an expedient response to an international unlawful act or unfriendly action of a foreign state or its bodies and officials as posing a threat to the interests

and security of the Russian Federation and/or violating the rights and freedoms of its citizens, and also in accordance with resolutions of the Security Council of the United Nations Organization” [5].

Classification of economic sanctions:

- Commercial (trade embargo, prohibition or restriction of access to markets, financial resources and infrastructure);
- Technological (prohibition or restriction of access to technology and resources, the termination of service, etc.);
- Financial (seizure and freezing of accounts, blocking of assets abroad, restricting access to the financial markets, etc.).

Economic sanctions can be used as a "leverage" to achieve both political and economic goals. In the political sphere, the experts highlighted three main areas:

- First, their introduction can be focused on changing the existing political system in the country (e.g., confrontation between the United States and Cuba; overthrow of the regime of M. Gaddafi in Libya in 2011);
- Second, economic sanctions can be widely used for encouraging the country to change its domestic policies (such as the struggle against apartheid in South Africa);
- Third, they can be directed against the countries that violate international law, for example, in the case of military aggression.

As for economic purposes, they can be focused on the competitiveness of certain branches or companies and industrial groups in the country, against which the sanctions are directed. Despite the fact that the current policy of many countries supports the idea of using economic sanctions as a foreign policy tool, as sanctions are a more humane method to conduct a foreign policy than the war, the sanctions policy, basically, is quite vulnerable to the ethical and humanitarian point of view. Therefore, the importance of the well-considered use of the world's economic sanctions increases substantially [6, 293].

Sometimes sanctions have an opposite effect and lead only to strengthening the ruling regimes there, the so-called "effect of a besieged fortress", where citizens, regardless of political affiliation, are united together against the threat from the outside. Just look at Cuba and Iran. A recent revision of the US position with regard to these countries and the gradual easing of the sanctions' regime is a significant and undoubtedly positive development [1, 71].

Sanctions as a policy instrument have evolved over time from trade restrictions intended to inflict economic damage painful enough to force concessions to “smart sanctions,” a complex system that targets individuals and enterprises. The goal of smart sanctions is to exert pressure on a particular government or non-state actor while minimizing harm to ordinary citizens or the economic interests of the sanctioning state(s). Critics frequently deride sanctions as ineffectual or

symbolic acts taken by politicians who are unwilling to accept greater responsibility for challenging a foreign government's violation of international law or norms. In reality, when applied strategically, enforced with resolve, and implemented with sufficient international support, sanctions can be highly effective in changing a state's behavior or constraining its capacity to act, when compared to other policy options [7].

It should also be noted that now a variety of sanctions are imposed on our country, including economic ones. Having been used since 2014, they have both political and economic character. Their purpose is an attempt of Russia's political isolation (exclusion from the G8), restriction and control of its economic growth, suspension and reduction of co-operation in different fields of international relations. The sanctions are directed against key (competitive) sectors of the Russian economy: oil, gas, nuclear and military industries of the Russian Federation, as well as against the Russian banking capital. The idea of a complete economic isolation of Russia looked dubious and has failed. China, Brazil, India and South Africa have not supported those sanctions, and among the European Union countries there is no consensus about the necessity of their applying.

The companies, where the proportion of foreign capital is less than proportion of the Russian Federation or its residents suffer from sanctions most of all. As for Russian energy resources, sanctions on the export of oil and gas are not profitable to introduce. After all, Europe receives 67.5% of all the oil in our country, and to find new ways of energy supply is not so simple. The same situation is with the Russian natural gas, import of which is an essential item of European countries' imports [8].

As is well known, globalization of international economy appears in the interdependence of nation states. Therefore, in the case of imposing sanctions against economically powerful states some retaliatory sanctions that may lead to economic warfare could be expected, or everybody should be prepared that sanctions could have a bilateral effect. That is what we can see in the case sanctions against Russia. Our country has imposed an embargo on certain products and commodities such as meat, dairy products, seafood, fruits, fish, vegetables, root vegetables, sausage and others supplied from the United States, the European Union, Canada, Australia and Norway. At the same time, none of the parties has all the trumps in hand.

“The goal of these sanctions is not to settle a problem, but to hold back strengthening of Russia as a full member of the international community. This is their goal. But it cannot be achieved with these methods” - said Vladimir Putin at the Summit of the BRICS in Goa [9].

In conclusion, it is worth noting that now sanctions, in fact, have a deterrent and preventive character in relation to various countries, companies and individuals. But their effectiveness appears only in the first 2-5 years. Later tools of struggling and avoiding negative effects and constraints of economy are developed. Therefore, taking into consideration the current

situation in the world, countries must understand quite clearly all the conditions of using such tools as sanctions, and objectively evaluate the consequences of pursuing such a foreign policy.

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D.P. Golovchenko

Saratov, Saratov State University

DYNAMICS OF RUSSIAN-CHINESE RELATIONS AT THE BEGINNING OF THE NEW MILLENNIUM

Against the background of rapidly developing world events, the relations between Russia and China are becoming more important. At present, the quality of the bilateral dialogue between Moscow and Beijing is at a high level, and some experts oppose rapprochement between the two countries in the Western bloc led by the USA and NATO. Various processes and events in Russian-Chinese relations reflect a high level of trust between the two countries.

An important foundation for the strengthening of bilateral relations between Russia and China is the Treaty of Good-Neighborliness, Friendship and Cooperation [1], which was signed in 2001 and laid a solid foundation for the further building of trust between the two countries. Also, in 2001, relations between Moscow and Beijing began to develop in the framework of the Shanghai Cooperation Organization.

The border issue remained one of the disputable problems. However, the Supplementary Agreement on the borderline on its eastern section, which was signed in 2004, allowed to settle the

long-standing conflicts and opened a number of new opportunities for rapprochement between the two countries. Despite some dissatisfaction on both sides, now border disputes are considered to be officially settled.

Military cooperation. Another important point is the military cooperation between Moscow and Beijing; in particular, we can note a joint military exercise in the framework of the "Peace Mission". The first such exercise took place within the framework of the SCO in 2003. Bilateral naval exercises between Russia and China are carried out in the framework of the "Sea of interaction", the last of which took place in 2013, 2015 and 2016. We can say that the cooperation between Moscow and Beijing in the military sphere allows to continually establish good-neighborly Russian-Chinese dialogue. It is essential for trust building in the bilateral relations as a whole. It is necessary to take into account the fact that the Russian and Chinese armies are the second and third, respectively, armies of the world in terms of power, according to GFP rating [2]. Such cooperation has a positive effect on the safety of bilateral relations and the international situation as a whole.

The positions on international issues. Since the beginning of XXI century Russia and China are mainly held similar positions on various international issues. For example, already in 2003, both countries had the same position with regard to the Iraqi problem. And if we talk about the events of the past few years, the telling point is the understanding and similar foreign policy of Russia and China on the Libyan and Syrian crises. Proof of this can be at least the fact of a vote in the UN Security Council, where in recent years, Russia and China have repeatedly been the only ones who voted against the resolution on Syria, explaining their actions by the fact that the Libyan scenario is possible.

If we talk about the Ukrainian crisis, many experts believed that the events that took place in 2013-2014, would undermine the stability of China-Russia relations, as it was the case with the Western countries, and China would harshly criticize the Kremlin and take serious measures against Moscow, because of Russian actions during "Crimean Spring" [3, 96-105]. However, these expectations were only expectations, and Beijing has taken a position of neutrality, which actually means the approval of Russian actions. Thus, Ukraine-crisis has not only worsened the relations between Russia and China, on the contrary, it gave new impetus to their development and significantly strengthened the pre-existing trust.

Moscow and Beijing take the same position with regard to DAIISH. China approved the Russian military operation in Syria. Chinese media - such as news agency "Xinhua", the newspaper "People's Daily", etc. - repeatedly published materials in support of Moscow's actions.

Contacts at the level of political elites. In terms of trust building between the two countries, contacts of political leaders are very important. It should be noted that in 1996 the tradition of regular meetings at the level of heads of governments of Russia and China was founded. And in

2015, 20th Anniversary meeting took place, during it several documents were signed. Cooperation between the Foreign Ministries is actively developing.

If we talk about the high level, it is necessary to say that the first foreign visit of newly elected President Xi Jinping was to Russia in 2013. And, at the background of the difficult relationship between Russia and Western countries in recent years, the development of Russian-Chinese relations is continuing. One proof of relationship stability is at least the fact of Xi Jinping's visit to the opening ceremony of the Olympic Games 2014 in Sochi, while many Western leaders ignored this event. Celebrating the 70th anniversary of Victory in The Second World War in Moscow in 2015 was according to a similar scenario: in contrast to the Chinese leader, Western leaders did not visit the event. Moreover, on the Red Square, the Chinese armed forces marched on a par with the Russian. And in September, Vladimir Putin made a return visit to Beijing on the occasion of the 70th anniversary of the Second World War and the victory of the Chinese people in the War of Resistance to Japan. And Russian soldiers also took part in the parade on Tiananmen Square.

On the one hand, it can be said that the joint meetings and visits to various official events are minor elements. However, against the background of Russia-West confrontation, it demonstrates the desire for further development of Russian-Chinese relations and allows building trust at the high-level and at the level of ordinary citizens of both countries. So, in 2014, 41% of Russians, answering the question "How has your understanding of China changed over the past 10 years?", said that it has changed for the better, but the same number of respondents (41%) said that understanding of China has not changed [4].

Economic ties. The most disputable area of cooperation between Russia and China is economic cooperation. Undoubtedly, this is due to significant difference of trade-economic potential. For example, the results of 2015, China's GDP about 10 times exceeded the GDP of Russia. Despite the settlement of border issues, such a difference raises a number of concerns, particularly from Russia. First of all, it is connected with a low-intensity development of the Russian Far East, and the solution to this problem can be slowed down because of the difficult economic situation in Russia. The problematic issue is a significant difference in the number of people who are living on both sides of the border. And this figure, by a wide margin, plays in favor of China. Also, at the beginning of April 2016 the statement was made about the possibility of transferring a part of the Chinese enterprises to the Russian territory, and Russian expert community reacted cautiously to the statement.

Nevertheless, through bilateral consultations, the issues are being discussed. A State Councilor Dai Bingguo says that Chinese activity in the Far East is the fact that Russia and China are neighbors, and cooperation between the two countries is deepening with the strengthening of

bilateral relations. As for the residents of Russia, the poll data until 2014, showed that to the question, "What is China for Russia today?", 85% of Russians answered that it is a friendly state-ally, the economic and political partner.

If we talk about trade between the two countries, since the beginning of 2000 and up to 2013-2014, the trend of its gradual growth is observed (except for 2009). In 2014, commodity circulation reached the level of 95 billion dollars. Despite the talks about increasing this figure to 100 billion in 2015, expectations were not met: commodity circulation in 2015 decreased by 28.6% and amounted to 68 billion dollars. Specialists explain it in different ways, but the weak economic and trade ties between the two large neighbors raise a number of concerns, particularly against the background of worsening domestic economic situation in Russia.

Nevertheless, economic relations with China are extremely important for Russia: for our country is the number one trading partner (the problem is that Russia is only on the 16th position among China's trading partners). If we talk about the events of the last few years, it is necessary to say about the agreement between Russia's Gazprom and China National Petroleum Corporation (CNPC) for the annual supply of 38 billion cube meters of Russian gas for 30 years, which was signed in 2014. The contract amounted to 400 billion dollars.

Another challenge to the stability of the bilateral relations from the economy point of view, could be the intersection of the Russian project "Eurasian Union" and the Chinese project "Economic belt of the Silk Road", but the consultation on the issue and the inclusion of some Russian regions in the Chinese project helped to avoid serious threats to national interests of both nations at this stage. In particular, as a result of the Xi Jinping's visit to Moscow in May 2015 a joint statement on cooperation of the Eurasian Union and Economic belt of the Silk Road was signed [5]. Some experts see good prospects for cooperation of three projects - the SCO, Eurasian Union and Economic belt of the Silk Road, which will strengthen China-Russia relations in the future.

Thus, despite the existence of serious problems, the economic component plays an important role in building the Russian-Chinese dialogue.

Summarizing all the above, we can note that the current Russian-Chinese relations are at an unprecedented high level. Despite a number of problems, cooperation between Russia and China is developing in many areas. At the same time trust between them is developing, and it is not only diminished against the background of the most pressing international problems, but on the contrary it is intensified.

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A.E. Grishina

Saratov, Saratov State University

MEXICO-U.S. BARRIER: YESTERDAY, TODAY AND TOMORROW

Nowadays the migratory situation in the USA is one of the most important migratory problems in the world. Its population rise quickly not only with natural increase but also with the process of immigration.

In accordance with the information of 2013, on the U.S. territory there were 53, 1 million migrants and about a third of them were natives of Mexico. This Latin American country takes the first place among countries-donors of migrants and the third place after India and China as a receiver of money remittance. An illegal entry into the country plays an important role too. Moreover, the border between Mexico and the USA is the world leader of illegal border crossing. It is evident that illegal immigration has been one of the key problems in bilateral relations.

It is hard to control illegals movements that is why the number of them consists of approximate figures: from 0,5 to 1,5 million people [1].

In connection with this huge flow of migrants, the south border of the USA needs a protection, which today is presented as a "Great Wall of America" spread along the border on 700 miles. As the Great Wall of China protected Ancient China from raids of nomads, so the Mexico – U.S. barrier was made in a similar way, but it protects the country from the Mexicans.

The building of the barrier began in 1994 and it had some stages. Firstly, it is expected to realize three operations on the border territories: Hold-the-Line in Texas, Gatekeeper in California and Safeguard in Arizona.

The Operation Hold-the-Line became a base for next actions. First of all, the Government strengthened the patrol on the border, adding helicopters patrols, repaint of border barrages, and also disposal of light equipment along the river and near the bases of patrol agents. As a result in a

few months, the Americans got a growing opposition from the Mexican side. But local population approved this program: about 85% agreed on conditions of the operation realization. The authorities set the main aim: a fighting against crime and it was one of the reasons why this operation was successful.

The next stage was the Operation Gatekeeper, which became an answer to the growing wave of anti-immigrants sentiments in California during a hard economical recession and demographic changes. During the electioneering, Bill Clinton supported the realization of this operation to get the votes of California. The fence of 10 km was built near San-Diego and the number of patrol agents increased. These actions reduced the quantity of detainees by 75%. But we should say that illegal migrants moved to the eastern piece of the border. Besides, the illegals were not registered in order not to spoil the statistics.

The Operation Safeguard began in autumn 1994. It was realized on Arizona's territory. The number of patrol agents increased to 1535. The border walls were built up to Nogales, Naco and Douglas. In 2002, the authorities announced their intention to build the fence of 255 miles. But it caused mass protests of ecological, remedial and other organizations.

The Operation Rio-Grande became the continuation of this policy. The operation used similar methods. It held wildcat crossings on the main border territories and the cities of Brownsville and Laredo. Despite some achievements, the operation also had defects especially in the human rights field. The number of Mexicans deaths rose from 1996 to 2000 by 1,181% on the whole border [2].

This protective policy was continued in December 2005, when The United States House of Representatives voted for building the fence along the U.S. – Mexico border. Later the President Bush signed “The Secure Fence Act”. In accordance with the law, the border fences of 1100 km had to be built and the Border Patrol had to be provided with additional equipment to control the border.

The U.S. Department of Homeland Security achieved cancellation of strict requirements on environmental protection during the fence building. As a result, the border barrier was built without ecological standards. Moreover, without any approvals the construction took place in the middle of the reserve in the mouth of the Tijuana River. Of course, many species lost their habitat and access to water, and the regimes of seasonal migrations were broken. The century construction cost almost 2,5 billion dollars. The height of the fence ranges from 4 to 5 metres depending on the terrain, it runs on [3].

There is a different situation with the Mexican side. The Mexicans think that these actions will lead to more illegal immigrants' deaths in their attempt to cross the border. As the Mexican President Vicente Fox has said, it is unacceptable for the nation which was founded by migrants. The emergence of the fence would only aggravate the situation.

Mexico applied to Washington several times to stop anti-human actions towards migrants: The Mexican Organization of Human Rights has found a few cases of using gas against migrants by the U.S. Border Patrol. In response to these actions, the northern neighbor claimed that gas application was a forced measure, since the attacks on patrol agents were often traced from the Mexican side [4].

By 2009, the barrier over 900 km had been built. But the migratory policy has changed since Barak Obama became the U.S. President and the fence building has been frozen. The President has proposed an immigration reform, which could let the illegals in the USA get a lawful permission to reside in the country. To receive it they will have to take two checkups from the competent agency. If they are not be recognized as a threat, begin to pay taxes and prove that their children were born in the USA or have got a residence before the acceptance of the law, they will be allowed to stay here for three years with the possibility to extend the term [5].

The problem with the wall has not been solved yet. It is still urgent. For example, one of the Presidential candidates Donald Trump has often talked about it during his election campaign. He thinks that the height of the fence should be 15 m and the cost – 12 billion dollars. Moreover, Trump suggests that the construction works should be paid for from the Mexican budget. If they refuse the USA should prohibit for migrants to transfer money from the USA to Mexico and raise payment for American visas.

These words caused disapproval from the Mexico Government. For example, in the beginning of April 2016, Trump's suggestions motivated Mexico to change the Ambassador in the USA. Carlos Sada became a new Ambassador. In its declaration the Mexico Foreign Office pointed out "Sada's experience in the Mexicans rights protection in the North America as well as protection of Mexico's interests abroad" [6].

Of course, such a radical solution of illegal migrants problem will not improve the situation. There should be joint actions of the two sides. It is evident that migrants' flows between the countries will not disappear while a more developed country borders on a less developed country. The countries should change their views on migratory policies to achieve a breakthrough. Besides, the historical immigration process was always the U.S. trump card. Even during high migrants flows the American Government was able to keep their status of a democratic country. It is probable that this tendency will win in further U.S. migratory policy and in their relations with Mexico.

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A.S. Gubanova

Saratov, Saratov State University

SOCIO-PHILOSOPHICAL VIEW ON VISUALITY IN CONTEMPORARY SOCIETY

Contemporary age is the era of changes when information alters social environment heavily. Mass media, publishing industry, art, publicity turn into an essential part of innovation economics. Social communication update is caused by modernization and all-over penetration of information technologies into all society domains. This process goes along with culture transformation, mass culture market expansion etc. Philosophers, social researchers, art critics claim that Visuality is the indicator for majority processes and changes happening in our culture and society. For instance, the crisis of the contemporary art which is a part of visual culture, can be considered as a sign for crisis of our modernity, as Paul Virillo writes [1].

An image represents our reality by overcoming person's alienation from society, culture and nature. In traditional society an image was equal to reality under, but today it sometimes substitutes reality. As modern media philosopher V. Savchuck writes, a person stops decoding imagery and projects This is what call an: When visuality becomes the main communication means we can talk about the “iconic turn” [3], as many researchers call it. Mass media purpose is a mass standardization of population and creation of an average way of thinking and predictable behaving. Visual representation is a powerful weapon of mass media, and it must be constantly improving to affect mass consciousness and mythologize social actualness more efficiently. People are attracted by vibrant labels and violent colours, flashy commercial slogans, huge billboards invading streets. A consumer receives ready-to-use information packed into a pattern which is delivered to them via television, radio, commercials, print advertisement, and, of course, web. In fact, media deprives an individual of thinking independently, so there is no need to analyze, subject to criticism or match incoming data. “All cultural forms and media are being absorbed into advertising”, - citing A. Robinson [6]. It's a way easier to make mass audience believe in cultural, political, social and other

myths (like a characterful president, absolute democracy, freedom of speech, social equality and many others) through a means of visualization. “Hence the sudden, untimely emergence of a universal, comparative advertising, which has relatively little to do with publicizing a brand or a consumer product of some kind, since the aim is now, through the commerce of the visible, to inaugurate a genuine visual market, which goes far beyond the promoting of a particular company”, - Paul Virillo writes in “The Information Bomb” [7, 61].

We can already conclude that the whole culture realm turns into a market or even “hypermart” which exists within “hyperreality”, as J. Baudrillard asserted [8]. Mass media are mostly based on audiovisual communication and produce new code for hyperreality which interferes with social adjustment, individual’s identification and self-representation. “... public image has today replaced former public spaces in which social communication took place. Avenues and public venues from now on are eclipsed by the screen, by electronic displays, in a preview of the “vision machines” just around the corner” [1, 64]. Our faulty hyperculture is the result of this overwhelming hyperreality. To illustrate our words we can provide an example from the art sphere: there is a big art movement called hyperrealism. It’s characterized by exaggerated representation of reality, so the picture shows an image more real than its archetype (Chuck Close, Mark, 1978-79; Lucian Freud, Naked Man, Back View, 1991-92).

Mass media communication technologies are a foundation for modern socio-cultural realm and they play an important role in production and popularization of contemporary art. Contemporary art is a significant social communication means which is extremely important for public processes integration and society as such. Taking about Classics we mean uniqueness, singularity, spirituality, elitism which exists for intelligent and thin audience. But Contemporary Art provides standardized mass audience with multiple art-objects easy to see and comprehend. Along with other pop culture key factors it creates and supports decentralized and disrupted reality and multiplies simulacrum. This all prevents a person from getting an integral world-view and puts them within surreal world full of images, simulacrum and ideas. Contemporary art has one huge advantage on all previous art forms: it is often born and exists within web which makes it of an easy access despite of time or space.

Art today tends to destroy classical rules and create aesthetics out of everything, even out of an ordinary item. It aestheticizes virtually everything and involves all casual objects and each individual into one persistent communication loop where there is neither end nor beginning, neither chief nor minor actor. This gives us the full view of contemporary society which can be characterized as transparent, total, rapid and integrated. We see how our everyday life and all of its components become aestheticized. This is the reason why such cultural domains like fashion and design are developing very intensively nowadays. Art has gone down to household appliances,

grocery, utensils so that even rubbish and customary things have been advanced to the art objects. It's no doubt that aesthetical "sugarcoating" is determined by the market demands, constant prices growth and consumption increase. Aestheticization turns into an economic strategy, the first thing people buy is not an item but a symbol, a status. Guy Debord in his "The Society of the Spectacle" considers aestheticization negatively as it causes communication failure, social and personal alienation [4]. W. Benjamin also says that this process leads to self-consciousness reduction which makes mass mentality easy to manipulate.

Referring to Hegel's concept of art decay we can claim that contemporary art exists after the "end of art" which means it is beyond history, ideal or spirit [5]. Art today is closer to a market merchandise than to a masterpiece: we see how relations between an artist, an artwork and audience become mercantile. The difference between household environment and art realm is being highly reduced today. Let's look back on some artworks in XX century to give an example to our words: Marcel Duchamp, Fountain 1917; Andy Warhol, Campbell's Soup I, 1968; Daniel Spoerri, Kichka's Breakfast I, 1960; Robert Rauschenberg, Bed, 1955; and in XXI century: Wim Delvoye, Concrete Mixer (Wedgewood III), 1993; Maurizio Cattelan, America, 2011; Carol Bove Vague Pure Affection, 2012; Genco Gulan, Art (Blue), 2013; Kevin Beasley, Strange Fruit (Pair 1), 2015. These works illustrate that our everyday matter-of-fact reality becomes the main subject to be painted: artists left classical themes behind, get rid of complicacy and moved on to various social problems, commercial and entertainment lines and others. Art today becomes one of the market sectors following common tendency to turn culture into a huge commodities-and-service industry: videogames, blockbusters, social media, music, magazines, photography and art too.

Despite that art exists apart from economic industry it is a kind of commercial and social production. K. Marx and F. Engels only planned to make art a part of social-economic realm in XX century, but today, in XXI, it not only has happened but commercial element is taking a leading role. Art gallery managers and centers of contemporary art consider culture as a socio-political event but not as a representation of our reality. Artwork today tends to bear social impact and be plain, simple and understandable, it shifts from the ideal to the conceptual and is not being created but is produced like a commodity. Produced and reproduced works of art become an intensive medium within mass media world. W. Benjamin, H. Marcuse, J. Ortega y Gasset, P. Marsche, J. Baudrillard, G. Debord, A. Dantho, P. Virillo, T. Eagleton and many other researchers defended this notion.

Visual culture gives the most accurate and sensitive characteristic for an epoch during which it appears. It captures the spirit and trends of social life faster and more effectively than other fields of art. Therefore contemporary culture should be called visual. It is a reflection of social transformations which integrates social, political, economic and intellectual processes on a brand

new level. Visuality forms a special realm matching individual and public activities today. It is an essential part of our modernity and helps to understand and solve many issues concerning our society, culture and a human being.

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A.V. Ivanova

Saratov, Saratov State University

THE USA AND THE PRC IN THE RIVALRY FOR LIDERSHIP: THE SUCCESS OF FOREIGN POLICY CONCEPTS

Nowadays there are many Washington's strategies of foreign policy and leadership concepts that are competing with the Chinese concepts. By the way, in 2002 G.W. Bush exactly defined China as a "rival", but not as a strategic partner. How the idea of leadership and peculiarities of its practical implementation are changing for both of these global actors in real actual conditions? And which approach is more adapted to varied global features?

According to these questions, the purpose of my research is to analyze the effects of foreign policy concepts of the USA and the PRC in modern geopolitical reality.

One should make several steps to achieve the purpose:

outline a signification of leadership, find its qualities; analyze concepts of leadership in the USA and doctrine of foundation of Washington's foreign policy which are connected with them ; indicate a "Chinese approach" to the upbuilding of the system of international relations, show a practical expression of the USA-the PRC relations and characterize an extent of their success in the theoretic sphere of foreign policy concepts.

It is possible to elliptically identify the phenomenon of leadership as follows: "the leadership is a capability of objects and subjects, existing in the world politics to exert influence on general politics' processes with the purpose of their control and organizing" [1, 23].

In conformity with that information, a signification of leadership is closely related to such known phenomenon in international relations as the control. Temnikov emphasizes its main feature: the control should be represented as an effect, based on the aim to change the behavior of their subjects or elements of the international relations' system [2].

Also there are some of standards, which must be possessed by the leader for performing the "control" of general politics' processes.

German researchers have identified the basic qualities that are incidental to a leader in more specific and objective way. They are: economic power and the potential of its growing; political stability; developed educational and technical-scientific sector; the availability of vast nature resources; leadership's capability to solving global problems and providing security; ingratiating and confidential social-economic model; military power [3, 13].

Leadership is defined through some of moral measures withal. Incidentally there are diametrically opposed researches' opinions on that controversial issue. So, foremost it is indispensably to detach such notions as "hegemon" and "leader". The first word has stricter connotation. The notion "hegemon" is connected with strong type of leadership which distinguished unilateral way of taking actions on the world scene and ideological Christhood. There is a contrary sort of leadership named "consensual" or "soft" that involves overground and liberal behavior of forehand subject in international relations unfolding in the situation of multipolar world system, also pursuing its own ends using "flexible politics".

Based on the preceding statements, it is possible to affirm that the real leader must possess several characteristics: voluntary assumption and delegating authorities to preside guidance for world processes; declared prestige; taking the other interests into consideration; responsibility and resourcefulness [4, 41].

The USA announced the global character of their national interests as early as during the period of Reagan's office. From this moment, Washington has begun realization a leadership's conception, formulated by neoconservatories, which can denoted as strong hegemony, where the USA organized "safety" world in accordance with their values. To the second half of 1990-ies there was arising the conception of "soft power" or liberal-conservative conception of the leadership. However, in this case a clear connection is observed between new ideologies and traditional military political manners of control.

The US Doctrine of Preventive Self-Defense was announced in 2000s and failed because of aggressive politics of Washington's government, an apogee of which became the intrusion into Iraq, and it was transformed into the more advanced version of the US Doctrine of Global Leadership introduced during the Obama's office, as some analysts consider. This was embodied into the chief US Foreign Policy Doctrines - National Security Strategy 2010 and 2015.

In the situation of confrontation under the modern conditions, in these documents Washington declared fundamentally new principles: necessity for making a security coalition; allegation of "soft power" as one of the basic authority's tool and also an international law supremacy over state interests. In the last National Security Strategy, the idea of strengthening of world pluralism is claimed even greater [5].

However the growth of geopolitical Chinese potential made Washington clearly understand the need to hold in. This was described in the Doctrine of Counterbalance, which was combined with "necessity to rebalance toward the Asia-Pacific region", claimed in the Obama's report - Sustaining Global Leadership: Priorities for 21th Century Defense [6].

Washington's apprehensions of Chinese strengthening as a potential world leader have a real foundation under. Beijing is adequate to all these foresaid leadership's features.

According to the rate of economic indexes' growth, Chinese economy hasn't got any rivals. That statement may be confirmed by fact demonstrating the pursuing first place by the size of GDP PPP in 2014 and in 2015 the index is increasingly surpassing the US GDP [7].

Though the social-economic model of Chinese state hasn't got any misbalances that are pointing to such an active economic growth. Chinese administration implemented the aggregate of reforms in trading, banking and infrastructural spheres. There is renouncement in 2005 of so-called "GDPism" (GDP accumulation at any price), developing alternative energy sources, an active social politic. Stability concerns also political sphere in spite of expert's remarks about the high level of conflictogenity of internal politic situation.

As regards to military power, the PRC is on the second place after the USA counting by expenditure for military-industrial complex [8, 2]. As for the information from Stockholm Institute of World Problem Research, military expenditure of China amounts in 2015 215 billions of dollars. The PRC continues to buy high technologies around the world improving them at the same time. So, Chinese company Lenovo, purchased the popular brand Motorola, and raised itself on the top of the world Smartphone market.

The whole of that is creating China's image of leadership. But does the PRC aim to exercise the control of the international relations system?

The base of Chinese Foreign Policy Strategy is a doctrine, adopted in 1993 by Council of War in Central Committee of the CPC "Three northes, four sees". The main idea of that document consists of peaceful expansion of Chinese dominating influence, called itself "middle state", on over "three northes", that is: the USA, NATO and Russia.

China corroborated on XVIII the CPC's meeting its responsibility of ensuring security and supporting peaceful nature of all world's actors. Confirming an establishment of "socialistic system with Chinese specifics", Si Czin'pin made a statement in his report about the rebirth of

Chinese nation, that realizes in the aim of the PRC to have "power, democracy and harmony". Consequently, the report, proclaiming the PRC as a unity of three beginnings: traditional, modern and global, contains a long-term purpose in foreign policy. It is a keeping a peaceful global situation, that is necessary for China to receive the status of world leader.

Democracy and harmony are expressed in Chinese foreign policy by using a "soft power", that was fully expounded in the article "Chinese Model Destroys the Hegemony of "Human Values"", published in the newspaper "The People's Daily" in January, 2013 [9]. China's realizing an expansion of its cultural values, considering that the future world will have a polycentric system without a dominating of western conduct's models.

Nowadays Washington aspires to making its foreign policy similar to Chinese doctrine's lines.

So, at this time, using economic and trade tools of influence, the expansion prevails in actions of both powers. Following the Chinese initiative about making The Silk Road Economic Belt, the USA impetuously increases a process of signing such a long-term projects like Trans-Pacific Partnership (that is an alternative of ASEAN and APEC in which China is playing an important role) and Transatlantic Trade and Investment Partnership with the EU. TPP now is in the process of signing, under pressure of Washington, and may cause a real economic damage to developing countries of the Pacific Rim by introducing extremely low customs-tariffs. Otherwise, China assists in development of these states through investment into economics of many countries and inserting capitals into infrastructure's building.

Besides that, Beijing influence becomes more and more influential in Latin America. The USA reaction on that has been the following: an organization of diplomatic campaign in South America which had an unprecedented character among this region. The striking illustration of that is a reestablishment of diplomatic relations with Cuba and an official refusal of The Monroe Doctrine in 2013. The united Europe serving as a strategic USA ally takes one of the first places in the list of the main foreign trade PRC partners [10, 496]. That is the reason of intension unfolding an American Missile Defense in the European region.

According to official statements of American administration, the USA acts toward the PRC friendly enough. Although Beijing's operations are assessed by Washington quite negatively. Both countries are not disputing openly but there are rivals in a lot of spheres.

To sum up all, there is a need to inform that Washington aims now to adopt its leadership concepts under current changes on the world scene and to transform the old politics of hegemony into responsible leadership. However a conception of collective leadership of the PRC is more attractive for many global actors. A lot of American experts predict that Beijing contains all the necessary economic tools of world processes' control and begins to manifest itself much stricter.

But if this forecast is probable, it will be realized not in the nearest future. Chinese conceptions of leadership, in spite of egoistic and pragmatic principles, hold Confucius approach to making an ideal Universe. And this centuries-old philosophy is almost impossible to withdraw from Chinese mentality.

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A.A. Kalinkin

Saratov, Saratov State University

CYBERSPACE IN CONTEXT OF SYMBOLIC INTERACTIONISM

Current tendencies in development of Cyberspace demand the use of a wide methodological array for researching social interpretations within the Internet. The symbolic nature of virtual reality makes it necessary to interpret phenomena such as trolling, memes, and specific slang that are born within the confines of Cyberspace, through the prism of symbolic interactionism.

Symbolic interactionism is a branch of social science which focuses on studying of symbolic communication, as a basis for social interaction by utilizing: language, gestures, and cultural signs.

Symbolic interactionism is founded upon interpretation of human behavior, because in the process of communication the individuals not only react to actions of each other, but also try to decipher their social meaning.

The idea of symbolic interactionism was developed by American philosopher, psychologist and social scientist George Mead. According to Mead, there is a fundamental distinction between action and social action. Action implies only one actor, whereas social action suggests the presence of at least two individuals what creates social interaction. Such interactions are divided into two types of signs:

- signs that induce unconscious reaction;
- signs that provoke conscious interaction [1, 215].

The latter type is innate only for humans and represented by language or other communication channels, and exists for the reason to cause a certain reaction or encourage the listener to a certain line of behavior, which, in a nutshell, is social communication. Symbols are a part of experience, which allow to convey the notion of objects that exist only as an abstract, with no regard to time and space, and, therefore are the universals of discourse.

According to Blumer symbolic interactionism possesses 3 main aspects:

- people's actions with relation to things are based on meanings that those things create in actors' consciousness. The word "things" implies not only physical objects but also: ideals, actions, and other individuals, social categories and institutions;

- meanings of things are not innate, on the contrary, they spawn in the process of interaction with the social environment;

- meanings are used only whilst things are interpreted by individuals, and can change in the process [2, 45].

Symbolic interactionism states that individual cannot form outside of society, the individual is always social. At the same time, communication can be successful only if individual can behold him or herself from other person's perspective. This exact ability endows an individual with properties of personality. In case of group interaction, individual generalizes the group's point of view towards himself, which allows him to choose the optimal way of conduct.

The main ideas of symbolic interactionism are:

- a person must be viewed as a social individual;
- a person must be considered as a thinking being;
- people interpret situation without directly perceiving it;
- people are active beings with regard to environment.

In present days, methods of symbolic interactionism find direct appliance at studying communication models of Cyberspace. For example there is the notion of 'role distance', which

means – the behavioral strategy of an individual, who in aspiration to correspond to social expectations, realizes the divide between inner and outer planes of self-definition. As the result, this individual is forced by society to play social roles that in reality do not belong to him, which in its turn, makes him undergo the identity crisis, since he has to control his behavior to correspond to his ‘social face’ [3, 15]. Identity crisis is a common phenomena of Cyberspace, because of large amount of contradicting information, that the individual has to encounter. At the same time, the anonymity and freedom of Cyberspace facilitates the mystification of ‘I’ and makes individual conduct ‘social performance’, which is construction of new identities within the social spaces of the Internet. Individual acquires polyidentity, many-sided ‘I’, which can be fully expressed only in Cyberspace, since virtual reality allows individuals to freely self-express, self-present themselves and be more socially mobile.

As some researchers showed, the arbitrariness in identity formation can be one of the reasons of Internet addiction, ‘communication pleasure’ comes from the freedom of choice and the absence of social control, when establishing intersubjective relationships [4, 47-63].

In conclusion it should be noted, that the research filed of social interactions in Cyberspace in context of symbolic interactionism definitely has a practical side to it, and gains popularity as grows the amount of people involved in construction of symbols within the social spaces of Internet, correct interpretation of which is only possible in the context of virtual communication.

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A.F. Khasanshina

Saratov, Saratov State University

STYLISTIC DEVICES USED FOR THE «FIRE» METHOLOGEME IN WILIAM GOLDING’S NOVEL

Over the years, the problem of interaction between myth and literature has been relevant. Since the twentieth century up to today, the foreign and the Russian scientists have continued to consider the nature of myth, focusing on the mythological analysis of fiction. This aspect of

linguistics is interesting because the fiction abounds in myths, mythical stories and mythologemes, which are most appropriate for the description of contemporary society.

However, despite such popularity, a final definition of «the mythologeme», the main structural element of the modern theory of myth, is not given yet.

Let us recall, that for a long time, the myth has been the subject of research in various humanitarian spheres: philosophy, cultural studies, literature, psychology, history. But it is undeniable that the term «mythologeme» has become common as a term after Carl Gustav Jung's psychoanalysis. The psychologist used this term to describe some stable constructors, which are repeated in public collective imagination and generally reflect the reality in the form of concrete sense personifications, for example unreal creatures. On this basis, we can conclude that the mythologeme is not always a mythological material, sometimes it can be a component of this material. It means, that we should emphasize a wide range of meaning: from the myth's plot to the simple mentioning of the mythical hero [1].

The mythologemes are always important in the fictional text, even if it is only the mentioning of the mythical hero or the hint to the myth. Usually such seemingly insignificant things can help the author to implement the basic idea of his work. But, of course, sometimes it's complicated for the readers and takes a lot of time for the interpretation.

Most often, weaving myths in the plot is carried out by the author by means of such stylistic devices, as a metaphor, a simile, a personification and an epithet.

Let us recall, that a metaphor is a figure of speech in which an implied comparison is made between two different things that actually have something important in common. The word metaphor itself is a metaphor, coming from a Greek word meaning to «transfer» or «carry across». Metaphors «carry» meaning from one word, image, idea, or situation to another [2].

It's worth emphasizing, that the word «comparison» in the definition of metaphors, is misleading, many people confuse metaphors with *similes*. *Let us clarify some details. Of course, similes and metaphors are similar, but similes explicitly use connecting words (such as like, as, so, than) and usually consist of two members: both being compared objects. But as for metaphors, they are known for their compactness and the imaginative use of words. From our point of view, namely the imaginative use of words makes the metaphors indispensable for the author who wants to weave the mythologemes in the literature text [3].*

One of the commonly used types of *metaphors is a personification. It is giving human qualities to animals and objects. The personification is used frequently for the image of nature, which is endowed with human traits.*

And finally, the next most common stylistic device used for the mythologemes in fiction, is an epithet. Everybody knows that this is a particular lexical stylistic device, characterized by

expressiveness. The epithets always have emotional meaning and their main function is to identify the author's attitude to the described subject. Moreover, the epithets can be creative (created by author) or language epithets (simple and common) [4].

Let us consider the use of these stylistic devices, namely, how the author reveals conceived mythologemes with their help. In our opinion, the best material for it can be the novels by William Golding. In our article we focus on the novel "Lord of the Flies."

The plot of this novel contains lots of mythologemes. We've chosen one of the main - the «fire» mythologeme.

Before the analysis, a short summary can be valuable. In the novel "Lord of the Flies" William Golding wanted to expose the flaws of modern society, placing his characters, a group of boys who have suffered a plane crash, on a deserted island, far from civilization. At first, the characters behave with dignity, but then growing hostility between them led to a bloody and frightening climax. It is noteworthy that all these bright, fateful events are accompanied by the phenomena of nature and the two elements: water and fire. Let's consider the last one.

In the mythology of many nationalities the fire is one of the fundamental elements of the universe, and at the same time it is the death of the universe in many myths.

It should be noted that in Golding's novel fire is an ambivalent symbol: the rescue and the destructive element.

In the first chapters it is associated with salvation, it is a signal fire. The primary meaning of the fire as a symbol of salvation becomes evident in the words of Ralph:

We want to be rescued; and of course we shall be rescued. We must make a fire! [5, 81]

In this case the fire is a symbol of salvation, it is used in parallel with the symbolized, which is confirmed by the following words: *we must make a fire*, or *we want to be rescued*. At the time of its inception the boys are dancing; Salvation seems close, and the fire - harmless and friendly.

...a tiny flame appeared. The flame nearly invisible at first...grew, was enriched with colour...

To emphasize this, to describe the flame W. Golding uses verbal epithets *tiny* and *nearly invisible*.

However, such a fire is short-lived, and soon the author uses a metaphorical epithet and a metaphor *savage arm of heat* wanting to warn the heroes, that the tongue of flame can be dangerous and fatal:

...the fire thrust out a savage arm of heat... [5, 85-86]

Thus it appears to the reader. Undervalued by most guys, a powerful force of nature, a silent witness of the first quarrels - fire, shows the children where they are and what will happen if they do not find agreement with each other:

Small flames stirred at the trunk of a tree and crawled away through leaves and brushwood, diving and increasing [5, 89].

In this case, a description of the fire's *small flames* conveys an initial attitude of children to it, and the personification in the form of the verb *crawl* and the verbal participial phrases *diving and increasing* conveys the scale of the impending disaster.

After such a promising line, the reader understands that the fire, which was originally designed to provide salvation turns into a relentless and cruel, almost a real thing.

The expanded metaphor and simile, which create the effect of growth helps to create the image:

The squirrel leapt on the wings of the wind and clung to another standing tree, eating downwards...The fire began to gnaw. The flames, as though they were a kind of wild life, crept as a jaguar creeps on its belly towards a line of birch like saplings...They flapped at the first of the trees...[5, 89-90]

In this case, *the squirrel, a jaguar, a kind of wild life* are not just a metaphor and simile, they are a symbol. The subject image here becomes symbolic as a result of the transition of a real phenomenon (fire) to the level of a symbol. For example, signs and actions of animals, namely the speed typical of a squirrel are expressed using impersonification *leapt, clung, and began to gnaw*, agility and ferocity of the jaguar (personification *crept and flapped*) passed the fire, thus giving his savagery and unbridled.

Namely at this moment the children understand that the fire developed from a friend into a hostile creature that claimed the life of one of the boys. But there is a paradox: thanks to the fire the boys will be saved.

As we can see, William Golding's novel "Lord of the Flies" implements the fire mythologeme with the help of different stylistic devices: metaphors, similes, personifications and epithets. With the help of these devices the author shows that the fire is not only a symbol of salvation, but it becomes a mysterious dark power, that follows the main characters throughout the novel.

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B.K. Khassanova, A.K. Izteleuova

Uralsk, West Kazakhstan agrarian-technical University after Zhangir Khan

SOME ASPECTS OF IMPLEMENTATION OF MULTILINGUAL EDUCATION POLICY AT HIGH SCHOOL IN KAZAKHSTAN

Today the problem of polylingual education in higher educational institutions of Kazakhstan is quite relevant. This topic is connected with solving a number of problems connected with planning, determining strategic and tactical goals, content, and an inadequate techniques and technologies. First and foremost, in this article we would like to mention the attention of the Nation's Leader to this part of the state policy, which is obvious and deserves the most careful study and analysis, because the unique project initiated by the head of state — the Trinity of languages — is being realized in our Republic. One of the most important aspects occurring in the Kazakhstan society in the economic and social modernization is the language policy. In today's multilingual and multicultural world the actual problem of languages conjugacy, the search for effective and viable programmers in the field of languages consolidation companies is of vital necessity as it had never been before. In this regard, the importance and relevance of multilingual education, resulting from the introduction of the idea of the President of the Trinity of languages is of no doubt [1, 15].

To achieve international standard level of proficiency in several foreign languages, we have formulated the concept of multilingual education. It involves the formation of poly-lingual personality with a certain selection of content, learning principles, the development of special technology using multilingual phrasebooks, dictionaries and educational literature, which would indicate the similarities and differences between basic, intermediate and new language learning. In new technologies of training is necessary to ensure the identity of the content of learning second and third languages, starting with universal linguistic phenomena to move to a specific new, study, language. Polylingual personality is a model "of a man, which is considered from the point of view of its readiness to produce speech acts, to create and make art works" in three or more languages.

Multilingual education is the basis of the formation of multilingual personality, the level of development which largely determines the positive personal self-realization in modern conditions of social relations, its professional competitiveness.

You call a person multilingual if he (she) speaks, understands and capable in various situations to use foreign languages. Learning a foreign language does not mean getting education. We can speak about multilingual education in those cases, when other disciplines are taught in foreign language, e.g. literature of the studied language, Country Study, etc.

The aim of the process of the polylingual personality formation is to transfer the richness of the language and culture of the native people's life experiences, traditions and spiritual values, the enrichment of the culture of peoples living together, introduction to the treasures of world culture to

the younger generation— a synthesis of the best achievements of the cultures of the various peoples inhabiting our planet.

What is an innovative, multilingual model of education? Multilingualism in the educational environment is one of the main aspects of the work of all educational institutions of the country. The program of multilingual education envisages the creation of a new model of education, contributing to the formation of a competitive generation in terms of internationalization, owns the language culture. Trilingualism gives students the key to world markets, science and new technologies, creates conditions for the formation of a new worldview and exposure to the cultures of the different peoples [2].

Kazakhstan is a multinational country. In Kazakhstan 130 ethnic groups and nationalities are living in peace and harmony. Today for Kazakhstan the doors to almost all countries of the world are opened. Youth have the opportunity to learn, to study in foreign universities through various training programs and academic mobility. Knowledge of languages gives you the opportunity to see the world, learn from the experience and be a sought-after expert not only in your region and country but also far beyond its borders. Successfully today is the realization of principles of Bologna process in Kazakhstan universities. The introduction of the principles of the Bologna process is directly connected with multilingual training. Joint educational programs, academic mobility is not possible without knowledge of a foreign language.

Multilingual competence is not just knowledge of several foreign languages. Multilingual competence is possession of a system of linguistic knowledge, the ability to identify similar and different in the linguistic organization of different languages, the understanding of the mechanisms of the language and algorithms of speech acts, possession of meta-cognitive strategies and well-developed cognitive ability. Multilingual competence is not the sum of knowledge of specific languages, but is a single complex, often asymmetrical configuration of competencies, which supports the user. It improves the understanding of the methods and process of studying foreign languages and develops the ability to communicate and act in new situations. Multilingual competence makes possible successful operation at the self-mastery of the basics of a previously unknown language so that the competence of multilingualism may be seen not only as a possession of several foreign languages, but also as the ability to learn foreign languages, possession of a "sense of language", the desire and ability to independently learn foreign languages.

The study of the state of multilingual education and the analysis shows that should make a number of sequential activities, namely: to study the actual situation of multilingual education in the Republic of Kazakhstan;

- explore the global experience of implementation of multilingual education;

- to develop a model of implementation of multilingual education in the aspect of requirements of the State program of education development in the Republic of Kazakhstan for 2011-2020;
- to develop a model of multilingual specialist [3,21].

The knowledge of the Kazakh, Russian and foreign languages is becoming in contemporary society an integral component of personal and professional activities. All of this raises the need for a large number of citizens who practically and professionally multilingual, and receiving in connection with the real chance to take in society as more prestigious social and professional position.

We consider that the experience of Kazakhstan universities for effective training of multilingual staff in different areas should be fully spread in order to develop common solutions and suggestions. Learning languages in the educational system of Kazakhstan has established tradition: innovative methods used by teachers, methods of interest formation in learning (educational games, educational discussions, creation of problem situations, etc.), methods of formation of duty and responsibility in learning (encouragement, approval, disapproval, etc.); implementation in the educational process of teachers and students of new technologies (presentations, educational material, electronic manuals, audio and video materials, etc.), activate the process of language learning and promote effective learning of Kazakh, Russian and foreign languages.

The content of multicultural education has many aspects and has a high degree of interdisciplinary, which allows considering the problems of multicultural education of educational disciplines of Humanities, natural science, artistic and aesthetic cycles and special courses on the history and culture of individual Nations.

Thus, for the formation of a competitive specialist, outgoing positive personality, capable of active and effective life in a multinational and multicultural environment with a developed understanding and sense of respect for other cultures, ability to live in peace and harmony need of multicultural and multilingual education [4].

One of the main objectives of the initiation of young people to universal, global values, the formation of students' skills to communicate and interact with other cultures in the world community. In this regard, the understanding of the role of languages at this stage raises the issue of language learning and improving language proficiency of students and University professors, who must know the state language, Russian as the language of interethnic communication, and English - as language of successful integration into the global economy. The creation of equal conditions for study three indicated languages does not mean equal sphere of their functioning, equal functional

load and, finally, their equal status. The emphasis is on the pedagogical component of this cultural project, which can be labeled as multilingual education.

For the last time significantly changed the status of a foreign language in Kazakhstan. The entry into the world community, economic and sociocultural situation in the country has provided a huge demand for knowledge of foreign languages, created a strong motivation for their study. Today, knowledge of foreign languages is no longer a luxury, but a necessity. Opportunities for learning abound, not to mention the methods of teaching. Despite this there are many issues that hinder the successful mastering of languages. One of the key problems lies in the psychological unpreparedness of students to learn foreign languages. Most of us continue the tradition of Soviet standards of education, put inflated trims – speak perfectly without an accent, to write without a single error and is to learn grammatical rules that are often not respected and native speakers in everyday speech, they do not strive for perfect pronunciation, and selecting the correct grammatical forms. Students, who have difficulty with the mastery of certain rules, not show interest to learn a foreign language, feel their insecurity and inability to this type of activity. Today there is a completely new methodology of learning foreign languages, which aims to develop communicative competence, is to teach to communicate, to understand and respect another culture. Foreign language, be it English, German or any other, should not be perceived by students as an academic discipline, subject matter, and should occupy a higher position—as an integral part of modern life, as a means of communication. And therefore on the shoulders of teachers falls the difficult and responsible task of creating a casual yet practically valuable communication, interaction, language communication between students.

The years of development of sovereign Kazakhstan shows that bilingualism and multilingualism in society would not infringe upon the rights and dignity of the Kazakh language, but also creates all necessary conditions for its development and progress. But it depends on well thought-out language policy of President Nazarbayev and the state and capacity of the national intelligentsia to preserve and develop the culture, history and language of the Kazakh people. The concept of language policy of the Republic of Kazakhstan determines the Russian language as the main source of information on different areas of science and technology, as a means of communication with the near and far abroad. The development of the state, Kazakh, language, the preservation and development of Russian, the implementation of a policy of multilingual education -the task is important but difficult. To solve this problem is possible only together, force all members of society.

Development of multilingual personality who knows and respects the culture and traditions of not only his, but of other peoples too are very important for our Republic. Since the future of Kazakhstan is in hands of our youth.

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A.V. Kizhaeva

Saratov, Saratov State University

THE ACTIVITY OF INTERNATIONAL ECOLOGICAL ORGANIZATIONS IN THE ARCTIC REGION

Nowadays the Arctic region compels more and more attention. Many countries consider it as a strategic and geopolitical goal because of enormous reserves of natural resources and strengthening of the factors that affect national security of the whole world. Sometimes the 21st century is called “the Arctic century”: in the beginning of it the main prospects of the region development were identified and there were investment funds for the large-scale Arctic programs’ realization [1]. The Arctic region is becoming the place where economic, political and environmental interests of Arctic and non-Arctic (China, South Korea and India) states are concentrated.

Such extensive industrial development of this region involves activation of human activity, development of transport technologies and intensive resource exploitation. Today all these factors have a negative impact on the fragile Arctic environment which has led to the degradation of unique ecosystems. This causes the necessity of international cooperation among countries and different IOs in the fields of natural habitat preservation, development and execution of an intelligent and multi-dimensional model of sustainable use of natural resources [2].

Even now we can observe the changes which have already led to serious ecological consequences that gained the global status. According to the United Nations Environmental Programme (UNEP) there are some major problems of the Arctic region.

First of all, it is a climate change and ice melting. The recent research shows a significant reduction of the ice areas in comparison with the previous ones. In December 2015 the highest temperature over the past 115 years in the Arctic has been recorded [3]. In 2016 the area of glaciers has reduced to 4,14 million km². The data suggests evolving of the global warming process [4]. That demonstrates the harmful effects on the flora and fauna of the Arctic, on the regional infrastructure and also on the rising of Oceans level which has risen by 5 meters for the last 23 thousand years due to the ice melting in Greenland (Denmark). According to scientists’ forecasts, if

the current situation maintains to the end of the century, the level can increase for a further meter [5].

Secondly, it is pollution of the northern waters with oil flows, chemical waste and marine transport. Heavy metals (mercury and lead), radionuclides, oil hydrocarbons and other dangerous chemicals as a result of human activity can get into natural environment and accumulate in living organisms providing toxic effects. Accidents at boreholes and floating platforms cause immense harm to the Arctic ecology, but the most essential is fuel spills. They have a cross-border character polluting both the coasts with oil and the World Ocean. Cleaning water area from oil is an extremely complicated task by itself and it is almost impossible in the Arctic conditions [6, 254].

The third thing is the reduction of the Arctic animals' population and the alteration of their habitual conditions. Climate changes predicted by scientists will affect the inhabitants of this region; some of them, for example, polar bears, walruses and blue whales have already been included in the Red Book. The reduction of ice areas leads to the narrowing of their habitats and the impoverishment of food supply.

That is why the international cooperation in the sphere of environmental safety and ecological preservation which has actively been developing since the 1990s is necessary for solving the existed problems and the emerging ones. No doubt that the main role in this process belongs to the Arctic states but without the participation of international conservation organizations (both intergovernmental and non-governmental) it will be more problematic.

Nowadays there are a lot of ecological organizations in the Arctic region but I suppose that the most influential are the World Wild Fund for Nature (WWF), Greenpeace and Arctic Monitoring and Assessment Programme.

As for WWF, the preservation of the Arctic nature is one of its paramount problems. The Fund is the first non-governmental organization which has brought together the efforts of 8 Arctic countries through national offices in the USA, Canada, Norway, Denmark (Greenland), Finland, Sweden, Russia and the Icelandic Association for Nature Conservation. The organization has developed a special project which consisted of several points. The first is the prevention of threats associated with oil and gas production and with possible oil spills. WWF strongly supports the creation of more advanced and accurate technology of their elimination in severe Arctic conditions. Now on the basis of the Fund special rapid response crews are created which, in case of an emergency situation, could find in due time the oil slick and take necessary actions for its removing. Secondly, the World Wide Fund for Nature in collaboration with states and other organizations develops a package of measures directed to the minimization of damage from shipping, thus promoting the adoption of common standards and a control system in this sphere. The third important direction is the protection of the Arctic waters, especially the Barents Sea and the Bering

Sea, Bristol Bay in Alaska, Arctic land areas and biodiversity (the programs of the preservation of the polar bears, whales, etc.) by creating a system of protected areas [7]. Such an integrated approach of WWF with involvement of all stakeholders will help to keep the unique Arctic environment.

Greenpeace also indicates among its international projects the programme “Save the Arctic” which started in 2012. The main goal of the organization is to stop the oil extraction and industrial fishing and to create a world reserve park around the North Pole in that area where national jurisdictions of the Arctic states do not exist. Due to the signatures collected by Greenpeace the ExxonMobil company refused to participate in the development of the Arctic shelf in Greenland in 2013 [8]. In 2014 the oil company Shell had to abandon shelf developments in Alaska but it continued to cooperate with Gazprom in the Russian part of the Arctic region. Thanks to environment campaigners in 2015 the Shell declared that it completely stopped oil drilling in the Chukchi Sea. Earlier, such big players as Chevron and BP, in turn, had abandoned their arctic plans. Today the Russian “Prirazlomnaya” remains the only oil drifting platform in the world [9], but Greenpeace advocates for its closing. However, this organization is often criticized for its methods in the implementation of the objectives. We all know the “Arctic Sunrise” ship case in 2013 when Greenpeace activists opposing the oil production in the Arctic tried to grab the “Prirazlomnaya” and then a long international investigation followed. But despite all the things the most important aims of the organization are conservation of the unique Arctic nature and climate conditions, restriction of human activities, development of renewable energy and other programs which will give more commercial effect than Arctic projects.

The Arctic Monitoring and Assessment Programme (AMAP) was founded in 1991 on the basis of the Arctic Council and now it is one of its working groups. The main goals which are pursued by AMAP are: providing the information about the status of the Arctic region with respect to pollution, threats and climate change issues in accordance with persistent organic pollutants, radionuclides and heavy metals; investigating the pathways to distribution of pollutants in the Arctic and their impact on Arctic ecosystems and humans [10]. The organization constantly publishes scientific reports and recommendations for the governments of the Arctic region countries. Within the Adaptation Actions for a Changing Arctic (AACCA) framework together with local communities there have been created special integrated groups in 3 areas: in the Barents Sea, the Davis Strait / Baffin Bay and the Bering Sea / the Chukchi Sea / the Beaufort Sea. Moreover, in 2015 AMAP provided the assessment of emissions’ sources and “black carbon” and methane influence on the Arctic climate. By 2017 the organization is going to finish the work on the usage of unmanned aircraft systems for research and observations, as well as to continue to promote international cooperation between states and environmental organizations [11].

In addition to these organizations, the United Nations Environment Programme (UNEP), the main UN body in the ecological sphere, plays an important role in the preservation of the unique Arctic nature. The priority points of its activities are the organization and holding different events directed at the environment protection, legislative work in this sphere and cooperation with global institutes. The UNEP plans cover more than 140 states and various regions and the Arctic is one of them. In 2004, under the auspices of the UNEP the Stockholm Convention on Persistent Organic Pollutants was signed. It fixed the measures for control of its production, export and utilization [12]. In 2011 the UNEP together with the Russian government has developed a large-scale program "Arctic Agenda-2020" which is planned to start during the presidency of the USA in the Arctic Council (2015-2017) [13]. The purpose of this initiative is a sustainable management of the Arctic environment in case of rapidly changing climatic conditions. It is planned that such world structures as the Global Environment Facility, the World Bank, the European Bank for Reconstruction and Development, etc. will be involved in its implementation. However, because of the complicated relations between Russia and the Western countries this project was put on hold, but there is hope for a quick resumption of cooperation in the neutral spheres such as ecology and climate [14].

In conclusion, it is necessary to mention that since the beginning of the 21st century the international community has paid more attention to the Arctic as compared with the previous periods. Consequently, the threats connected with the active Arctic region development (such as shipping, oil and gas production and industrial fishing) have also increased. But we should not forget that the Arctic is a territory of dialogue, and only through the participation of states and international organizations it will be possible to solve all the problems facing the region, covering different spheres including the ecology. But still hope remains that international cooperation in the field of the environmental protection will continue despite the political situation in the world. The Arctic is our common treasure, and it is necessary to do everything possible to save it for future generations.

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O.V. Konevskikh

Saratov, Saratov State University

THE FIGHT FOR THE ARCTIC TERRITORIES: RUSSIA VS CANADA

It is known, that due to the decrease in ice area, the opening of new shipping routes, as well as prospects for production of hydrocarbons in the Arctic Ocean, the Arctic is becoming increasingly strategic important for the five Arctic states - Russia, Canada, the USA, Norway and Denmark - countries tend to strengthen their influence in the region. The Arctic Council is a bastion of cooperation between the states, where the countries resolve issues related to the protection and safety of the environment and economic development of the region. The United Nations Convention on the Law of the Sea defines an ownership of the Arctic sea areas to a country. This Convention was signed by all Arctic states, with the exception of the United States. According to the Convention, the Arctic countries after its ratification provided a 10-year period for the submission of claims to extend their exclusive zone. According to the official statistics, Norway, Russia, Canada and Denmark have already conducted a number of studies to substantiate their claims and have filed an application to expand the boundaries of their exclusive economic zones in the Arctic region.

politicization and publicity claims of expanding the boundaries. In addition, the submission states, “overlap” on each other. The aim of my research is to determine the affiliation of the disputed territories that overlap in claims of Russia and Canada.

According to the US Geological Survey (2008), exploration of hydrocarbons to the north of the Arctic Circle has already resulted in the discovery of more than 400 oil and gas fields, it

contains around 30 % of world gas reserves [1]. The Lomonosov Ridge, claims on which are marked in Russian and in Canadian applications extends from Ellesmere Island across the North Pole to the New Siberian Islands, and it is essential to gain access to the riches of the Arctic. As it was already mentioned, Arctic states that have signed and ratified the UN Convention on the Law of the Sea, may apply for an extension of the zone to 350 nautical miles. However, the state has to provide a proof of an ownership of the territory. Russia and Canada have taken this opportunity, including an ownership of the Lomonosov Ridge in their submissions to the Commission on the Limits of the Continental Shelf (CLCS).

Making the borders, according to the claims submitted to the CLCS includes a set of measures. First of all, the state needs to carry out scientific research in the Arctic region, which includes bathymetric surveys necessary to measure the depth and making geomorphological maps of the sea-bed; seismic surveys, which take place on the sea-bed to measure the thickness and the sound velocity of rock structures with a view to comparing them with the structures on the continental shelf of a coastal state [2]. Thus, it clearly shows that the Commission assesses the claim not only from the legal point of view, but also from the scientific one.

That is why, the Government of Canada is working on a collection of evidence on the ownership of the land in the Arctic for proving its claim. Former Canadian Foreign Minister John Baird said: “We are all concerned scientific, technical and legal resources of all the government to determine where it begins and ends our continental shelf. And we will seek international recognition of our claims” [3]. A proof of the words of John Baird was the statement by the Government of Canada on the allocation of \$ 7.5 billion on departure at a six-week voyage two icebreakers in the Lomonosov Ridge area for drawing maps of the seabed and the construction of the eight Arctic patrol ships for the protection of Canadian sovereignty in the North.

We must recognize that the disputes over Arctic issues in Canada, more than in any other Nordic country. The former Minister of the Environment Leona Aglukka in one of her speech said that “the expansion of economic and scientific capacity of the country, determining the last Canadian border, is of great importance for the inhabitants of the north of the country, because at stake their future and well-being” [3].

Nevertheless, some Canadian experts admit that there is no exactly evidence that the Lomonosov ridge leading to the North Pole belongs to Canadian continental shelf [4]. However, despite these statements, Canada made a claim on the extension of its zone to the UN Commission in 2013.

State Unitary Enterprise “Research Institute Okeangeologiya” on the icebreaker “Russia” held geological and geophysical studies in the Lomonosov Ridge zone of junction with the shelf of the East Siberian Sea and the Laptev Sea. It was during this expedition, when scientists descended in

the submersible on the sea-bed at the North Pole, took soil samples and established there the Russian flag [5].

The former Canadian foreign minister Peter MacKay has commented on the Russian expedition as follows: “There are provisions in international law and the protocols, which are signed by Canada and Russia. Everything is spelled out. Therefore, we are absolutely not worried about the expedition. It is just a show, organized by Russia” [6]. The Russian side did not comment on this statement.

Russian Federation filed a modified claim to the UN Commission in August 2015. The ownership of the Lomonosov Ridge is pointed in this application.

Nowadays it is early to talk about the possible decision of the Commission concerning the ownership of the Lomonosov Ridge. Coordinator of the scientific work on the preparation of the Russian claim, the Deputy Director of the Institute of Oceanology of the Russian Academy of Sciences Leopold Lobkovskii believes that the success of the Russian claim will not be quick. “The international situation is not conducive to rapid decision in our favor. In this procedure, there is no restriction on the length. This may well continue for another few years” [7]. Nevertheless, the majority of Russian experts believe that the evidence base provided by Russia, is convincing in its scientific character [8].

Yuri Kazmin, Russian representative to the UN Commission on the Limits of the Continental Shelf, believes that Russia's interests would be consistent with the joint submission of claims from Russia and Canada on the changing of the Arctic continental shelf borders. It can reduce the potential for conflict between countries concerning the delimitation of the outer limits of the continental shelf. However, the joint claim will be treated as a new application, which may delay the time for consideration of Russian claims to the Arctic shelf until 2020-2025 [9]. Today none of the countries provide for the submission of joint application.

Thus, there is no doubt that the fight for the Arctic territory and resources will continue for a long time. Applications of the Arctic states to expand the outer continental shelf in the Arctic Ocean will be partially “overlap” each other. However, it can be stressed that even in the case of confirmation of the validity presentation of Russian or Canadian applications for ownership of the Lomonosov ridge by the Commission on the Limits of the Continental Shelf, the disputed area will still be classified bilaterally by negotiations and based on international law.

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A.D. Kozhevnikova

Saratov, Saratov State University

THE ROLE OF THE REPUBLIC OF KOREA IN NORTHEAST ASIA

Today on the world stage, states, which we can call countries of "middle power", begin playing an increasingly prominent role [1]. They justifiably express a desire to become more important members in solution-making processes, both within the regional and global frameworks. These kinds of states must have a fairly high level of economic potential, a well-developed defense industry and domestic humanitarian attractiveness. In Northeast Asia the example of such countries is the Republic of Korea (ROK).

What do we know about this country? Even in nowadays world of globalization it, like the entire East, still seems to be something distant and strange. Except for the fact, that the Korean peninsula is divided into pro-American south - South Korea and the socialist north - North Korea (DPRK), we know practically nothing about our Asian neighbor. However today, the Korean production is an inalienable part of the Russian life. The inscriptions «Samsung» and «LG» are on electronics in our apartments, «Kia» and «Hyundai» drive along our roads, and Korean carrot is added in salads at celebrations. A few decades ago South Korea, torn apart by invaders, revolts and military dictatorship, was one of the poorest countries in the world.

Therefore we should lift the veil of the "Korean secret" at least on one, a southern, side.

North-East Asia, to some extent, is the center of modern industry. The region includes three of the most perspective Asian countries, the so-called NEA-3, namely, the People's Republic of China, Japan and, of course, the Republic of Korea.

Today South Korea has a considerable influence as a member of the international dialogue. In view of this, some experts argue that leadership prospects are opening up for it within regional frameworks. Of course, such statements are far from reality. It is unlikely that South Korea will be able to lay claim to a comprehensive regional leadership, with opponents which have the second-largest and the third-largest economies in the world. Moreover, in political terms, Seoul is heavily dependent on Washington's position. However, a limited leadership in the frameworks of NEA's "triarchy" is quite accessible to South Korea, because it really plays a significant role in the development of the region. Here are the arguments of this statement below.

The Republic of Korea is a democratic presidential republic. It has an area of about 100000 sq. km., which is less than the Saratov region. This small agricultural country during the limited time became one of the "Four Asian Tigers", the advanced industrial country, which currently is the 13th economy in the world [2].

Today, Seoul is the Asian center of many demanded industries: nano- and biotechnology (for example, Korean scientists have discovered an effective way to combat cancer cells); electronics; plastic surgery; cosmetic procedures. Moreover, the Republic of Korea is the largest shipbuilder in the world.

Northeast Asia's markets are filled not only with the Korean products in the truest sense of the word, but also with media-products of South Korea. This factor significantly stimulates the Korean tourism business, and maybe it has been even its foundation. The case is that in the 1990s. the phenomenon known as "Hallyu" or the "Korean wave" was spread through the whole region. Today, the Korean media market has gone beyond the region, however namely there it steel keeps the strongest position. In order to consolidate the result South Korea creates free Korean culture centers in the partner countries. Thereby a huge number of young people love Korea, its culture, history, and try to get to Seoul.

All this is not only an economic advantage of the country in the global market, but also a significant component of the so-called "soft power", which is used by the states for confirming and securing their influence in other countries. This is a kind of pressure, a propaganda's "attack", in the positive sense of the word, on the population of the neighboring countries.

"Soft power" is also called either "citizens' diplomacy" or "people's diplomacy" because, in order to achieve set goals, political and military power are not usually used, but only intellectual, cultural and informational influence of the country on the world. This is an integral part of foreign policy of any state, because in order to have a significant voice on the international arena and to

stake its claim for leadership, it needs a good image. It depends on a foreign citizen's perception of the state's attractiveness. Namely in this area the countries of the NEA still recognize the leadership of the Korean media sphere. Through the TV dramas, movies, pop-groups, which have multimillion fan clubs, people of the nearest countries see the developed democracy (of course with Korean specificity), excellent conditions of life and a highly advanced humanitarian sphere. That is really so.

Seoul is a large industrial city filled with skyscrapers, robotics technologies and electric vehicles. At the same time, South Korea is an incredible combination of high-tech society and ancient culture. In the Korean people's diplomacy traditional dress and committing to Confucian traditions have become a trend. Korean alphabet "Hangul" is registered in the UNESCO as the World Heritage, because it is considered to be the world's most rational, simple and at the same time scientific writing system.

Of course, there are also things which make a foreigner think that not everything is so excellent under Korean «sweetie paper». Gaps really exist, but at most they are connected with the specificity of the mentality. For example, there is a very low rate of crime in South Korea, but suicides among young people have still been a national problem. According to the statistics - three Koreans take their own lives every two hours. [3] This can be explained both by a fragile emotional system, and by the hierarchical structure of society. The truth is that the Koreans are a very hardworking nation. In order to get the result of work, to go through all the steps on the way to the top of a career, they do not spare themselves.

Overall, however, South Korea has enough prerequisites to qualify for leadership positions. Sustainable development means that the state is responsible for its people and environment, and therefore it deserves some trust on a global level and has a great impact on the region.

What exactly does this mean? As it has already been said, the main area of Seoul's relations with the countries of the region is the economy. The Republic of Korea is "the economic Miracle on the Han River": before there was no industry, and the country had a real prospect of becoming a market outlet of developed countries. However, Seoul had held a series of reforms and South Korea reached the first position in the high-tech vendible production. This became possible due to a quick response to the global and domestic challenges on the basis of five-year plans: the fight against corruption, the refusal to sponsor close to power entrepreneurs, the attraction of foreign capital [4]. However, at most the inter-regional commodity circulation is realized by the "chaebols" - industrial conglomerates which are supported by the government and produce high quality products. Today, 50 of these conglomerates play a dominant role in the economy, such as "Hyundai", "Samsung", "Daewoo". The Republic of Korea's principal exports are science-intensive, metallurgical and petrochemical products, products of engineering industry and services sector.

South Korean trading cooperation with countries of the region and world leaders is fairly balanced. For instance, ROK became the first state of Pacific Asia which has concluded a free trade agreement with the European Union; at the same time Beijing and Tokyo rank the first and third position respectively in Seoul's list of trading partners. Cooperation with China has gained momentum year by year, because the last one has sought for the development of its heavy and chemical industries. As well as Japan remains one of the largest investors of the South Korean economy. Moreover, there are economic relations with North Korea. There was even time, when it was the only area that linked the north and the south after the installation of the demilitarized zone in the vicinity of the 38th parallel.

It is important to bear in mind that at this stage the concentration of trade in Northeast Asia is higher than in the EU. However, contrary to economic ties in the region, military-political cooperation does not continue this positive trend for ROK.

Within this framework, it should be clarified that previously all the problems of North-East Asia have been connected with planting the ideology. The post-Cold War conflicts are no longer dependent on the ideological principles, but are derived from national interests of states.

For example, one of the problems of present-day NEA is territorial disputes. All countries in the region argue about the affiliation of the insular territory. South Korea has territorial conflicts with China regarding the affiliation of the reef Iodo / Suyan in the East China Sea, and with Japan in respect of the Liancourt Rocks (Takeshima / Dokdo) in the Sea of Japan.

The situation becomes dangerous, because, under the right of the international law, jurisdiction over the islands defines the limits of the exclusive economic zone, an area of research on the continental shelf, and air defense area likewise.

Through the latter aspect it is possible to understand the importance of this issue. It is necessary for these three countries, especially for China, which is a contender for global leadership today, to establish its air defense zone. However, namely the inclusion of the disputed islands into Beijing's air defense zone in 2013 triggered sharp criticism of its neighbors. Washington's Interference into this issue was not long in coming. That fact made the problem even more dangerous, and brought it to the global level, endangered the region [5].

Also, the «Korean question» remains a major problem up to now. Today, North Korea does not allow the international community to forget that it is a "trouble spot". This is evidenced by Pyongyang's statements about yet one successful nuclear test on September 9, 2016. In the current context the Blue house has to pursue pro-American policy, thereby the situation becomes even more sophisticated.

Political-military competition in the region is aggravated by Asian feud. Koreans cannot forgive Japan's crimes of the first half of the XXth century, when Korea was governed by the Japanese militarists.

In some sense all these factors bring discredit on the economic achievements of NEA and constitute a menace to regional safety and security. In addition the definitions of regional security concept and of national interest are equal in terms of Seoul, because South Korea government itself has been a part of the "trouble spot". Therefore, all these conflict resolution, based on a search for compromise, is a major challenge for Seoul for the coming years. In other words, South Korea is poised to become a link in a regional regulation.

Thereby, it appears that South Korea now has several statuses that contain in composition the word "power": it is the country of "middle power", "soft power" and "power of regional regulation". Seoul demonstrates to its partners significant success of the market-driven economy with a new level of innovation-driven growth ("Green Growth"), of developed democracy and cultural revival, which China itself does not have. Therefore, the importance of the Republic of Korea in the regional framework cannot be denied.

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S.V. Krupin

Saratov, Saratov State University

CIVILIZATIONAL CHOICE OF THE MAGHREB COUNTRIES AND RUSSIA'S NATIONAL INTEREST

The «Arab Spring» became one of the most important events in the XXI century. During protests, clashes with authorities and military coups governments of several countries (Egypt, Libya, Algeria, and Tunisia) were replaced or seriously changed. There was full or partial alteration of foreign and domestic policy of these countries. As a result, deep geopolitical turns could be seen not only in the Maghreb region, where the «Arab Spring» gained the highest magnitude, but all over the Great Middle East.

I would assign Egypt to the Maghreb region too in this paper, because the events that happened in this country in 2011 are more similar to the events, happened in North Africa, than in the Middle

East. Moreover, analysis of Russia's national interests in context of civilizational choice of the Maghreb countries after the «Arab Spring», applies primarily to the events in Libya and Egypt – the states that Russia mostly cooperated in the region with.

The overthrow of the leaders of a number of friendly to Russia countries was a strike to Moscow's interests in the region. In this regard, Russian political scientists tend to believe that the revolutionary protests were initiated and led by the United States. But despite the fact that Washington supported democratic societies in the Maghreb countries during the last decade, the regimes were changed mostly due to internal factors, that had been taking place in the countries since the end of the XX century [1].

The Western world supported an antiauthoritarian way of political life, selected by the part of the Arab population in 2011. This gave rise to serious conflicts inside the societies and identified the difference between Russian and Western views on the need of democratization around the world on a single sample. It also promoted another political conflict (the largest since the 2008 war in Georgia) between Moscow and Washington, Moscow and Brussels [2].

Changes, that happened in the Maghreb countries, meet the interests of neither Russia nor the United States or Europe. Democratic leaders did not come to power. Moreover, in many countries there was a radicalization of the political, religious and military elites. In fact, a civilizational rift happened in the countries of the region that resulted as a split within society in these countries, and in relations between the countries of the region and various countries in the world [3].

What are the components of civilizational split within the Maghreb countries and Egypt? On the one hand, it is a contradiction of traditional identity of North Africa and the Middle East, based on religion and authoritarian power that is able to maintain the sovereignty and integrity of the state. Strangeness of North Africa's current national borders as a result of the colonial policy of the first half of the XX century is one of the foundations that had already been formed. On the other hand, it is a clash of intellectual elites who have an idea of the western way of life, and Islamists, who have concentrated or tried to concentrate power in their hands in several countries.

If we are talking about Russia's national interests in the region during and after the events of the «Arab Spring», we should consider it in two major contexts: the geopolitical and domestic policy. Firstly, as a result of the overthrow of old authoritarian regimes, particularly in Libya, Russia has lost its main ally in the region – Muammar Gaddafi. The permanent leader of Libya was not just a Russian partner, but a Kremlin's ideological ally in the fight against the American view on international relations. The change of the government in Egypt and Islamists' coming to power also endangered Russia's position in the Middle East. The most important thing is that the change of power in Libya and Egypt severely affected the Russian-American relations, revealing the

difference in approach between the two civilizations on the issue of shifting of power and changes in society [4, 218].

Secondly, after the «Arab Spring» it became clear that the civilizational shifts in a particular society or in the world in general, expressed in the choice of the concrete path of development, are one of the main sources of contemporary political conflicts. The experience of Arab countries shows that the key to sustainable development of the state is a smooth transition to positive changes in the economy, society and politics [5]. The aggravation of relations within a polarized society could lead to radicalization of a new government that came to power through an undemocratic way. Finally, the basis of prosperity of the state is the choice of way of development that meets the interests of all segments of the population, made without any external pressure.

In conclusion it should be noted that the «Arab Spring» and the civilizational choices made by countries in the region in 2010-2012, severely affected Moscow's position in the world. These events not only aggravated the relations between Russia and the Western world, but also influenced the historical choice of Russia's own path of development. The «Arab Spring» made the Russian political elite understand the importance of smooth political changes as a guarantee of sustainable development of the country instead of sharp turns, leading to chaos and destabilization.

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S. A. Kudashkina

Saratov, Saratov State University

THE FACTORS OF SUCCESSFUL JOB INTERVIEW

According to psychologists, communication is one of the fundamental (basic) human needs. Communication is a necessary condition for the normal development of a person as a member of society and as an individual, the condition of our spiritual and physical health [1, 122].

Business communication is the process of interaction between business partners, aimed at organization and optimization a particular type of activity: industrial, scientific, pedagogical, etc. Nowadays it is the most widely-spread form of communication between people. Business communication promotes the establishment and development of collaborative and partnership relations among colleagues, managers, and subordinates, partners and competitors, largely defining their (relations) efficiency: whether these relations are successfully implemented into the interests of the partners or become ineffective, or even stop entirely, in case the partners do not relate to each other [2, 3].

A job interview is one of the forms of business communication. It is a conversation between a prospective employer and a job applicant which is conducted to assess whether the applicant has the required experience, personal qualities and knowledge for a vacant job and after which the manager makes a decision whether the person should be hired or not.

The job interview is one of the most popular methods of selection and evaluation of a job applicant, and in order to pass it successfully, it is important to know about possible issues in its structure.

The research of contemporary works devoted to the question under the study and feedbacks of candidates published in the Internet allow to define the standard set of questions, some variations of which a job assistant is certain to be asked in every job interview. These questions are:

- *Tell me about yourself.*
- *Why did you leave your last job?*
- *Why do you want to work in our company?*
- *What are your greatest strengths and biggest weaknesses?*
- *Name your biggest achievement as a specialist; did you have any setbacks in the professional activity, and what are they?*
- *Why should we hire you?*

Talking about oneself the applicant should indicate his or her advantages over other candidates (experience, special achievements in their professional field, natural ability), underlining the desire and willingness to occupy the position. It is necessary to say only the most important thing about qualifications, experience, responsibility, interest. A formal presentation of biographical data or the emphasis on insignificant detail, verbosity will be a mistake.

Answering the question «*Why did you leave your last job?*» an applicant should not give negative reviews about colleagues and managers, it is best to be limited with neutral statements, such as: inconvenient location, frequent change of the manager, inconvenient work schedule, lack of the opportunity of professional growth and so on. One cannot speak of personal problems, in such a way explaining the reasons of leaving the previous job: «*I left because I was divorced / was*

sick». The possible answer is: *«I have learned many things from the previous company, my colleagues are also supportive but my career growth is too slow. So I would like to work my way up the career ladder and financially help my family».*

Speaking of possible future work in a company, it is necessary to make the employer understand that the applicant is interested in working in this organization. It can be argued, that this position will allow realizing the desire, the ability, the knowledge and the experience, and the company will get an indispensable employee. Sample answers are: *«I can use my skills and knowledge on such a great platform for your company to make a bigger growth for my future as well as for the company».* *«My career objective is to work in an organization with professional work driven environment with good ethics, where I can utilize my knowledge and skills which would enable me as a fresh graduate to grow while fulfilling organizational goals and motives. Your company being the one with all the traits I will definitely want to see myself as a part of it»* [3, 100].

The question about the greatest strengths is asked, firstly, to understand what is important for the applicant and what the advantage is for him/her. Secondly, the candidate shows that he / she can realize the advantages and use them effectively at work. Answering this question the personal and professional qualities should be mentioned which are relevant to this position. An accountant might say: *«I am attentive, assiduous»*, a sales manager: *«I am sociable, active, have organizational skills»*.

The question about the applicant's biggest weaknesses is considered to be one of the most difficult. Answering it in the following way: *«I'm too hardworking / diligent / responsible»*, the disadvantage turns out to be one of the main advantage. It is best to give a specific example. The correct answer depends on the profession and the job an applicant applies for. Applying for the position of a financial consultant, one can say that *«I'm not good at public speaking»*. If a candidate applies for a position not related to the contact with customers, partners, and frequent collaboration with internal departments, the answer may be: *«I'm not ready to spend time on frequent communication with colleagues, discussion of personal problems; maybe I am not the most sociable person and believe that such a talk is distracting me from work»*. But if the applicant finds it hard to accept and present skillfully his / her weaknesses, it is better to point out the faults that are not related to the future profession.

Asking a question about the achievements, the employer wants to understand what the applicant is capable of and how he speaks about it. The applicant may be asked to describe the projects on which he / she worked previously, his / her role in these projects and describe the results. Answering the question the applicant should tell the truth without exaggerating his or her achievements. *«At a previous job I invented a new system of working with distributors for the entire Department. I managed to convince everyone that this was optimal for our business, and*

implemented the system for all my colleagues in the Department. Our sales increased by 35%, and my sales – by 45 %, as I began to apply it first, so I became the «Employee of the year», but all my colleagues got great bonus at the end of the year» [4, 23].

The crux of the question about the setbacks in the professional activity is to find out how the candidate deals with his / her past experience, whether he knows how to evaluate the errors and to make conclusions. But there is no need to focus on the complex relationships with the manager, as it is impossible to convince fully the interviewer in one or another position, because he / she is unlikely to know the former head and can assess the situation objectively. The error will say something like *«I missed the opportunity to conclude a meaningful contract to the company, or make an important call to a client»*. The possible answer is *«Last year, our team failed to land a two million dollar new project from one of our existing clients»*. The candidate must say that in the process of work he / she learned how to avoid mistakes or just not make them, but of course, it all has come to him with the experience. Some applicants believe that they have never made any mistakes. *«I cannot think of any serious failures. I guess I have been fortunate to be pretty successful in most of my positions»*. Such a response also means that the candidate is not able to look at the situation from the outside.

The question *«Why should we hire you?»* should be followed by one of the following answers:

1. *«Because I possess the appropriate experience and skills»*.
2. *«Because I am interested in your vacancy, I am willing to work for the result and benefit of your company»*.
3. *«Because I am ready to try my hand at a new job, I am willing to learn new things and to improve»*.

To sum up, it is necessary to point out that having a job interview an applicant is requested to respond calmly, briefly, with dignity. The applicant should be to the point, emphasize everything that shows him / her in the best light: intrinsic motivation, professional competence, education, ability to achieve goals, health, stress stability and non-conflictiness.

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R.Yu. Kurbanov

Saratov, Saratov State University

THE IMPACT OF EU SANCTIONS ON RUSSIAN – ITALIAN RELATIONS

The history of Russian-Italian relations goes far back. For over 500 years, both countries have been in contact on the basis of cultural values, which became the foundation for further cooperation. Italian architects took part in the construction of the Kremlin cathedrals and many historical and cultural monuments in Russia. Russian people appreciated the work of Italian architects, painters and decorators and many Italians were invited to design buildings of St. Petersburg and Moscow and decorate manors. In parallel, relations in the field of policy and trade developed [1].

Today, relations between Russia and Italy are supported by a respectable number of treaties and agreements in the economic, political, cultural and other spheres. Moreover, countries are actively cooperating in the various international markets, for example in the framework of the "Group of Twenty." Trust relationships are formed between the heads of states and peoples of the two countries, which retain the mutual sympathy, based on the awareness of belonging to a common civilization. It explains the great interest of Russian tourists in Italy. Thus, in 2013, almost 1 million of Russians visited the country (of course, today, taking into account the well-known reasons, this figure is much smaller). As for Italian tourists, in 2015 75 thousand tourist visas have been issued by Russian consular offices, with easily visible positive trend in this direction.

Rapprochement between Russia and Italy in the economic sphere is caused by the objective needs of the countries in each other. Italy produces high-tech products, but there is palpable lack of raw materials and fuels. In its turn, Russia has large reserves of natural resources. Therefore, the interest of Russia and Italy in the establishment and improvement of economic ties is sufficiently high.

At the moment Italy is one of the largest trade and economic partners of Russia in Europe. It is in the fourth place after China, Germany and the Netherlands in the turnover volume (2015). The major share of Russian export to Italy is gas, chemical products, foodstuffs and agricultural raw materials, ferrous and nonferrous metals. The basis of the Russian import from Italy is machinery, equipment and vehicles, chemical products, foodstuffs and agricultural raw materials, textiles and footwear.

Maintaining the positive results between Russia and Italy is an important direction of foreign policy of both countries. However, this is not always obtained, considering the transformation of the international situation. The crisis in Ukraine was a challenge for the Italian Presidency of the EU. Its setting is one of the priorities of the Italian authorities. This crisis, revealing revealed differences among EU Member States on relations with Russia, has created additional challenges.

EU sanctions against Russia, and retaliatory measures from Russia have a negative impact on the economies of both countries. According to the Ministry of Economic Development of the Russian Federation, in 2015 the Russian-Italian trade amounted to \$ 30.6 billion (Russian export - \$ 22.3 billion, import - \$ 8.3 billion), a decrease compared to 2014 by 36.2% (2014 - \$ 47.9 billion) [2, 605], [2, 627].

Ernesto Ferlenghi, the president of Confindustria Russia - the association of Italian Industrialists working in Russia, said in an interview to Russian news agencies: "In Italy the companies that suffered most are not large corporations, but small and medium-sized companies, which have traditionally worked with the Russian market, especially in the oil and gas sector. They supplied the equipment, engineering products (valves, pumps, etc.) and provided construction services. In Russia, they do not work directly, and on subcontracting with large Russian corporations, so their names are not very popular. There are hundreds of companies that are on the verge of bankruptcy. In the north and east of Italy are a lot of medium-sized and small companies with staff of 10-20 people who produce specific details. Some of them have lost 50-70% of the turnover. Hundreds of companies have been closed. People cannot find a new job. About 50 thousand people lost jobs. I mean people who are directly related to the production, as well as those working in logistics, transportation, etc. Many equipment manufacturers are linked: one does one part, another - something else. And they all can suffer, not only one particular company" [3].

Alessandro Pagano, the chairman of the parliamentary group of friendship "Russia - Italy» thinks that the leaders of the EU imposed sanctions against Russia to Italy: "We think that this is unfair and unacceptable. We are convinced that Russian-Italian relations do not deserve sanctions, and in general the sanctions harm the whole EU. And those who say that the EU is subject to the will of the United States in this matter may not be wrong"[4].

The same opinion is shared by the Russian officials. For example, Sergei Razov, the Russian Extraordinary and Plenipotentiary Ambassador of the Italian Republic and the Republic of San Marino, said: "... In addition to lower energy prices and the reduction of the purchasing power of the Russians against the ruble devaluation the situation, of course, is getting even more complicated due to the sanctions. For example, the sectoral restrictions on the part of the European Union in fact led to a voluntary reduction in deliveries of dual-use items to Russia and had a negative impact on the export of machinery and equipment to Russia. Our well-known retaliatory measures have damaged the supply of Italian agricultural and food products. The exact figures of losses range from hundreds of millions to several billion Euros. For example, export insurance agency SACE assesses them 3 billion euros, the Italian sales agency ICE - 2.2 billion euros for the period from January to October 2015 "[5].

Vera Pavlova, the head of the Italian-Russian Chamber of Commerce projects also reported difficulties experienced by the business community of both countries: "In the period from January to March 2015, trade between Russia and Italy fell by 26%. Of course, this has a negative impact on many sectors of the economy, primarily on heavy industry. And here we can see some imbalance. It seems that the sanctions were imposed on Russian companies producing foodstuffs, but it is heavy industry that suffers from the situation most of all. The turnover in agriculture fell by around 5% and by 40% in heavy industry " [6].

However, in spite of the notable complications in the economies of both countries, dialogue and cooperation do not stop. Thus, according to Vera Pavlova, bilateral relations remain privileged. "About 400 Italian companies work in Russia. Moreover, 20% of them have their own production. In 2014-2015 cooperation in investment projects is increasing. The meat-processing plant in Orenburg opened in 2014 can be an example. About 41 million euros were attracted to this project. We should also note the investment project for the metalcutting equipment, which was implemented by the Italian company in Nizhny Novgorod." Sergey Razov also said that the cooperation between Italy and Russia is characterized as "strategic partnership" that proves the importance of these relations.

Indeed, the introduction of sanctions against Russia by the EU, as well as the retaliatory measures from the Russian side did not stop the dialogue between Italy and Russia. The fact that proves it is the Russian president's visit to Milan in June 2015. During his visit, Vladimir Putin and the Italian Prime Minister Matteo Renzi visited the World Expo 2015, taking part in the opening ceremony of Russia Day. Also, Vladimir Putin met the Italian President Sergio Mattarella, the heads of the states discussed issues of the international agenda, issues of bilateral contacts, including economics. They also exchanged opinions on the settlement of the Ukrainian crisis, which is the main stumbling block between the EU and Russia. The Russian president visited the Pope and the former Italian Prime Minister Silvio Berlusconi, with whom he has warm and friendly relations.

Matteo Renzi's visit to St. Petersburg in June 2016, where the International economic forum took place, was an important step towards the strengthening of Russian-Italian relations. The issues that were raised at the meetings between the officials of the two countries were connected with the sanctions and new agreements between the Russian and Italian business communities. The interest of Italy in the development of bilateral relations is evidenced by the expansion of the network of consular offices in Russia. General consulates work in Moscow and St. Petersburg, the honorary consulate general is situated in Krasnodar, there are honorary consulates in Kaliningrad, Lipetsk, Nizhny Novgorod, Novy Urengoy, Samara and Sochi, and Volgograd has a consular correspondent.

In November 2014, Sberbank and Italian Mediobanca signed an agreement on the development of long-term cooperation in the field of investment projects and trade financing. At the

beginning of December 2014 "Gazprom" signed a loan agreement worth 390 million euros with UniCredit Bank. In 2014, in Chelyabinsk the joint venture operation for the production of steel structures "SEC-Chimolai" ZAO "Konare" and Cimolai started its work. The SP is involved in the projects for "Gazprom" and "Transneft", it is also involved in the construction of Russia's stadiums for the World Cup in 2018. In 2015, the Italian company Gruppo Manni launched a plant for the production of sandwich panels used in construction in Volzhsky. In Russia there are over 400 companies with Italian capital. In 2015 Italian investments in Russia had a total more than \$ 1.1 billion, while Russian investments in Italy had a total of more than \$ 2.3 billion [7].

Thus, it can be concluded that the damage caused by the EU sanctions and the response of Russia, could not undermine the relations between Russia and Italy. Despite a number of difficulties experienced by the economies of both countries, there is strong foundation for the development of bilateral ties. Mechanisms of interaction at the highest level, allowing exchange positions on a number of issues are established. Agreements and contracts between Russian and Italian companies for medium and long terms remain relevant. However, it is necessary to restore contacts between the EU and Russia to solve some more problems. This has great importance for the development of Russia's relations both with the entire European Union and its individual members, particularly with Italy.

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A.K.Kussainova

Uralsk, West Kazakhstan agrarian-technical University after Zhangir khan
PRAGMATIC METHODS OF ENGLISH TEACHING AT NON-LANGUAGE
SPECIALTIES IN TECHNICAL UNIVERSITY

Currently, there are a number of educational technologies that the young teacher is difficult to determine in the choice of courses and training programs. The main content of the discipline, goals, objectives, teaching English to students of non-language faculties of the university adjusted the state education standards. Motivation of the choice of methods, teaching methods, integration of active distributing materials on the theory and practice of learning is outside the scope of competence and information mobility, as well as individual preferences and priorities of the teacher. The motivation of the student in the study of the English language depends on the individual settings. For students who have a promising target in qualification and secured employment in the prestigious area of activity with ample growth opportunities. The educational market of specialists training is very diverse. The unifying factors in all forms of education are the national standards and model curricula. Most students who study in regional universities have a specific goal: to get a diploma of higher education. For the representatives of the western region communication in English is characterized by an attachment to the familiar language environment, so, even in the professional plan for them it is rather abstract situation. This setting reduces the motivation of studying not only in English but even in Russian language, which, according to the article "Law on languages" Kazakhstan, is the official language of communication together with the state language. The program of active learning and the use of three languages at training becomes especially important. Against this background, learning English requires a serious approach and preparation. Improving the intellectual and linguistic culture, development of skills of reading professional literature in English has become one of the important tasks of university education [1, 6]. The choice of teaching methods is preferred by compiling of modern and traditional technology (or classic), which makes it possible to achieve more effective results. Traditional methods are not lost its relevance because of the elaboration of methods and techniques of teaching English. A special feature was the priority study of phonetics, grammar; exercises, vocabulary minimum rote topic ("vocabulary"), read and most translated literary texts ("topics"). Given the realities of the Soviet period, the motivation to learn English was about the same as that of modern students: enter in the "short-term memory," a certain amount of information and to receive a positive assessment. Only units that have promising opportunities and goals, could absorb the entire amount of the program. Modern techniques are focused on the development and application of language skills in a particular field of expertise. Modern universities are studying more than a hundred items of different areas in science, culture, business, technology, where English would hypothetically be used as an instrument

of production. The long-term functional orientation of the target language puts the English teacher in high school in a difficult situation. On the one hand, the necessary information mobility and competent consistent compilation of traditional and new methods and technologies of training. On the other hand, regardless of the choice of methods and technologies, it has to independently form in accordance with a particular specialty active handouts "to motivate the student to creative successful assimilation of topics" (APM - Hand-outs). List of Hand-outs is impressive: a reader, a book to read, teaching aids, methodical, workbooks, dictionaries, didactic and test materials, extra books for independent reading, audiovisual interactive multimedia tools, etc. For a complete compliance with the goals, objectives, and learning outcomes the teacher must possess knowledge thesaurus. It is necessary to coordinate the above-mentioned aspects of the teaching of English in high school with the basic objectives of the educational process with the use of credit technology, the main points of which are: 1) the unification of knowledge; 2) creation of conditions for maximum individualization of instruction; 3) strengthening the role of independent work of students ".The purpose of learning the English language of the future expert in high school is to implement professional communication capabilities and reading texts as part of their profession as a basic level, and at a special level, as well as for academic purposes, in the public and business and others. Communicative spheres of functioning of English. When compiling teaching materials for students one should take into account the basic principles of teaching content. Motivational principle of learning content is expressed in the unity of composition and methodological design of educational material. Depending on the level of language training or topic specific sessions to use theoretical and practical material choice motivated by varying levels of complexity or subject study-student in the contact and distant (or independent) forms of education. Integrative principle, it affects the distribution and content of the teaching material necessary for learning, taking into account objective and subjective factors of creation and perception of the text: the sender (author) - the message (text, discourse) - the recipient, i.e. it contains verbal and non-verbal, communication, linguistic and metalinguistic aspects. Based on the fact that the lexical and thematic scope of the material for beginners and medium-advanced level training must be learned by students in the school curriculum, it is necessary to maintain continuity and to specify the relationship of the new aspects of the language material from the previous. To guide students in the aspect of pragmatic use the professional field of English is used. To this end, training Hand-outs (handouts) should include basic linguistic material on the theory and practice (a pronunciation, spelling, grammar base formation), factual information of country-linguistic character, speech formulas of national and international etiquette. The difficulty lies in the optimal choice of the necessary material, taking into account methodological and individual aspects of teaching that without overloading the program, to achieve the most effective results. English language - it's not only the language of the UK, USA,

Australia, New Zealand, as well as the second language spoken in many countries, it is the international language of science, technology, technology [2,116]. The functional orientation study of the English language in non-linguistic groups of universities require the inclusion of basic knowledge of the English style of scientific texts orally and in written form. It is necessary to familiarize students with the basic genres, design features bibliographic data that are somewhat different from the Russian scientific publications accepted abbreviations in English scientific discourse, plans, ways of presentation of content depending on the professional and business communication purposes. It is necessary to introduce materials on speech etiquette. In the light of modern educational technologies the roles of the teacher and the student have changed. Students are provided by a certain freedom of choice, but in the study of a foreign language is relative freedom. The teacher becomes a tutor, adviser, in other words, a consultant, an academic mentor, an assistant in the study of theoretical linguistic, cultural linguistic material, the practical application of language skills in the exercises, listening, etc. jobs, as well as assisting in the selection of learning paths. The choice of methods, techniques, training, technology, volume and quality of Hand-outs is a necessary basis for competent orientation and level of language training and the student group as a whole. Here, the teacher stands in a new role - a linguist, psychologist, which is to determine the student's linguistic and psychological capabilities in software development, help overcome the language barrier. Teacher - is the observer, the mediator, the head, the author of educational and methodical project called English language course for non-language majors. The state standards of education noted the prevalence of independent work of the student, but the teacher's personality in the classroom and in the remote (separate) the student becomes more significant. This is a joint work of professional didactic (in modern terminology, education manager or facilitator) and the student. From craftsmanship and intellectual skill, informative mobility, psychologically adequate communication skills and the quality of the teacher depends on the perception of linguistic material to maximum effect and efficiency. For teacher of English (or other foreign) language is an important advantage of the linguistic competence as bilingual. Bilingualism English teacher allows you to appeal to the two linguistic systems, to conduct comparative parallels on the phonetic, lexical and grammatical level, to prevent interference and related errors. Compositionally, the linguistic database of educational material should be built on the basis of the basic requirements of education and cognitive and linguistic tasks, taking into account innovation and socio-psycho-lingua-nature. The pragmatic aspect is always present, not only in the composite and purpose, it is an important part of the contents of linguistic base training and methodological material in English for philologists. Pragmatic principle is reflected in the composite design of educational material in the choice of theoretical and practical material, the meta-language description of the language and a couple of linguistic features of English. The next principle, which follows from the foregoing, is

motivational: the purpose and content of teaching units are determined by motivational sphere and the activities of the future specialist [3, 14]. An important aspect of teaching English is to use in the classroom as an additional educational material of Western textbooks authors. In the late 20th century and at the beginning of two thousandth many teachers were used, which have become classics. In recent years, domestic universities have actively used textbooks of the leading publishers in the field of teaching like British English - Oxford, Cambridge, Birmingham, Lidds. Methods drafters reflected in an interactive educational complex in the English language with a full set of required both traditional and multimedia educational programs. It should be noted that meaningful and compositionally different from Russian textbooks pragmatics compilers. They are characterized by a communicative focus, in connection with the installation of the functionality of educational material dictates certain types of work, traditional - reading and writing, but the main emphasis is placed on listening (speaking) and English speech perception by ear. Moreover, the minimum recourse to the language learner (student) is a fundamental technique, teaching methods are also different from the Soviet-Russian methods, first, a textbook called «workbook» - workbook or notebook, printing design that is already creating a positive impact in terms of the perception of the textbook. Second, the contact sessions are based on the role-playing games, working with a partner, creative quest to find the error, the comparison / matching that develops memory, logic, associative analytical and critical thinking. Particular attention is paid to linguistic cultural aspects in the selection of regional studies texts. Providing educational facilities multimedia facilities, the whole range of various instructional techniques creates the preconditions for a positive and motivated perception of language, development and formation of language skills necessary for integration into the English-speaking environment. It should be noted new forms and methodical possibilities of the use of Internet resources, the introduction of which in the educational process should contribute to the development of communicatively-speech abilities. However, the issue of selection of Internet resources for educational purposes is still relevant and little developed. Thus, the comparative analysis of English language teaching methods for students of non-linguistic specialties reflected in textbooks and manuals domestic and foreign, especially British media, it allows you to mark a target orientation of each of them and to predict the level of language knowledge, efficiency and effectiveness of the learning process.

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E.A. Leksina

Saratov, Saratov State University

CHINESE-AMERICAN RELATIONS AT THE NEW STAGE OF DEVELOPMENT:
PROBLEMS AND PERSPECTIVES.

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Chinese-American relations are rather multifaceted and ambiguous. They combine both – the elements of cooperation and partnership and rivalry. In the American media a thesis of the so-called «Chinese Threat» is getting more actively circulated. According to the World Bank's data the Chinese economy is ahead of the USA and in terms of GDP at PPP in 2015 it amounted 19 510 billion USD whereas in the USA – 17 970 billion USD [1]. This fact is undermining the trust in relationships between Beijing and Washington. In this connection an actual issue of the eventual change of the global political and economic leader arises. The USA may lose global leadership in favor of China, which has grown its political and economic influence on the global arena. The leaders of both countries has stressed in their speeches time and again that they proposed to enhance bilateral partnership and expressed readiness to establishing a constructive dialogue on the hottest issues. Though there are grounds to believe that all these words are only a facade, hiding the true nature of the Chinese-American interaction, which in fact is not so positive.

Among key disputable spheres of bilateral relations are such spheres as Taiwan, the South China Sea, the Iranian nuclear program, cyber spying and a wide range of trade and economic contradictions.

The Taiwan problem has been an irritating factor in the American-Chinese dialogue for a long time. Since 1949 Washington has provided support to the Republic of China, supplying defensive weapons. This support was secured in the Sino-American Mutual Defense Treaty of the 2 of December 1954. Naturally this state of affairs was perceived negatively by Beijing. Noteworthy that Washington has continued to deliver arms for Taiwan even when their diplomatic relations were severed. In 1979 there was adopted a law in the USA with respect to Taipei, called Taiwan Relations Act, which defined the non-diplomatic relations between the people of the United States and the people on Taiwan. There were positions in this document which were connected with the security of the island and export of American arms to Taiwan. Particularly there was envisaged an open access of Taiwan to «such defense articles and defense services in such quantity as may be necessary to enable Taiwan to maintain a sufficient self-defense capabilities» [2].

Then the American establishment adhered to «the strategic uncertainty» course. In that case the definition «strategic uncertainty» was expressed in the lack of commitment of the United States to protect Taiwan if the PRC carried out a military attack, but the United States would regard

China's aggressive act as a threat not only to the region, but also to the whole world. It turned out, that both Beijing and Taipei did not have accurate information of the degree and form of military support from the US in the case of a military conflict. Such ambiguity of the position, on the one hand, allowed to deter China from enforcement measures in regard to Taiwan and, on the other hand, it did not give protection guarantees to Taipei. The American establishment's maneuvering tactics caused a negative reaction from Chinese leading circles that had harshly aggravated the dialogue between countries.

Now and then the Taiwan problem still reminds of itself, bringing a lot of complexities in relations between the USA and China. Taipei got involved into an intricate tangle of contradictions. For the USA Taiwan is an essential expansion factor of geopolitical influence in the region and a significant element of enhance deterrent force for China. Of course, Chinese authorities do not regard it as a positive circumstance. Herewith Beijing considers Taiwan as a source of benefit, investments and technologies [3].

Besides the Taiwan problem such a significant factor as the intensification of American and Chinese Navy and Air Force in the South China Sea adversely affects Chinese-American relations.

It is necessary to highlight that the aggravation of contradictions in this Sea is not random, since it has essential geopolitical importance. In accordance with the Ministry of Land and Resources of the PRC' data oil reserves in the South China Sea is 17,7 billion tons. Natural gas reserves are estimated at about 7500 cubic kilometers [4]. Chinese authorities consider the Sea as «the second Persian Gulf» and blueprint to invest in the extraction of oil and gas about 30 billion USD in 20 years. Moreover, waters of the South China Sea are rich with fish resources. It produces more than 10% of the world fish [5]. That is why the Sea is of political and economic interest for China – the main power in the region.

As for the USA the South China Sea's water area primarily has a geopolitical interest. Washington is aware of the construction of a major Chinese naval base on the southern coast of Hainan Island. The fact, that the Aggregate Power of China is increasing rapidly, causes alertness. Herewith the Chinese government bets on the forces buildup and carries out a harder political course in order to strengthen its position in the region and in the world.

The situation is getting worse from year to year. Many experts believe that the disputes in the South China Sea area are capable of making premises for the direct military clash between the USA and China. Recently the US provocative actions have become more frequent: the US warships and planes has invaded into the Sea water area that leads irreversibly to the escalation of the situation. The US establishment is aimed to hide expansionist intentions under the guise of obligation to protect trade routes. In its turn Chinese authorities make clear to Americans and ASEAN countries that China is not able to sacrifice its own interests in the region. For instance,

when in May 2016 two Chinese fighter planes almost collided with the US reconnaissance aircraft «The Global Times» expressed an opinion that «most Chinese people hope China's fighter jet would shoot down the spy plane if it trespasses on China's territory again» [6]. And when Washington sent aircraft to carry out training exercises in the east region of the Philippines, it caused a harsh criticism from the PRC – in the newspaper «The People's Daily» there appeared the following response: «China is not that country which it is possible to play such games with...» [7].

Also the important thing is that Washington is aspiring to expand the influence in the region by the intervention into the territorial claims settlement process of China and some ASEAN countries on the South China Sea's water area. However, the US veiled support is the factor of the escalation in the region, exacerbating relations between involved countries. After some easing of the Taiwan problem due to the established dialogue of Taiwan and the PRC the disputable issues of the South China Sea have become one of the most significant factors which complicated the Chinese-American interaction.

The Iranian nuclear program also is amid large contradictions of the USA and China, behind which the endeavor to gain their presence in the Near East region is hidden. China and Iran are tightly interconnecting on several issues; the main is an oil cooperation. China is the primary importer of the Iranian oil, consuming annually about 20 % of «the black gold» [8].

The USA in the Iranian nuclear issue is pursuing its geopolitical interests. Experts increasingly declare the US presence reduction phenomenon in Near East. The American establishment perceives that if the USA leaves the Middle East region China will be ready to replace it sooner or later. Under such conditions Washington choosing Iran as the subject of its politics has imposed numerous sanctions on Iran that harmed Iranian economy.

Another serious strength test of American-Chinese relations is a new type of virtual weapon – cyber spying. For several years Chinese «Knights of mouse and keyboard» have been carrying out hacks of major American companies. The US losses are estimated in billions of dollars, but the Chinese cyber espionage threatens the US national security and deepens Chinese-American contradictions. However, when Chinese hacker attacks against the USA were discovered a political expert Amitai Etzioni offered both countries to work out the policy of mutually assured deterrence within the cyberspace. Subsequently it was crowned by signing a bilateral agreement in September 2015. The parties agreed to comply with appropriate standards of behavior in the cyberspace and not to support cyber attacks against each other. However, in spite of the apparent solution the effectiveness of these measures remains a significant issue since it is rather complicated to define whether the Chinese party follows the established rules because in some cases the practice of cyber attack's detection and account of its scope are the rather impossible task. In this connection the problem of cyber investigations is still in the range of hot issue between the USA and China.

Besides political problems a wide complex of economic contradictions deserves a special attention as it also deteriorates American-Chinese relations. With the rapid growth of the Chinese economy the bilateral trade is acquiring greater significance. In 2015 the bilateral trade turnover composed almost 558 billion dollars [9]. However, the intensification of trade relations brings the countries not only several economic preferences but also a lot of disagreements. Primarily their root is the imbalance of trade, that is an exceeding rate of the US import's growth from China over the US export to China.

In addition to the trade imbalance the structure of bilateral trade is the matter of concern as well. Today about 30 % of high-tech products are exported from China. Against this background the US export's assortment to China looks bleak: oilseeds, soya beans, electronic products, raw materials, synthetic rubber and fiber. In the media there are frequent statements about the conversing of the USA into China's «raw material appendage». Efforts to overcome trade and economic disagreements remain limited and they will complicate the dialogue prospectively.

In conclusion it is necessary to highlight that all these problems are only a small part of China–the U.S. twists and turns. There are lots of other complicating factors, for instance, within the world competition for global leadership the U.S. and China step by step are gaining their presence on the African and South American continents. The fact confirms the thesis about the latent geopolitical rivalry between Beijing and Washington which can lead to an open confrontation soon through non-military levers of pressure but not less destructive. Especially, Chinese political circles follow the trend of tightening external politics with a focus on the «China's revival» idea.

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L.V. Lopatnikova

Saratov, Saratov State University

SOME PECULIARITIES OF LINGUOCULTURAL CONTEXT PRESENTATION IN MODERN ENGLISH AND RUSSIAN PROSE

Nowadays cross-cultural communication gains its importance because of economy and information technologies development. It involves communication between representatives of different cultures in which at least one can speak a foreign language. However, along with learning the language it is important to learn the culture of a country in order to make the dialogue of cultures successful. Language is a cultural code of nation, a tool for culture creation and storage. Foreign language code acquiring involves the study of cultural peculiarities which determine the specific behavior of a partner determined by the influence of historic traditions, customs, and a way of life. In other word, the key to successful collaboration and achievement of goals is the knowledge of culture of a country.

Therefore, it is necessary to develop such a branch of linguistics as cultural linguistics which is of great importance in the process of building peoples' mutual understanding and the dialogue of national cultures. It is evident that texts are of great interest for linguo-cultural knowledge as they are the true keepers of culture. Texts, especially fiction ones, reflect mostly the culture of people, promote the disclosure of nation's mentality and outlook.

Taking the above said into account, the task of linguocultural study of modern texts seems to be relevant and significant. Such analysis is connected with the fact that language units of cultural linguistics or linguocultural units have a special significance. Every text comprises such units which contain information about linguoculture.

In other words, there are separate components - language units - which are presented in a text and carry cultural information. As V.A. Maslova points out, the language units which are fixed in legends, myths, folklore, fiction and religious texts, poetry, compose the cultural code of a nation and must be carefully studied. Such units include:

- 1) non-equivalent lexis and gaps,
- 2) mythological units,
- 3) proverbs and sayings,
- 4) phraseological language fund,
- 5) etalons, stereotypes and symbols,
- 6) metaphors and imagery

These units reflect mentality, outlook, traditions, customs of an ethnos and also the way of life and wisdom of people [1, 36-37].

Special attention should be given to non-equivalent lexis. As E.M. Vereshchagina and V.G. Kostomarov state, non-equivalent language units name specific for any culture things. They are the product of language cumulative function and they are regarded as knowledge present in the mind of a culture representative [2, 136]. The difference between cultures and languages can be seen in the examples of non-equivalent units.

However, the culture peculiarity can manifest itself not only through non-equivalent vocabulary, but also in the absence of some language units present in other languages. Such language units are called lacunae. E.N. Solovova determines lacuna as a gap in communication [3, 5]. As Y.A. Yurchenko states, a theory of lacunae was worked out in Russian linguistics. In this theory lacunae are viewed as differences between cultural communities which show the lack or excess of experience of one linguocultural community against another [4].

Mythological units are also of a special interest for the study. Such notions as mythologemes, archetypes, superstitions, rites, and rituals belong to these units. The decoding of meaning of these items can give additional cultural information and promote a deeper understanding of the people's mentality.

Moreover, proverbs and saying of the language fund play a great role in culture understanding. They are considered to be stereotypes of national consciousness.

Phraseological fund is a valuable source of information about the culture of the people which is close to the language proverb fund. Phraseological units have a great linguocultural potential because exactly those expressions which are associated with stereotypes, symbols and the culture of a nation are fixed in the language in the form of phraseological units. V.N. Teliya notes that the phraseological language fund is a mirror in which self-consciousness identifies itself with a cultural community and the vision of the world of a particular nation manifests itself through phraseological units. Ideology and the social structure of an ethnos are also reflected in phraseological units [5, 37].

Besides, it is important to note that etalons, stereotypes, and symbols play an important role in culture disclosure. They have been formed for many years and have their cultural identity. These linguocultural units are the result of the phenomena commensuration that is why they reflect the world view and outlook of the nation. As a rule, etalons and symbols evaluate and measure the qualities and properties of subjects or phenomena. They are mostly fixed in a language in the form set expressions.

Metaphor is also a cultural language sign. It can be found in the language, culture, and many different spheres of life. V.N. Teliya considers that a metaphor is a prism through which a man sees

the world because metaphors appear in a national specific way in an inner form of the language [6, 132]. Metaphors and also the language images are tools of thinking and perception of the world. More than that, they reflect the fundamental cultural values.

These very units formed the basis of a linguocultural analysis of English and Russian prose. The article represents the results of the analysis of the language means which create linguocultural context in the English detective story 'When Will There Be Good News?' by Kate Atkinson and the Russian detective story 'In One Breath' by Tatyana Ustinova. It should be noted that linguocultural analysis of these compositions was made in several stages. Firstly, the linguocultural units were picked out according to V.A. Maslova's classification, that is those language means were taken which contain cultural information. Secondly, identified linguocultural units were analyzed in connection with into English and Russian culture peculiarities. In conclusion, the comparative analysis of English and Russian prose was made.

As a result of our practical research it was found out that linguocultural units have their own specific usage in different languages. Usage of non-equivalent lexis is the most common feature of the English detective story. It counts 45 %. This is one of the examples met in the story:

- *She cooked a turkey and everything, even flamed the **pudding** with brandy [7, 53].*

This sentence contains a non-equivalent unit - *pudding*. Pudding is an English desert made of flour and eggs which is cooked on a water bath.

In general, non-equivalent lexis has a great cultural meaning and reflects the cultural background of a particular country more clearly.

Phraseological units take the second place on frequency of use – 39 %. English phraseological units are very diverse and have their own peculiarities. For example, the following units reflect the cultural specifics of the English people:

- *They were all **under his feet**, even their mother [7, 8].*

In this sentence the phraseological unit *to be under someone's feet* means submission and obedience.

- *Scolding ran off him like **water off a duck's back** [7, 46].*

This phraseological unit implies indifference, unconcern and passivity. *Как с гуся вода* is a Russian equivalent of English set phrase.

Proverbs and sayings which deliver people's wisdom through generations count 6 %. This is an example of a proverb met in the text:

- *Do not look a gift horse in the mouse [7, 49]*

This proverb implies that one should take a present as it is without any criticism. There is a Russian equivalent to the English proverb – *Дареному коню в зубы не смотрят*.

It should also be noted that etalons, stereotypes and symbols count 5 % in the English text. So, in the sentence “*He was small like a gnat, Reggie was even afraid to touch him*”, linguocultural unit **gnat** emphasizes the size, symbolizing a small and fragile person [7, 93]. In the next sentence “*Water always found a way, it beat everything in the end*” water represents a symbol of strength, overcoming obstacles, perseverance, persistence [7, 47].

It should be pointed out that metaphors and imagery are met in the English story not very often. For example, in the sentence “*This news was a dagger to her heart*” news is compared to a *dagger* to show the main character’s pain and suffering more emotionally [7, 12]. On the whole, the English detective story numbers 5 % of such language units.

As for mythological units, they are met rarely and make up 2 % in the English text. The low frequency of their usage can be explained by the specifics of the text and author’s style where the use of such units is not typical.

According to the logical development of the research, the next stage of our study was to analyze linguocultural units in the Russian detective story.

Thus, in the Russian text we can observe the most frequent use of phraseological units—69 %. For example:

- *Хватит валять дурака! Пора и делом заняться* [8, 97].

This Phraseological unit implies an inactive spending of time, idleness. This expression is connected with a toy Humpty-Dumpty which children try to lay down.

- *Теперь главное – не ударить в грязь лицом!* [8, 51]

This set phrase means showing oneself with dignity and not to disgrace oneself. This unit has its roots in antiquity. When the feast fights were held, it was shameful to fall from the blow as it meant defeat.

The frequent use of phraseological units can be explained by the abundant use of dialogues in the text, for as it is well-known that phraseological units are typical of conversations.

Moreover, non-equivalent lexis (33 %) is found in the text too. The following sentences show the examples of these units met in the detective story:

- *На подносе стояли чашки, огромный огненный чайник, плетенка с баранками и коробка печенья* [8, 173].

- *За ней по ковру потянулся след мокрых галош* [8, 108].

- *На столе, конечно, самовар с начищенными медными ручками самодовольно сияет даже хмурым осенним вечером* [8, 62].

Such units as etalons, stereotypes and symbols should be also pointed out. Their amount in the analyzed text is equal to 5 %. For example:

- *Дождь зарядил до самых «Петровок»*[8, 55]

This sentence involves a religious holiday which is celebrated on the 12th of July. This Christian holiday symbolizes midsummer and a lot of superstitions and signs are connected with it.

It should be noted that metaphors are not common for the Russian detective story under analysis and their number is equal to 4 %. Among these units we underline the most colourful imagery. In the sentence “*Юрист гудел, как овод*” the image of a gadfly symbolizes an importunate man who tries to get profit by all means [8, 12].

The following table shows the results of the comparative analysis of the two works:

Table 1 – Comparative analysis of language means creating a linguocultural context in English and Russian prose

Linguocultural units	English Prose	Russian Prose
<i>Non-equivalent lexis</i>	45%	33%
<i>Mythological units</i>	2%	5%
<i>Paremiological units</i>	6%	0%
<i>Phraseological units</i>	39%	39%
<i>Etalons, stereotypes, symbols</i>	5%	14%
<i>Metaphors and imagery</i>	3%	4%

The presented data show that the peculiarities of creating a linguocultural context in English and Russian prose are different. The author of the English detective story tends to use mostly non-equivalent units, while the linguocultural context of the Russian text is expressed mainly by phraseological units.

Both English and Russian authors equally use metaphors and mythological units. However, the author of the Russian prosaic text uses mostly etalons, stereotypes and symbols that is different in the English text where proverbs prevail.

On the whole, it was found out that both English and Russian texts contain phraseological units and non-equivalent lexis. It should be noted that phraseological units are typical of the Russian text while non-equivalent vocabulary units are found mostly in the English text.

Thus, it is important to note that the main aim of cultural linguistics is the study of interaction between a people’s language and culture, identifying the cultural peculiarities of an ethnos that is necessary in modern world of cross- cultural communication.

Based on the statement that language is one of the most important culture components, linguoculture is interpreted as a culture embodied and fixed in language signs and manifested in the language and through the language. Therefore, language means can contain a certain linguocultural specifics which implies the reflection of national cultural phenomena amenable to practical detection and rational explanation.

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A.O. Lopukhova

Saratov, Saratov State University

EVALUATION OF RURAL TOURISM DESTINATIONS IN SARATOV REGION

The concept of rural and agrotourism have become important around the world. But it is a quite new way of Russian national tourism industry's development.

The study explores Saratov region with a focus on agrotourism. The main purpose of the research is to determine the status of agrotourism in Saratov region.

It is primary important to determine the definition of agrotourism. There have been made a great number of researches with the purpose to find a difference between rural and agrotourism. Summarizing the opinions of Russian researchers, we could say that they suppose that the main differences of agrotourism from rural tourism are participation of tourists in learning new skills in the garden, physical exercise (such as cultivation, picking berries, gathering vegetables and others) and taking care of animals.

Foreign studies show other differences. For example, Kizos and Iosifides describe agrotourism as-“tourist activities of small-scale, family or co-operative in origin, being developed in rural areas by people employed in agriculture” [1, 59].

Ollenburg defines «Farm tourism» as “activities and services offered to commercial clients in a working farm environment for participation, observation or education” [2].

In this research we are going to focus on the main criteria of agriourism which are:

- accommodation (it should be a rural house or similar comfortable apartment);
- participation in typical rural activities (fishing, hunting, cultivation, work in the garden and others);
- taking care of animals.

The 5th of May is the day when the decision of confirmation of «Conception of rural tourism in Saratov region» was released. According to this Conception, some parts of Saratov region are standing apart. Among them are: Balashovskiy, Novoburasskiy, Atkarskiy, Khvalynskiy, Engelsskiy and other areas [3].

We made a research and chose the most suitable for agrotourism destinations. Among them are:

1) Recreation camp «Staraya melnitsa melnitsa»:

Location: on the bank of the river Medveditsa, small village Nikolevka, Balashov area.

Accommodation: two-storeyed and three-storeyed cottages with the capacity from 10 to 14 people.

Special aspects of accommodation: the first cottage is decorated in the country style. There are hand-made decorative elements (antique furniture, broom of the grass and others), but at the same time the house is furnished with modern household appliances. The second cottage is decorated in the naval style; the third one is built in the shape of a mill.

Uniqueness: scenic value. The camp is surrounded by a pinewood, clear river and forest lake.

Services: Rent-a-ski, billiards, snowmobile driving, baths.

Advantages: all-year activity, nearness to the river, broad variety of services.

Disadvantages: the lack of infrastructure (drug-stores, shops, banks, post offices etc.), the lack of opportunity for tourists to take part in agricultural labor.

This camp is an interesting place for people with or without children who want to spend a weekend outside and relax the mind.

2) Country-house estate Nilolevskoe gorodishche:

Location: Nikolevka village, Balashov area (20 km away from Balashov city).

Accommodation: camping site (туристическая база), there are rooms in the museum «Russian izba».

Uniqueness: located in the «Almazovskiy» wildlife sanctuary- unique nature, archeological artifacts. There are architectural constructional materials of famous actor Ustinov's broken estate near the lake Perekatnoe.

Services: horse-riding, skiing, bike hire, boating, old Slavic games and amusements, excursion to excavation site.

Advantages: unique location, diversity of offer services, a low price for services and accommodation.

Disadvantages: poor range of rural-oriented services.

This place is a good opportunity to see how our ancestors lived. Also it is possible to take part in interactive activities, which are increasing the level of perception and are forming the full image of rural life.

3) Mini-Hotel «Winged»:

Location: Voskresenskiy area, Voskresenskoe village.

Accommodation: two and three-bed rooms in the mini-hotel.

Uniqueness: nearness to Volga river, diversity of country entertainments.

Services: hydro-skiing, fishing, baths, snow-kiting, skiing.

Advantages: wide range of services, nearness of infrastructure, all-year activity.

Disadvantages: absence of animals on the territory of the hotel, absence of garden.

Good choice for people who want to rest in the countryside at weekends.

4) Camping site «Golden trout»

Location: village Teplovka, Novoburasskiy area.

Accommodation: cottage with sauna, kitchen, billiards, swimming pool. Wooden houses with all conveniences.

Uniqueness: near the camping site there are two ponds with special small bridges for fishing competitions. In the water of ponds it is possible to catch trout, sturgeon, sterlet or carp. In the alder forest it is possible to pick mushrooms.

Services: fishing, baths, horse riding.

Advantages: wide range of services, low price for accommodation.

Disadvantages: the lack of infrastructure.

Generally, it is possible to call this place a good place for rural rest. The quality of services is good for such low price.

5) Leisure place «Prirechnoe»

Location: Atkarsk area, Prirechnoe village.

Accommodation: guest house, each has 6 rooms of different price tier.

Uniqueness: on the one side of the leisure place there is a river Medveditsa, on the other side-pine wood and lakes.

Services: hunting, fishing.

Advantages: high quality of accommodation.

Disadvantages: poor range of rural lifestyle activities.

This place could become a potential place for agrotourists, but at the moment its services could not fill the need for rural leisure.

As it can be seen from the above, there are some common disadvantages of agrotourism destination's activity, such as:

- absence of essential infrastructure for tourists in the area of destination;
- the lack of rural life oriented services;
- the lack of rural types of accommodation (huts, wooden houses, etc.).

But, nevertheless, there are prospects of these destinations development which lie in the:

- scenic value of nature where these objects are located;
- broad variety of tourists towards whom the objects are oriented (families with or without children, group of men and women and seniors);
- affordability of offer;
- ability to combine agrotourism with other forms of tourism (ecological, cultural and educational).

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M.A. Lovyagina

Saratov, Saratov State University

LONDON AND THE CROWN IN THE TWELFTH CENTURY.

It is known that by the beginning of the twelfth century London had possessed almost all privileges granted by the Crown. The city had managed to achieve the highest degree of municipal independence that was possible in England at that time. Its position was considered as an unattainable ideal for the rest of the towns in the kingdom [1]. But what was the process of gaining the privileges? How did London achieve such a degree of municipal autonomy? These questions remain unanswered.

The purpose of this paper is an attempt to analyze the Charters granted to London in the twelfth century by English monarchs in the context of city's progression to the "free city" status.

Wealth, economic potential and political significance allowed London to become the most privileged city by the end of the eleventh century. William the Conqueror's confirmation of the Londoners in their rights and customs is considered by the earliest English civic charter [2, 204]. According to it the king granted the citizens "to be all law-worthy, as they were in the days of king Edward" and that "every child shall be his father's heir, after his father's days" [3, 1].

English monarchs needed assistance and goodwill of London to gain political support. Henry I in 1100 had usurped the crown in prejudice to Robert, his elder brother, so it took him a lot to legitimize his rule and to win over his people's trust. London played an important role in this task, and in 1131 the king granted its third civic charter to London. Its distinctive feature was the fact, that it was the first charter which enumerated in detail all the rights and privileges. The most important privileges were constantly confirmed by new kings. But at the same time new immunities were granted.

Henry I increased London's status by legally equating it to the county. Londoners got the power of choosing a Sheriff of Middlesex. That was a very important privilege because a sheriff was in fact the head of the county's royal administration and henceforth the citizens could choose him from their own body. Later, in the time of king Stephen the citizens were obliged to pay him one hundred marks of silver for confirming their right to choose their own Sheriffs.

Henry I's charter to London contained a fee-farm grant for 300 pounds – an annual rent provided to the Crown in lieu of other irregular exactions along with the right to provide such a payment by the citizens themselves. Thereby a fee-farm grant exempted the city from the lord's intervention in the city finances. Furthermore, it was a proper duty of the sheriff, who was formerly appointed by the king, to collect revenues and account for them in the king's court within a certain sum; any extra money he could collect belonged to him. So it was extremely important for the cities to take over the right to provide these payments. Usually it was profitable for the kings as well because to get a fee-farm grant the citizens agreed to raise the tax rate a little [4, 41].

A fee-farm grant is related to the features of the urban development in England. The overwhelming majority of the English cities – $\frac{2}{3}$, yet almost all of them were the most significant and powerful, were situated on the lands of the Crown. This peculiar state of the English cities was the source of difficulties, which complicated their struggle for the release from the lord's authority. It was hard to withstand such powerful a lord as the king as well as to achieve complete independence from him. Release of the English cities from liege homage in the Middle Ages occurred by means of financial agreements with the Crown. On the other hand, being aware of cities' significance for the confrontation with the feudal lords and gaining political power, and constantly being in need for finances, the Crown willingly granted the privileges to the cities [5, 90-91].

A fee-farm grant, given to big cities, almost always brought along the grant of self-government, i.e. the right to appoint their own officers. London, likewise, got the power of choosing a Sheriff, as well as a Justiciar along with a fee-farm grant.

The office of Justiciar was directly linked to privileges in law given to the city. The Justiciar was appointed by the citizens for holding the Pleas of the Crown. It was also specified that “the citizens of London shall not plead without the walls of London for any plea”. The Londoners got in fact the right of having their own Court with “libera curia” competence, and exemption from participation in Hundred Court or County Court. They also got the right of not being impleaded outside the city [6, 198], except of the pleas of foreign tenures [3, 5]. But there was an exception for the king’s officers and servants, who had the personal privilege to be sued in the king’s courts only.

The citizens were freed from trial by battle in criminal as well as civil suits. They also had the privilege of discharging themselves by oath in Pleas of the Crown. The charters stated that a Londoner could not be “adjudged in amerciements of money but of one hundred shillings”, speaking of the pleas which appertained to money. One of the charters’ clause ran that there was to be no miskenning in any court within the city.

Release from penalty for murder can be considered as an important achievement. According to the frankpledge, that had been existing ever since Anglo-Saxon times, everyone was surety for each other’s good behavior; and was bound to produce every malefactor, or pay his wergild, as a compensation to the person wronged. This fine must have been a real hardship upon populous and prosperous cities, where the offenders were often strangers. Henry II’s charter added acquittal from murder not only within the city, but also in the portsoken – a district without the walls appended in early times to the civic jurisdiction. Later it became a common privilege in towns to be exempt from this penalty [7, 283-284, 302].

The city exercised its jurisdiction through Folkmoot and Court of Husting [8, 358].

Ever since the Anglo-Saxon period all the citizens of London had to assemble the folkmoot at least three times a year (on Michaelmas, Christmas, and the Feast of St. John) where the most important court cases, discussion on the organization of power and the proclamation of new laws took place. In the XII century this meeting turned into the Assembly of Freemen of London and was traditionally held in the open air in the northeastern part of St. Paul’s churchyard.

Court of Husting (indoor assembly as opposite to Anglo-Saxon folkmoot – open-air assembly) functioned in London since 1032, the time of Cnut the Great. When in the XII century London got the status of the county, Court of Husting acquired the significance of a county court. By the charter of Henry I it was enjoined that the Court should meet every Monday. All kind of pleas except those of the Crown were pleaded, including proceedings of debt, trade, real estate and land [9, 51].

London also got the privilege of the city soke. The soke was that district in the demesne of the lord over which he possessed judicial authority, both criminal and civil [7, 289]. It is written in the charter: “the churches and barons and citizens shall and may peaceably and quietly have and hold their sokes with all their customs; so that the strangers that shall be lodged in the sokes shall give custom to none but to him to whom the soke appertains, or to his officer, whom he shall there put” [3, 3-4].

According to the charters Londoners were freed from scot and lot – a local contribution levied upon all subjects rateably and according to their ability for public purposes. The so-called “danegeld” was no longer levied. Originally it was an extraordinary tax for the purpose of expelling and resisting the continual invasions of the Danes. But its collection continued long after the occasion for which it was created in the first place. Danegeld became a kind of regular revenue levied from lands and tenements, being fixed at a proportion of so much per hide.

Londoners got various commercial privileges. It was written in the Henry I’s charter that “all the men of London shall be quit and free, and all their goods, throughout England, and the ports of the sea, of and from all toll and passage and lorage, and all other customs” [3, 4]. Henry II not only confirmed what had been given by Henry I, but granted other immunities, such as acquittal of bridg toll, childwite (a penalty for begetting a bastard on a lord’s bondmaid), jeresgive (a feudal or demesne burthen) and scotale (a practice of the king’s officers who kept alehouses or brewed liquors, and forced men to come to their houses and pay contributions, for fear of their displeasure). The charter given by Richard I can also be considered very important. This was the first charter by which the city of London claimed its jurisdiction over the river Thames. It grants that “all weirs that are in the Thames be removed” [3, 9]. The weirs were obstructions in the Thames formed by damming up the river on each side, so as to leave a narrow outlet, across which a net was extended to intercept the fish. The extreme nuisance thereby occasioned, both to the navigation and to the fishery [7, 305-306]. For London as a major economic centre these privileges were extremely important. It also demonstrates the increasing state of trade and proves that English monarchs began to perceive it was their true interest to assist and favour commerce.

The charter provided the protection of the London merchants’ interests. Thus if anyone took toll or custom of any citizen of London, the Londoner in the city could take of the borough or town, where toll or custom was taken, so much as he gave for toll and receive damage thereby. If the debtor does not pay the same, neither comes to clear himself that he owes none, the citizen of London, to whom the debts shall due, may take his goods in the city of London, of the borough or town, or of the county wherein he remains who shall owe the debt.

A great achievement for Londoners was that they were no longer compellable to receive the members of the King’s Household, or others, into lodgings as guests. In early times the

accommodation of the king and his household was accomplished by the system of purveyance – a system by which lord and his people were provided with different necessities.

Among other things the Londoners got the privilege of hunting in the forests of Chiltre, Middlesex, and Surrey [3, 4]. This kind of benefit was rare at the time, as wooded areas were typically reserved for use of the king. It is known that it was William the Conqueror who first created royal forests in England. He declared that he could hunt wherever he wanted to and proclaimed laws, which preserved his animals and the greenery inhabited by them. Besides, these laws concerned all the forests regardless of who they belonged to. It is possible that by giving such privilege, the kings wanted to emphasize political and economic significance of London.

London was likewise a source of order in home affairs [2, 203]. London's charters set standards for those of Norwich, Lincoln, Northampton and the others.

Thus, London, ahead of other English cities, got numerous rights and privileges, which provided its citizens with economic freedom, as well as variety of immunities in law and civic administration, including formal right of self-government. But despite the fact that the kings proclaimed in their charters that “right [will] be done to them [the citizens] according to the custom of the city” [3, 5], generally English cities, including London, could not achieve such degree of independence as cities in other parts of Europe. Even by the beginning of the XIV century only 35% of English cities received a fee-farm grant; 31% of them could appoint their own mayors and bailiffs, 48% had their own city courts. The rest of the cities were settled for less generous economic and political privileges. The constant proximity to the royal court caused a lot of troubles for the city government, due to continual violation of its competence by the Crown. It was demonstrated during a civil war, caused by the struggle for the throne between Matilda, a daughter to the late king Henry I and his nephew Stephen of Blois. When fortune had so far favoured the pretensions of Matilda, she sought to gain the crown. But the Londoners however refused to submit to her authority. It was not long before the city experienced her resentment, by a grant she made to Geoffrey, earl of Essex, of all the possessions which his grandfather, father or himself, had held of the crown, in lands, tenements, castles, and bailiwicks; among which were the Tower of London and the sheriffwicks of London and Middlesex, at a fee-farm rent of 300 pounds. She farther granted to the said Geoffrey the office of justiciary of the city, and of the county of Middlesex; so that no person whatsoever could hold pleas either in the city or county without his special permission. The Londoners soon felt the sad effects of an agreement, by which some of their most valuable privileges were snatched out of their hands [10]. This example shows that despite all the privileges aforesaid, the Crown retained higher control over political life of the city, including civic justice system and finances [8, 361].

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M.G. Lushina

Saratov, Saratov State University

GEOGRAPHICAL CONDITIONS AND EARLY DEVELOPMENT OF MEDIEVAL CITIES IN GREAT POLAND

The Great Poland has a special place in the Polish history. The phrase "Great Poland" refers not only to the geographical area of the Great Poland lowland. The history of the term is much deeper than it seems.

Under the term "Great Poland" we understand a historical and geographical region in the Central and Western parts of modern Poland. The first recorded mentioning in written sources dates back to 1238 and is associated with the partition of Poland between the heirs of Duke Bolesław Krzywousty. According to the Statute of Boleslaw, the Polish lands were divided into five parts, and the Great Poland went to Mieszko III. In 1257 the concept of "Great Poland" was found in the work "Chronicle of Poland" written by Benedictine monk Maciej [1, 27]. But in course of time the meaning of the term changed and it took a new characteristic, which must be the factor of political fame and importance.

This article focuses on the original meaning of the term: the Great Poland is regarded primarily as the cradle of Polish statehood. Momentous events in Polish history occurred at this place.

Gniezno, Poznan and Kalisz were the most important historical centers of Great Poland. An important factor for the birth of the three largest cities of early medieval Poland was the fact that Great Poland possessed a favorable climate for economic development of the state. In the sources we can find evidence of this: "Leh (the founder of the Polish dynasty) ... came to a certain place with a very fertile soil, abounding with fish and wild beasts" [2, 58]. Thus, according to the chronicler, an important role in the consolidation of the great Poland with the status "the cradle of the Polish civilization" was played by geographical conditions.

Since the early medieval time Great Poland was at the crossroads of important trade routes. On the other hand, in the turbulent era of the Xth century, the region was well protected from outside intrusion, contributed to the dense forest on the borders circuit and a distance from the main military events (the invasion of the Hungarians) and threats of this stormy era. Natural conditions already in antiquity contributed to the influx of settlers to these lands. Land with fertile soils in the early middle ages was a determining factor for the region.

There were swamps, lakes surrounded by rugged mixed woods. The topography of the surrounding area, thus, was mixed. Polish lowland turns into the low rolling hills, and, as it has already been noted, at the same time, there often found marshy areas and rapid rivers. About 2/3 of the territory of Great Poland comprises the lowland, which affects climate. Average temperatures range from -5 to 17 °C [3, 282].

The evidence of the chroniclers about the region and its features is worth mentioning. An Arab traveler Ibrahim Ibn Jakub (his information in this case has a high degree of reliability, as a written evidence, the essay had practical importance for merchants who intended to go to the countries of Central Europe by a distant trade route) gives the following characterization of Poland in the Xth century: "The country abounds in food, meat, honey and fish" [4, 35].

Gall Anonim also gives a similar description of the region: "(area)...is very wooded, but abounds in gold and silver, bread and meat, fish and honey ... This is the region where the air is healthful, fertile arable land, forests abound with honey, water with fish, where the fearless warriors, the peasants are industrious, hardy horses, oxen fit for plowing, cows give plenty of milk, and the sheep lots of wool" [2, 59].

If we speak about the preconditions of the Foundation of the princely castle glade of the Polands, which became the core of the old Polish state, we should note not only the relative inaccessibility of the place of its construction for attacks, but also an important strategic position.

The region is bound by two major river systems of the Polish lands – the basins of the Vistula and Odra. The dense river network is created due to a large number of tributaries of these rivers. In the early Middle Ages that river system was the major strand of international trade, and as the location is on one of the key elements of trade routes linking the Baltic Sea with the countries of

Central Europe, it represented an important factor of rise and development. Having the above advantages, the duke's government provided security for merchants and trade caravans.

There is a hypothesis of the historian Urbanchik [5, 56], according to which the Great Poland region was chosen by the immigrants from great Moravia to create a similar state. However, based on the mentioned characteristics of the region, we may not agree with the author: the political rise of Poland and the formation of statehood were not due to how much external influence or indirect factors were primarily favorable and conducive to the consolidation conditions. The main factors were natural-geographical and climatic characteristics.

An important feature of the early development of Poland as a country was an intrinsically close relationship of the city and the state. Great Poland was the birth place of the oldest Polish cities, which already in the early Middle Ages held a prominent place in Europe.

Thus, Great Poland itself represented a region with favorable conditions for the establishment of the state. The first Polish town, apparently, was to have a number of specific features: to be difficult of access from the point of view of defense, to be located near trade routes, to have conditions to supply the inhabitants with water and food. Gniezno was the first capital of Poland, and not coincidentally, this center was chosen for the Foundation of the "family nest" of Piast. Poznań at the beginning of the Polish state did not play such a significant role, however, in the Xth century it was known outside the country, acting as the second largest residence of the Piast dynasty.

As a result, the Great Poland already in the X-XI centuries was such a part of Poland, where solely important cities, such as: Gniezno, Poznan and Kalisz were founded.

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Ju.A. Maksimova
Saratov, Saratov State University
CRIME SCENE DOCUMENTATION

Studying to become a forensic scientist one should trace publications in the leading international journals in the area and other types of scholarly publications. They can connect one to the latest developments in forensics, as well as specialty areas and even science in general.

Top Forensic Science Journals and Publications

Forensic Magazine. There are six different expert columnists featured in this publication which take on everything from facility issues to forensic safety. One can check out the latest news and top stories right on the homepage. They also have videos, a buyer's guide, and much more for the forensic professional.

Journal of Forensic Research. The JFR is an open access online journal which publishes original research, reviews, and short articles in forensic sciences on the internet which are easy to access and freely available. They even have special issues and an area where you can submit your own work.

The Forensic Examiner. Real cases, real experts, and real science are the focus of this journal. It is the official peer-reviewed journal of the American College of Forensic Examiners International. Recent articles include prescriptions and the emotional needs of law enforcement personnel.

The Forensic Panel. This online publication takes on many aspects of forensics. They include psychiatry, neuropsychology, toxicology, pathology, neuroradiology, and emergency medicine.

Journal of Forensic and Legal Medicine This is the official publication of the Australian College of Legal Medicine. It provides a forum for the rapid publication of topical articles on legal medicine and all clinical aspects of forensic medicine.

Journal of Forensic & Investigative Accounting. An up-to-date aspects of connecting numbers and forensics are demonstrated in this journal. It illuminates important forensic accounting issues, research, promotes discussion, and fosters an exchange of ideas. In addition to the journal, you can also read more about specific cases. One of the important issues a forensic expert faces is accurate documentation of a crime scene [1]. The author is in research and development, also a crime scene consultant and training instructor. This article is useful to investigators and forensic experts directly. In my opinion, there are differences in the way of crime scene documentation in Russian and American practice. Let us look into detail about the way it is done in Russia and the USA. After each separate part of the present article, I will comment it and indicate the differences with the Russian practice.

Documenting the crime scene

One of the most important aspects of any crime scene investigation is properly documenting the crime scene. This documentation provides a record of the evidence found at the scene and the observations of the scene itself at the time it was discovered. A complete and accurate record of the scene is essential for investigating the crime and for presenting the case when it goes to court. Documenting the scene begins with the first responding officer. For any

class of case, whether it is a burglary, assault, accidental death, homicide, etc., the first officer on the scene is a major participant in the case. Let us start with the first responder because the actions of that officer effect the whole investigation and become key to creating a thorough documentation of the scene.

Regardless of the type of scene, the first responder has the same set of responsibilities:

1. Self-protection
2. Provide care for injured at the scene
3. Secure and protect the scene
4. Identify witnesses and suspects
5. Maintain control of the scene
6. Establish contact with headquarters
7. Prepare notes to document actions taken and observations made

The main methods of documenting the scene include the preliminary survey, the narrative description, the administrative notes, photography, sketching/diagramming, and the evidence recovery log.

The above priority activities at the crime scene are common to both countries. However, a significant difference is the strict segregation of duties in the Russian practice. In America, an investigator can perform all the necessary arrangements. In Russia forensic expert carries out all activities related to the search and examination of evidence, that is, he deals with the so-called material traces. In his turn, investigator performs all organizational activities. He protects the scene, provides care for injured, identifies witnesses and suspects, etc. That is, he deals with so-called ideal traces. The Preliminary Survey records the condition of the scene as it was first found. For instance, you may note things such as doors and windows left open, missing items, ransacked rooms, etc. The survey can help you develop a general theory of the scene. The survey also establishes the extent of the area that needs to be searched and helps the crime scene officer determine what type of personnel and equipment may be needed for the investigation. Again, it is important to control access to the scene. Any time someone moves in or out of the scene, you risk the possibility of transferring evidence through footprints, hair, fibers, etc. In order to maintain the integrity of the scene and the evidence, you want to have as few people entering and exiting the scene as possible. Do your best to prevent random physical activity through the scene. Use the survey to devise a plan of action. The preliminary survey helps establish what happened at the scene. In court, you have to be able to paint a picture for the jury. The preliminary survey can help you do that.

These rules are binding for the Russian and American practices. In addition I would like to say that another key measure of protection scene and material traces is to use special protective suits. They are made of a material which leaves a minimum of fibers on surrounding objects.

Narrative Description

The narrative description is the documentation of the scene by the first responding officer. The narrative includes the officer's written notes, along with any video recording if needed. The narrative may also include any photos, either through film or digital media, taken by that officer. In Russian practice, the investigator conducts the inspection report of the crime scene, and forensic expert helps him in this. If there is a need for a photoshoot or a video recording, the investigator usually invites specialists who work with the technique.

Administrative Notes

Administrative notes are straightforward and consist of the basic questions: who did what, why, how, when, and where.

Photography

Photography allows you to accurately record the scene, using either film or digital media. To document the scene, you need to take overall, medium, and close-up shots. These photos should indicate the location, nature of the crime, the results, and the physical evidence created by the crime. If you can show all of that stuff, you've got it made. One of the mistakes people make is taking just the close-ups with no scales in the photograph. For example, there might be blood spatter on a wall, and the crime scene officer only takes close-ups. Well, which wall was it on? Which room? Without the other shots, you can't establish the location of the evidence. If you can't figure out the location, it will be hard for the jury to figure out what happened. To avoid this problem, take photos from one corner to the other, and then zoom in. Use markers to make it easier to identify the evidence and to tie it to your report. Record all photography information in your report.

Sketching/Diagramming

Once you have photographed the scene, you should also document it with a rough sketch and a finished diagram. These items are important parts of your documentation because they include all measurements and locations of items at the scene. If done correctly, the sketch and diagram provide the information needed to reconstruct the scene. Start by making the rough sketch. The sketch should show the layout of the scene and indicate important items, but it does not need to be drawn to scale. The idea is to get a sense of the scene. Measure the length and width of the walls, the position of doors and windows, the location of the evidence, etc., and record the measurements

on the sketch. Once you finish the sketch, use the measurements and other information to come up with the finished diagram. This final diagram should be done to scale using rulers and ink on paper, or on the computer using available software. The diagram should be accurate and clearly labelled so that it will make sense to others.

Summing up, we can say that most of the rules for documenting crime scenes are common. Their goals and objectives are the same for both of the countries concerned - establishment of the criminal acts and their sequence, search and study of all the available evidence and the prompt and complete investigation of the case.

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Yu.E. Malykhina

Saratov National Research State University

CULTURAL AND HISTORICAL HERITAGE OF THE GREEKS IN THE CRIMEA AND ITS INVOLVEMENT IN THE TOURISM SPACE

The modern world is characterized by globalization of all human life processes. Countries come together, forming a common and unified culture. But also a particular national identity is beginning to attract people. The interest to various ethnic groups, their culture, customs and traditions increases. Therefore, ethno-cultural tourism is developing.

Ethno-cultural tourism has a great importance for the country. It is a type of tourism the basic aim of which is to get acquainted with culture and a way of life of a certain ethnic group, spiritual and cultural enrichment by visiting traditional dwellings and ethnographic museums, participation in national ceremonies and holidays.

The Crimea has a huge ethno-cultural potential. Since old times the territory of the Crimea was inhabited by people of different nationalities. Religion, architecture, and art of different nations, all this has left its mark on the look of the Crimea, making it unique and unforgettable. One of the most interesting ethnoses in the Crimea is the Greeks. They were the first civilized people who settled in the Crimean lands. This nation made a great contribution to the development of human civilization. The main reason for relocation of this people to the Crimea was search by poor citizens for normal life, because Metropolis was overcrowded. Products and lands were scarce. All this caused a mass colonization. This movement took place in the 7th -6th centuries BC [1].

Today we can find the Greek culture facilities in many cities of the Crimea, namely in Kerch, Theodosius, Sevastopol, Bakhchisaray, Belogorsk, Simferopol, and Yevpatoria.

One of the first Greek colonies in the Crimea appeared on the shores of the Kerch Strait about 600 BC. It was a city of Panticapaeum. Soon other Greek settlements appeared near

Panticapaeum. In 480 BC they were united in the state, which became known as the kingdom of Bosphorus [2].

Perhaps, the brightest and the most famous object of the Greek culture is the city Chersonesos Taurica, located in the suburb of Sevastopol. This is one of the most ancient Greek cities on the Peninsula. Here, on a fairly large area of greater than 45 hectares, various monuments are scattered in different places. We can find typical Greek and even Roman architecture [3].

In the area of Bakhchisaray archaeologists discovered the Acropolis, belonging to the sixteenth-seventeenth centuries. These are the ruins of religious buildings and Greek houses. Many medieval religious monuments of the Crimea are the imprint of the Greek culture. One of them is the Uspensky monastery, carved into rock near Bakhchisaray. The monastery was founded in the seventh century. In the middle ages it was near a Greek settlement. According to the legend, the icon of the Mother of God of Panagia appeared to the inhabitants of the settlement. Today, the monastery attracts a large number of pilgrims [4].

But the most interesting object of ethno-cultural tourism in the Crimea is Chernopole. Here we can find a lot of monuments that have emerged in the late 18th century. There are the Greeks houses remaining from the early 20th century. An ethnographic museum was opened here in 2000. But the most interesting thing in this village is the locals because they are the descendants of the Greeks, who once came to the peninsula. These people honor the memory of their ancestors, preserve their culture and traditions, celebrating traditional holidays and teaching the Greek language at a local school [5].

You cannot feel all versatility of the Greek culture if you visit only one or two places. You have to immerse yourself into this atmosphere. For this, an ethno-cultural tour was developed by me.

This tour assumes familiarity with the Greek population of the Crimea, who lives in the village Chernopole. Tourists will spend an eventful week. They will visit master-classes and theme parties being in Chernopole. Also they will go to Kerch and Theodosius on excursions.

Now I want to present my tour.

Day 1: Tourists come to the village. They are placed in the houses of the villagers. Then they go on a sightseeing tour around the village. Tourists will see the preserved traditional houses of the Greeks and will be able to talk to the locals and learn their legends.

Day 2: Tourists will visit the local ethnographic museum. In the museum they will be able to see traditional clothing of a bride and groom, houseware, and handmade wool carpets. Also tourists will see the interior of a traditional dwelling.

Then they take part in a master-class on preparation of local food. And in the evening tourists visit the folk ensemble performance that performs songs in Greek.

Day 3: Tourists will visit local sights such as the spring Ai Yazma. Its water is considered holy by the locals. Also they may visit the Church of Saints Constantine and Helen. This church appeared in the village in 1813. The Crimea has experienced a strong earthquake in 1927. The church was damaged. People rebuilt the church on their own [6].

During the day tourists will visit another master-class. They will learn about one of the main activities of the locals. It is wool processing.

In the evening tourists enjoy the atmosphere of Greek dancing. A choreographer and some locals will show them several dance elements and then tourists will try to repeat them.

Day 4: On this day, tourists will go to Theodosius to learn its Greek heritage. They will visit the church of St. George. The church was a part of the Orthodox monastery in the 14th century. Currently, there is only a church of St. George. Inside the church we can see the exposition devoted to the history of the medieval orthodox temples [7].

Also tourists will visit the museum of antiquities of Theodosius. The basis of the museum's collection was a collection of antiquities of merchant Dzhevardzhi. There are lapidary monuments of the medieval ruins of Kaffa Cafe and different ancient things. Tourists can see Hellenistic marble lions, a plate with the image of a griffin and much more [8].

Day 5: Then tourists go to Kerch. Here they will explore archeological findings, collection of ancient Greek things, discovered during the excavations in the capital of the Kingdom of Bosphorus, Panticapaeum. And then they will go to the ruins of the ancient city of Panticapaeum, which is located on Mount Mithridates. The remains of the foundations and walls of buildings, towers, and marble columns are preserved here. The most important symbol of the ruins of Panticapaeum is a high arch with columns and carved stone portico. Another popular object is a marble chair that looks like a chair of Dionysus in Athens [9].

Day 6: Tourists will go to the village of Aji-Mushkay, which is located 5 km from Kerch. There is a royal mound. It is a monument of funeral architecture of the 4th century BC. The architecture of the Royal mound presents different interesting design solutions, ahead of its time. An indoor corridor with the length of 37 m leads to a square burial chamber. It is arranged in such a way that it bears some meaning, corresponding to the intended construction [10].

Coming back to Chernopole tourists will take part in a theme party of Greek myths and poetry. The locals will read Greek poems in the Greek language.

Day 7: The tour program comes to an end. Tourists are leaving the village.

In conclusion I would like to say that ethno-cultural tourism enriches people spiritually and gives them the representation of life of other ethnic groups.

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M.V. Medvedeva

PUBLIC POLICY IN THE UNITED STATES OF AMERICA AND RUSSIAN FEDERATION AND ITS MEDIA COVERAGE

What is public policy and why is it so important? Do Russia and the United States of America have differences and similarities? The main purpose of this study is to search for the definition of public policy and to consider its specific features in Russia and the USA. The Novosibirsk region of Russia and the state of Arizona in the United States have been used as the examples of public policy in this study.

There are many definitions of public policy. Different scientists highlight different evidence. One of the many definitions of public policy is, “government policies that affect the whole population” (www.merriam-webster.com). This definition is very abstract. Many scientists

argue that public policy consists of the local policy in different regions, and this article discusses local policy in one region in the USA and in Russia.

“Public policy manifests the common sense and common conscience of the citizens as a whole that extends throughout the state and is applied to matters of public health, safety, and welfare. It is general, well-settled public opinion relating to the duties of citizens to their fellow citizens. It imports something that fluctuates with the changing economic needs, social customs, and moral aspirations of the people. Public policy enters into, and influences, the enactment, execution, and interpretation of legislation.” [1].

Public policy is a very complex and interesting concept. Each researcher investigating this concept derives different meanings. However, this does not mean that they are all wrong. Today, there are various schools and institutions that study this phenomenon.

There are several major trends in public policy. The most pressing are public administration and public image of political institutions. Public policies are goal-oriented. Public policies are formulated and implemented in order to attain the objectives, which the government has in view for the ultimate benefit of the masses. These policies clearly spell out the programs of governments. “Programs” is the key word. Various goals are specified within programs. Without programs, the government cannot do anything. Public policy always influences the life of the government and lives of citizens. Thus, public policy is a very important part of the life of a state, county, city or town. Without public policy no state can exist and function.

Now, let’s talk about examples of the public policy in the USA and Russian Federation. In this work, public policy is considered in two different regions: one in the USA and another in Russia. To analyze the public policy in the United States and Russia, we have chosen Arizona and Novosibirsk region respectively.

First, one must know some information about Arizona’s geography, capital, and laws. Arizona is a state in the southwestern region of the United States. It is the sixth largest and the 14th most populous of the 50 states. Its capital and largest city is Phoenix. This state has its own constitution. This is an important fact for the research because the constitution of the state largely determines public policy in this state. The head of the state is the governor of Arizona. He is the head of the executive branch of Arizona's state government and commander-in-chief of the state's military forces. The governor is a very important person, because he represents the public policy. He influences the population’s perception of the public policy.

The main document defining the public policy is the constitution. The first and very important words about public policy can be found in the Preamble, “We the people of the State of Arizona, grateful to Almighty God for our liberties, do ordain this Constitution” [2]. That reads that

the main object of the public policy is people. This means that the public policy is of democratic character.

The democratic policy means that state's citizens take part in managing the state. Many people have opportunities to influence the state government in Arizona. On the Arizona's Senate website, one can find "Career Opportunities." There, one can find many opportunities to exert influence on Arizona's public policy.

Another hallmark of public policy is publicity. Everything that we know about Arizona's government can be found on their websites and media sources. This suggests that public policy in this region is different publicity, which is also very important. Arizona's government broadcasts all of the information pertaining to their activities. Anyone can watch the sessions of Arizona's Senate on their web-site.

Furthermore, Arizona's politicians want to speak with their citizens. They want to know what their citizens think of their governmental decisions. Thus, it is evident that public policy in this region is developing. One can see that politicians think about their people and about their own image. The states have the power to solve their own problems. Additionally, all citizens know the power of their Senate, and they have opportunities to influence their government.

Russian public policy is unique. The region selected for the analysis is Novosibirsk region. Public policy in this region is very specific. In the Novosibirsk region, the public policy has its own features. Firstly, one can say that public policy here is a very complex phenomenon. One can say that in this region the public policy is determined by the governor of Novosibirsk. He is also a central figure in media coverage. He seems to play an important role in deciding what the public policy is. The region has Ustav, which is a legislative document that determines the foundations for the regional government and is based on the Constitution of the Russian Federation. The Ustav stipulates some general provisions of the public policy in the region [4]. Here the public policy exists mostly in the executive branch. The governor in this region is Vladimir Gorodetsky. He is a very famous man. He is always working for his region. His work appears good, but it only solves part of the problems in the region. The media covers the governor's activities, but they do not speak about the problems that he ignores.

The second feature is the fact that people in the region have little information about Novosibirsk's governmental activities. Although the official website of the government provides some videos made at the meetings of the officials, it is still difficult for the people to give their feedback [5; 6]. They cannot speak about what they do or why it is important. They know only that the government does something. On Novosibirsk's government websites, one can find some information about government activities but not as much as one wants [5; 6]. Working citizens have

no opportunities to influence the policy of the region. This is not particularly beneficial for society. Thus, the region has a good image in the media, but the public policy here may seem ambiguous.

As a result, public policy in both of these regions has some similarities. First, they each have their public policies. In the United States of America and Russian Federation, it means official policy of the state, official political course. Both public policies have a “Program” but each country has its own “program”. Also, countries have differences. It is a character of public policy, opportunities for citizens to influence on the public policy. The media coverage of the public policies is also different in these regions: the media coverage of the public policy in Arizona is more multidimensional, and the government provides people with more opportunities for giving feedback.

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P. V. Melikhova

Saratov, Saratov State University

ANTIQUARIAN SOCIETY OF ELIZABETHAN ENGLAND

The XVI century is the time of great changes for England. The new Tudor dynasty mounted the throne, the economic growth started; changes in the social structure and public administration were launched. Finally, it is the time of the Reformation – a great revolution in the religious consciousness of people, development of science, education and culture. This is the period of influence of the European Renaissance and humanism ideas. At that time England was in the process of a new national government foundation. All of the above has led to the growth of national consciousness, importance of the country in Europe and in the world.

National consciousness was expressed in the increase of interest towards Motherland's history. The culture of Britain's historical knowledge was spread through translated works of ancient writers: Tacitus, Livy, Suetonius, Ammianus, Marcellinus, Thucydides, Plutarch, etc., and

due to historical editions of the English medieval authors – Venerable Bede, William of Malmesbury, Henry Huntington, etc.

Therefore, at this time the humanistic historiography of the Tudors' England was formed. Namely, the works of the following authors can be named: *English history* (1533) by Polydorus Vergilius (1470-1555) which was written on the commission of the Royal court and became an authoritative work for historians of that time. Historical works of humble people also appeared: *The New Chronicles of England and France* by London clothier Robert Fabian, that was republished 5 times from 1502 to 1559. The chronicles of the metropolitan lawyer Edward Hall *The Union of The Two Noble and Illustrious Families of Lancaster and York* (1548) is a historical work that became a source for the *History of Henry VII* by Francis Bacon. The historical chronicles and treatises on political history presented to readers the lessons of the past and began to acquire greater value.

Different societies and associations which in the future will make an invaluable contribution to the development of history as a scientific field and independent discipline appeared in those times. The research of the past on its tangible and intangible fragments and “antiquities” was shaped into a new area of study – the antiquarianism [2, 756]. The antiquarianism was manifested in different disciplines but particularly in historical and scientific field.

Antiquarians were the experts of documents of the past (erudite), which widely used for their research non-textual evidences (tangible and physical objects). They were not historians in the modern sense, they were “historians-enthusiasts” who were interested in the past of their country, constantly seeking the truth among numerous myths and legends of England's past. Through non-textual sources (monuments, coats of arms, coins, tombstones, etc.) they had developed new methods of the sources' criticism, which later played an important role in the foundation of new disciplines — archaeology, numismatics, paleography, sphragistics, etc. In the whole, the antiquarians have expanded the range of historical sources.

The society of antiquarians as an intellectual phenomenon emerged at the turn of the XVI-XVII centuries. Little information is known about the circumstances of its creation, the time, place, composition and duration of its work. It is evident that its members were the best minds who lived at the end of the reign of Queen Elizabeth I, and then during the reign of King James I. The society members also actively participated in the administrative, political, religious, and the court life and carried out reforms in the country [3, 11].

The members of the society at various times were such scholars as: James Ussher (1581-1656), the Archbishop of Armagh and Primate of Ireland; a lawyer Thomas Smith (1513-1577), an English scholar and diplomat, Cambridge University professor; Raphael Holinshed (1529-1580), an English chronicler, one of the authors of the *Chronicles of England, Scotland and Ireland*; William Harrison (1534-1593), a priest, bachelor of theology in Windsor; Arthur Agarde (1540-1615), who

started his career as a clerk of the Treasury, and then became the Vice-Chamberlain, the collector and cataloguer of the archive of the Treasury and diplomatic documents; Sir Robert Bruce Cotton (1571-1631), the founder of the famous Cotton library, which became the basis of the modern British library, the member of Parliament associated with the opposition leaders of the period of the Stuarts; John Stow (1525-1605), a collector and publisher of materials on British history, the author of *Summary of English Chronicles* and *Survey of London*, etc. [3, 6-8]. Thus, the society was presented by lawyers, politicians, courtiers, clerics, etc.

The antiquarians' scope of work, its features, and methods of paper writing can be presented in the form of two poles: 1) from the point of view of the scientist-experimenter and observer-practitioner, 2) from the point of view of the scholar who is interested only in ancient manuscripts. The writings of antiquarians often included researches of their fellows which complemented or contradicted to each other. It is known that J. Stowe widely borrowed materials from the writings of his predecessors especially from the book of John Lindel – the librarian and royal antiquarian, who published in 1546 a detailed description of England and its historical attractions. Lindel's material was also borrowed by the priest Raphael Holinshed - the most popular historian of his time, the author of an extensive body of Chronicles and antiquarian-topographical descriptions, which were united into a big collective work *Chronicles of England, Scotland and Ireland* (1577). This was an important event in the development of English historiography [3, 6-8].

The texts provided by the antiquarians, in part, can be attributed to the genre of chorographie – the description of the lands. The most famous works of this genre were written by the founders of antiquarianism - Leland and Camden.

Historical materials of the antiquarians in their works were presented in the following forms: 1) “memories” (memoriae), “initial and rough drafts of history” [3, 6-8], comments and lists, “preparatory materials” for a researcher of the past; 2) Chronicles, biographies, and narratives. They included political historiography, essays on the acts of great men of the past, events of national importance; 3) stories focused on the study of “antiquities” (antiquitates), fragments of the past “survived in shipwreck in the storms of the times” [3, 6-8].

Antiquarians created not just a story in the chronicle genre, but compiled a historical map of their vision from the parts of the “Roman” or “Anglo-Saxon Britain”.

One of the early members of the antiquarians' society, the whose works were later used by many followers, is considered to be William Harrison (1534-1593) [4] – a parish priest, and theologian, who was assigned to the post of bachelor and became provost of Radwinter district elementary school in Essex. Having continued his studies in theology, he received the degree of bachelor of theology in Cambridge in 1571. In the same year W. Harrison became a vicar in Essex with an annual income of Pounds sterling 40. Just at this time he made a trip to South England

which was fully consistent with the activities of the antiquarian. The authors of antiquarian works “started their activity with a journey, with a personal presence in “the memorable” places, determining the precise details for a thorough description of the survived antiquities, traces of the past in the present” [2, 759]. For example Leland’s trip around England and Wales lasted from 1540 to 1546: he had visited all possible ancient constructions [2, 759].

As a representative of the clerical order, W. Harrison accompanied his trips with sermons, talked with different people; thereby he was able to receive access to various documents and manuscripts. These were records of monastic and parish journals, personal diaries and records. Much has been written from the words of the parishioners and penitents. The author used not only maps, letters, facts from books, but also conversations with other antiquaries and historians, as well as their own observations and experience. As a result, the geographic, economic, social, religious and political features of the epoch [2] in the *Description of England* [4] were shown. The work was written in a free form including the elements of colloquial speech. This “simplicity” in the presentation helped the author correctly portray the existing problems.

Harrison wrote that during his work he faced a number of difficulties. First of all, he had to work with sources, documents and books, collected throughout England, often defected by moisture and poor storage; he also pointed to the fact that some items, alphabet or entire manuscripts from different regions and counties of England differed considerably in content. This applied to the names of rivers and places where they flowed and the location of the cities. So, the author had often to neatly compare them with each other by choosing the truth. William Harrison appealed to the locals, discussing with them the details. Later, alone he determined where the narrator just used imagination and embellished things [2, 759] and where the truth was told.

Consequently, W. Harrison’s methods of work show specific features of antiquarians’ activity in the earlier and later period of their society existence.

He followed a certain specific culture of finding, collecting, and criticizing the past. Members of the antiquarian circle collected “antiquities”, and by carefully studying them systematized the data for the convenience of the information transmission to future generations. All the information collected via studying the material monuments and inscriptions, documents and manuscripts or myths and legends was carefully checked and discussed. Later it became a part of English history. Like all “lovers of antiquity”, Harrison throughout his career sought to find the items that could lift the veil on time.

Passing the history, like other antiquarians, W. Harrison used primitive static devoid of internal passages and qualitative changes. He just tells the story of the findings and their historical places. The scientist gave a special, symbolic meaning to all the “antiquities” –ruins, strange objects “dug out of the ground”, stories, giving them a special status, restoring the description of events

associated with each one, thereby making the items of his collection alive. It was a method of work with the “sources” that had helped the antiquarian to competently build hypotheses about the structure of the world, these items being its part.

The desire of W. Harrison to explain the past had helped create gnostic constructions of ancient, Celtic, Roman, Anglo-Saxon Britain societies. The study of the recent past has also become popular, it has kept memory of generations and that could be saved thanks to the records and memories that came together into an explicit system [2, 759].

The nature of the sources which the antiquarian worked with was specified by his lifestyle. W. Harrison was raised in protestant circles, he visited Christ Church in Oxford. These facts reflected on the theological manner of presentation of the author’s writings. He constantly referred to the “help of God”, his blessing and asked forgiveness from the readers for any deviation from the facts. This is why the main source, illuminating the distant past, was the Bible that had remained unquestioned authority for the majority of the antiquarians. During the reign of Queen Mary I Tudor (1553-1558) the Christ Church became a centre of Catholic support and Harrison joined Catholicism. But he returned to Protestantism even before the death of Mary in 1558 under the influence of Cranmer’s, Ridley’s and Latimer’s sermons [2, 759], and made not a bad career. In addition to Essex, Harrison also held positions in two parishes of London, and shortly before his death on April 24, 1593, he received an appointment to St. George's chapel in Windsor [2, 759].

As a rule, the works of every member of the society relied on the predecessors’ works. *The Description of England*, one of Harrison’s major works was first published in 1577 as a part of Holinshed’s *Chronicles*. Holinshed also relied on the earlier work of John Leland. Nevertheless, W. Harrison was one of the few people of the Elizabethan era, who had left their own comments, digressions and “out loud” thoughts which transfer to us much information assiduously collected by him. W. Harrison in collaboration with fellow antiquarians has laid the foundation of the English history, creating the Encyclopaedia of Britain containing data on geography, climate, soils, plants, past events, people, buildings, mechanical devices, traditions and clothing, housing and hobbies.

The feature of any part of public life is shown through the authors’ perception, his experience and knowledge that he shares with the readers. Frequent digressions – “forgive me for my small knowledge in this field”, “with the blessing of the Lord”, ”by the grace of God” [2, 759] – help suppose that the treatise was intended for a wide circle of readers. The language of the work was close to the spoken, commonly used English.

According to the manner and nature of the historical materials’ presentation, one can take the author for the epoch’s fellow man and for the bright representative of his people who grew up and imbibed the spirit of that time – the time of great changes.

The work by W. Harrison is attractive for history researchers in terms of both global events and simple scathes of life in British society. It clearly shows the love for the Motherland, and as a consequence -- its history, very truthfully, lively, expressed in real objects and “tangible” facts. Some traditions, customs, realities of the social life presented in Harrison’s treatise, amaze you with an incredible refinement and elegance, others by their frightful cruelty. This *Description* being at odds with the established notion of the Elizabeth’s I “Golden age” on many story lines, gives more multifaceted characteristic of this period of English history.

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A.S. Migursky

Saratov, Saratov State University

THE VALUE OF FILM AS A SOURCE IN MODERN HISTORICAL SCIENCE: CHARLIE CHAPLIN'S CITY LIGHTS

A Film – what could be simpler, familiar and more accessible for a modern man who wants to spend his free time with benefits for the soul? What other form of art can boast such public popularity? People go to the cinema at the weekends, often with friends, hoping to get the same aesthetic experience that will enrich their knowledge with new topics for reflection and allow, consequently, sharing this newfound experience with beloved ones. Nowadays with the development of the Internet and social networks everyone has almost unlimited access to any film no matter when it was released. Besides, after certain consideration some elements of movie language are used in TV commercials and music videos. This explains the importance of examination of the ways and methods with the help of which film industry learned to influence its audience.

After all, what could be simpler: take it and watch! Everything captured by the camera will now be perceived as if it existed in reality as an unbiased image, and, therefore, genuine, almost as gospel truth. There is no contradiction with empirical experience - that is called “direct contact”. This explains the democratic nature of cinematograph: it does not matter who you are, where you come from, when you see on the screen a particular image, you can immediately

understand its basic meaning, having compared it to your personal experience. It is no surprising that Vladimir Lenin considered the cinema to be one of the most important arts that required government support [1, 579]. In this case, the logic is simple: once a movie is so easy to find a common language with the masses, it is logical to promote the ideas necessary for the government. It is worth noticing that movies would have remained the same “animated photography”, as they appeared one hundred twenty years ago, if there had not developed so greatly since the days of the Lumiere brothers. A potential spectator would have long stopped watching it if it were just the same market entertainment created for the display of the audience in music halls and at fairs. They would be interesting just for scientist.

Instead, movies as an art has managed “to become narrative, communicative art which is based on a text” which a spectator should understand. [2, 3]. The author of a film (a director is usually understood as an author) broadcasts his/her message containing his/her ideas and thoughts. They appear in his mind at a particular moment in particular circumstances. They bear an imprint of the culture of an epoch, in the hope of receiving from the viewer an emotional response. Therefore, films have become a valuable and trustworthy source for scientific historical research. The way films are made and the way they are perceived by different generations give us much information for the epoch analysis. There are a lot of examples among which we can mention various soviet time war films where directors managed to demonstrate the quick change between war and peace. When we pay attention to this scenes we get a better understanding of what people felt whet the WWII started. Another good illustration may be films. They to some extent predict the appearance German totalitarianism.

In our research we concentrated on Charles Spencer Chaplin who made a great contribution to the development of the cinema. Being a man of destiny, he managed to reflect in his works many problematic areas in contemporary American society. Chaplin created a separate, special world and could communicate his ideas to the world through the image of “the tramp Charlie”. He supported people, made them laugh and cry [3, 40].

In this article we tried to analyse *City Lights* by Ch. Chaplin from the point of view of its influence on the minds of its and our contemporaries. We will try to take into consideration the values its author tried to reproduce.

City Lights is a very special film not only because of the talent of its creator. This silent film was released at the time when the general public was fascinated by sound film. Prominent film critics such as Richard Watts of the New York Herald Tribune discussed cinema's "ancient days of pantomime" the same year *City Lights* appeared. [4]. Nevertheless, silence in this film was truly golden and brought Chaplin immense success.

Basic plot summary can be very simple and written in a couple of sentences: “A tramp falls in love with a beautiful blind girl. Her family is in financial trouble. The tramp's on-and-off friendship with a wealthy man allows him to be the girl's benefactor and suitor.” [5]

"When *City Lights* was released, tens of millions of unemployed of the United States and Europe could easily associate themselves with Charlie's character and understand the hardships he had to endure," – said A. Kukarkin, in his book "Charlie Chaplin" [6,188].

To understand the film better we need to take into consideration the real historical background surrounding Chaplin at the time of the America the beginning of the 1930s. The growing wave of economic crisis, later called the Great Depression, influenced all layers of society, especially the poor. Chaplin, being an artist of that moment in the history could not ignore those events.

The film is divided into two: a satirical connected with the story of the millionaire, and lyrical, with the love Charlie to a blind flower girl. These storylines supplement each other, in order to emphasize the profound social implication which starts at the very first scene in which the tramp wakes up on the monument, called “Peace and Prosperity”. Despite the abundance in the story of comic situations, it is definitely not a pure comedy with rare laughter among the audience. The reality expressed in the film is not happy, but rather cruel.

Sharp criticism of the bourgeoisie could be traced in the scene with the conduct of the car when the millionaire, being drunk does not even understand who he drives. “This episode was seen as a clear allusion to the inability of capitalists to control the state machine. It attacks of this kind the artist in the socio-economic system in the first place and determined hostility to the film by the American press,” [6, 194] writes the same researcher straight out of the twentieth century.

The image of Chaplin here is the “product of an era of development of bourgeois society” [6, 200]; a man who simply wants to be happy, not selling and not giving itself to the slaughter of a ruthless state machine, principles of working mechanisms which he did not even understand, because they lie outside the purely human, moral categories.

This positive beginning was the hero of Charlie Chaplin for the people of that time who went to his movies for a Nickel from them in the nearby cinemas. It is interesting to think how the film is perceived today by our contemporaries. Our understanding of this history has become less politicised, which could be seen in the extract from the review, treating the first scene of the film in the following way: “Night... Charlie from fear of big city... hastily hid behind some white blanket, as if, according to Jung, trying to be back in the mother's womb. The Association with maternal bosom also not accidental: Charlie childishly defenseless and naive. He even falls in love as a kid. <...>But Big city ... is Babylon, full of lights and sins, where the real life and fun comes when the Night comes” [7, 61-62].

As we can see, Charlie becomes the object of psychoanalysis, and after him – and the world around him. We no longer satisfy weak explanation of socio-economic nature, in the spirit of Marxist dogma when it comes to the spiritual realm; any modern man is taught by experience previously dominant existential philosophy in postmodern discourse, now puts a question mark over the very concept of a “man”. Now he wants to understand: “And if a person is fundamentally able to restrain from Vice, or once and for all get rid of the shackles created by culture?” In this perspective, the character Charlie Chaplin does not seem to us more than just a clown – he becomes an archetype, firmly entrenched in the consciousness of the world, resulting in his cinematic reflection becomes part of our direct experience, the historical results of which serve us, the people of the XXI century, an occasion for reflection.

Recently we carried out a research to analyse the perception of the film by representatives of my generation. What was surprising that when we began to discuss what we saw, especially the character of Charlie, people described him more from the standpoint of ethics: whether he is kind, honest or noble? What his actions have a positive impact on people around him, and which have negative? None of the group described him as a victim of the social system, in contrast to the critics of the twentieth century. Historical realities are now just a backdrop for the unfolding history of the soul. We came to the conclusion that in application to this film: today we mostly watch films trying to match our own “I” with “I” of another person, in order not to engage with the second in the conflict.

In conclusion we should point out the changing the perception of the “tramp Charlie” in the context of the times. As we can see the image and the story itself gets new meanings and nuances, depending on the cultural and social changes in the society. By tracing these processes, we historians can create a common cultural portraits of the eras. Cinema, in this respect, as art, able to capture, in the words of film critic Andre Bazin, the reality at the moment of its self-creation [8, 44] today has become one of the most important historical sources, the value of which should not be underestimated.

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E. M. Mikhaylova

Saratov, Saratov State University

PHONETIC CHARACTERISTICS OF SPONTANEOUS SPEECH IN THE ENGLISH LANGUAGE

Man is the only living being on our planet possessing the ability of speech activity. This ability develops in us from early childhood and we often take it for granted. However, human speech is a complex phenomenon.

As it is generally known, speech can take two forms, written and oral. Oral speech can be divided into two types: speech that has been prepared in advance or learned by heart (presentation, performance, public speech) and spontaneous speech that is formulated and said vocally at the same time and that is closely connected with and depends on the situation and the partner's replies.

Oral speech consists of sounds, each of which when pronounced separately possesses certain characteristics distinguishing it from other sounds of the same language. However, the sounds in human speech are not isolated, but joined together in speech flow. Being placed in different positions, sounds influence each other and undergo certain changes. Speech flow can be divided into linear, or segmental language units and nonlinear, or supersegmental. Linear units represent sounds and sound combinations that go sequentially one after another [1]. The sound chain comprises the following linear units: sound, syllable, phonetic word, phonetic syntagma, phrase [2]. Supersegmental units (stress and melody) overlap with linear segments and can exist only together with the latter [1].

In colloquial speech, the phonetic organisation on each of these levels undergoes certain changes that are caused by both peculiarities of the communication type (formulating a thought, a person thinks of the content of the statement in the first place, and the phonetic aspect isn't paid so much attention to) and the aim of communication (the main task is to deliver information to the conversation partner and to be understood while the correct phonetic layout according to the pronunciation norm is not the priority). This leads to inevitable variations from the norm.

The main changes that linear units undergo in the speech flow are of two types: positional and combinative.

According to the Dictionary of Linguistic Terms by T. V. Zhrebilo, positional sound changes are the changes caused by the pronounciative positions, i. e. the positions of the sounds in relation to the stress or the position in the word [3]. Among them are such phenomena as reduction and apocope.

Reduction is determined by the stress accent in which one of the syllables in a word is highlighted with increased loudness. Due to this, the stressed syllable becomes considerably stronger than the unstressed ones. In the English language the weakest syllables are the first

pretonic and the first posttonic syllables. For example, in the word “understand” [ʌndə'stænd] the syllable [də] is weaker than the syllable [ʌn]; in the word “maritime” ['mæɪtɪtaɪm] the syllable [rɪ] is weaker than the syllable [taɪm][4].

There are two types of reduction: quantitative and qualitative. The former concerns the vowel length. Long vowels become short, short vowels become even shorter, however, keeping all their main characteristic features. In the English language, quantitative reduction can be found, for instance, in personal pronouns in an unstressed position, such as the word “he” in the sentence “When does he come?” [ˈwɛn dʌz hɪˈkʌm] [5].

Qualitative reduction involves not only vowel length, but also its characteristic features. For example, the English word “can” in an unstressed position, such as in the sentence “You can easily do it.” [juː kən 'i:zɪliː du: ɪt].

In spontaneous speech, vowels are affected by reduction more, sometimes it leads to the complete loss of the vowel. We can observe this phenomenon in the sentences “She's your sister, isn't she?” [ˈʃi:zjɔːˈsɪstə | ˈɪzntʃiː] (“she's” instead of “she is”, “isn't” instead of “is not”), “Susan's right, Lucy.” [ˈsju:zənzˈraɪt | lu:siː] (“Susan's” instead of “Susan is”), “Mum's not here.” [ˈmʌmz nɒtˈhɪə] (“Mum's” instead of “Mum is”).

In colloquial speech we also often face the phenomenon of apocope. According to the Dictionary Reference of Linguistic Terms, apocope (from Greek “apokope” — “cutting off”) is the loss of an unstressed vowel in the word-final position that leads to shortening of the word [6].

Sometimes under the influence of this phenomenon, a whole final syllable or even several syllables may be lost, which leads to the establishment of slang words and shortened versions of names. For example, in the sentences “One game at a time, Lu.” and “Well done, Ed.” the names Lucy and Edmund are shortened up to the first syllable.

Unlike positional changes that are determined by the position of the sound within a word or the position of the sound relative to the stress, combinative modifications appear in the interaction of the sounds in the process of articulation. The Linguistic Encyclopedic Dictionary defines combinative sound changes as phonetic changes appearing as the result of the mutual influence of sounds in the speech flow [7].

Assimilation (from Latin “assimilatio”) is the most common type of combinative sound changes. It concerns articulatory assimilation (becoming more alike) of sounds in the speech flow within a word or a word combination [7].

A characteristic feature of rapid spontaneous speech is the so-called non-obligatory assimilation, i. e. the assimilation that is not fixed in the pronunciation norm. In the English language the alveolar consonants [t, d, n, s, z] in the word-final position are often pronounced in the

place of articulation of the initial consonant of the following word. Before the bilabial sounds [p, b, m] alveolar consonant [t] becomes bilabial [p], e. g. in the word combination “that place” [ˈðæp ˈpleɪs], [d] becomes [b], e. g. ”lead pencil” [ˈleɪb ˈpensl], [n] becomes [m], e. g. “main path” [ˈmeɪm ˈpɑːθ]. Before the velar sounds [k, g] the alveolar sound [t] becomes [k], e. g. in the word combination “light coat” [ˈlaɪk ˈkəʊt], [d] becomes [g], e. g. “good company” [ˈɡʊɡ ˈkʌmpənɪ], [n] becomes [ŋ], e. g. “woolen coat” [ˈwʊləŋ ˈkəʊt]. Before the sounds [ʃ, ʒ] the alveolar consonant [s] becomes palato-alveolar [ʃ], e. g. “this shop” [ˈðɪʃ ˈʃɒp], [z] becomes [ʒ], e. g. “Has she?” [ˈhæz ˈʃiː]. Combinations of the sounds [t, d, s, z] with the sonorant [j] often take place, for example,

[t] + [j]: what you... [ˈwɒtʃuː]

[d] + [j]: would you... [ˈwʊdʒuː]

[s] + [j]: in case you... [ɪŋˈkeɪʃuː]

[z] + [j]: does she... [ˈdʌʒʃiː] [5].

The coalescence is more complete in the case of the consonants [t, d] assimilating with the sonorant [j], especially in question tags, e. g. “didn't you” [ˈdɪdn̩tʃuː], “could you” [ˈkʊdʒuː].

For example, in the sentence “Haven't you brought anything else?” in the word combination “haven't you” [ˈhævntʃuː] the sounds [t] and [j] assimilate. In the sentence «And you know, we never got tired.» assimilation of the sounds [d] and [j] can be observed in the word combination “and you” [ændʒuː]. In the sentence “Good girl.” [ɡʊɡ ɡɜːl] the alveolar [d] assimilates with the following velar [g].

Intonation and logical stress also play an important role in spontaneous speech. It is mainly determined by the situationality and conciseness of the statements, omission of implied words and the power to express emotions more freely. According to the Dictionary-Reference of Linguistic Terms by D. E. Rozental, intonation is the rhythmic-melodic side of speech that serves in a sentence as a means of expressing syntactic relations and emotional colouring [8, 134].

Sometimes intonation entirely changes the meaning of a statement. The sentence «She's your sister, isn't she?» [ˈʃiːz jɔː ˈsɪstə | ˈɪznt ʃiː] where the question tag is said with a falling intonation expresses the speaker's belief in the correctness of the statement, emphasizing the mere fact stated. Such a question is always rhetorical and does not require a reply (compare [ˈʃiːz jɔː ˈsɪstə | ˈɪznt ʃiː], the tag is said with a rising intonation and expresses doubt, the speaker's desire to confirm the correctness of the statement; the question requires a reply).

Logical stress is the emphasis in pronunciation put onto one of the words in a sentence to reinforce its semantic load [8, 169].

For example, in the sentence «Well, THAT was nicely handled» the phrasal stress is on the word “that” and the intonation goes down which indicates the ironic character of the statement and expresses the speaker’s disapproval.

In the sentence “Never Christmas for a HUNDRED years?” the speaker expresses surprise putting the emphasis onto the word that evoked this emotion.

In the sentence “Winter's not ALL bad.” the word “all” is highlighted to express encouragement.

In the sentence “And music! Oh.. such music!” the word “music” is emphasized with intonation and pauses to show admiration.

Thus, the speaker can express a whole range of emotions and attitude to the subject of conversation by means of supersegmental units, without using lexical and other means of expressiveness. The ability to change the tone of the voice, emphasize certain words or word combinations and make pauses in the right places is an essential characteristic feature of spontaneous speech that gives it expressiveness and emotional colouring.

Among the peculiarities of the phonetic organisation of spontaneous speech is the great mutual influence of the sounds in rapid speech, that is combinative changes, and the shortening of the vowel length, qualitative changes in the vowels and sometimes full omission of them, that is positional changes.

Such phenomena as reduction (quantitative and qualitative) and non-obligatory assimilation are characteristic of English colloquial speech. In addition, intonation and logical stress play an important role in the mutual understanding of conversational partners. They add expressiveness to the speech and are able to show the attitude of the speaker towards the subject of the conversation. As it is noted by the authors of the practical textbook *Intonation of Colloquial English*, a phrase accidentally said by a foreigner with the wrong intonation may lead to various misunderstandings: the native speaker will subconsciously perceive the meaning provided by the intonation used [9, 2]. That is why it is crucially important for English language learners to be aware of the phonetic peculiarities of spontaneous speech.

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G.Sh.Muhanbetkalieva, S.K.Dzhumagulova,

Zhangir khan West Kazakhstan agrarian – technical university, Uralsk, RK.

TEACHING LISTENING SKILLS

Most students want to be able to understand what people are saying to them in English, either face-to-face, on TV or on the radio, in theatres and cinemas, or on tape, CDs or other recorded media.

Listening is good for our students' pronunciation, too, in that the more they hear and understand English being spoken, the more they absorb appropriate pitch and intonation, stress and the sounds of both individual words and those which blend together in connected speech.

Listening texts are good pronunciation models in other words, and the more students listen, the better they get, not only at understanding speech, but also at speaking themselves. Indeed, it is worth remembering that successful spoken communication depends on the effectiveness of the way we listen.

One of the main sources of listening for students is the voice of a teacher. Students need to be exposed to different English, but teachers need to exercise judgment about the number of the varieties, which they hear. A lot will depend on the students' level of competence, and on what variety or varieties they have so far been exposed to.

Listening sources

A lot of listening is experienced from recorded extracts – on CD, tape or via MP3 players of some kind. Frequently this is commercially produced, either as part of a course book or as supplementary material.

But there is no reason why teachers should not record their own listening materials, using themselves or their friends or colleagues. With modern recording technology available through a range of media, it is quite possible to produce recordings of reasonable quality.

We can download a huge amount of extremely useful listening material from Internet, too, provided that we are not breaking any rules of copyright.

Recorded extracts are quite distinct from live listening the name given to real-life face-to-face encounters in the classroom. To some extent all teachers' talk is live listening, but in particular the term "live listening" is used to refer to situations in which the teacher brings visitors into the class or, if this is not possible, role-plays different characters for the students to talk and listen to. The main advantage of live listening over recorded extracts is that the students can interact with the speaker on the basis of what they are saying, making the whole listening experience more dynamic and exciting.

Listening levels

We want our students to hear listening material in a number of different genres and registers. This may include news broadcasts, public announcements, recorded messages, and lectures, phone conversations, dramatic dialogue etc. But we will also have to decide whether what they listen to should be authentic or not. Authentic speech is speech not spoken just for language learners – in other words, it is language spoken for native or competent speakers of English, with no concessions made for the learner. Much of the recorded speech on the radio or on the Internet, for example, is of this type. However, it is often far too difficult for lower-level students, and is, therefore, inappropriate for use with them. But we do not want to give our lower-level students inauthentic language (which doesn't sound at all like the real thing) either. What we aim for instead is realistic language use, which, while roughly tuned to match the students' level, nevertheless approximates to real-life language. But we will aim to get our students to listen and to understand authentic English as soon as often they can.

Principle 1. Encourage students to listen as often and as much as possible.

The more students listen, the better they get at listening and the better they get at understanding pronunciation and at using it appropriately themselves. One of our main tasks, therefore, will be to use as much listening in class as possible, and to encourage students to listen to as much English as they can (via the Internet, CDs, tapes, etc.)

Principle 2. Help students prepare to listen.

Students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, in order to be in the position to predict what is coming. They should be in the right frame of mind (and be thinking about the topics), but they should also be engaged with the topic and the task and really want to listen.

Principle 3. One may not be enough.

There are almost no occasions, when the teacher will play an audio track only once. Students will want to hear it again to pick up the things they missed the first time – chance to study some of the language features on the tape.

In the case of live listening students should be encouraged to ask for repetition and clarification when they need it.

The first listening to a text is often just gives students an idea of what the speakers sound like, and what the general topic to make subsequent listening easier for them. For subsequent listening, we may stop the audio track at various points, or only play extracts from it. However, we will have to ensure that we don't go on and on working with the same audio track.

Principle 4. Encourage students to respond to the content of a listening, not just to the language.

An important part of a listening sequence is for teachers to draw out the meaning of what is being said, discern what impression it makes on the students. Questions such as “Do you agree with what they say?” and “Did you find the listening interesting? Why?” are just as important as questions like “What language did she use to invite him?”. However, any listening material is also useful for studying language use and a range of pronunciation issues.

Principle 5. Different listening stages demand different tasks.

As far as there are different things we want to do with a listening text, we need to set different tasks for different listening stages. This means that, for the first listening, the task(s) may need to be fairly straightforward and general. That way, the students' general understanding and response can be successful and the stress associated with listening can be reduced.

Later listening, however, may focus on the detailed information, language use or pronunciation, etc. It will be the teacher's job to help students to focus on what they are listening for.

Principle 6. Good teachers exploit listening texts to the full.

If teachers ask students to invest time and emotional energy in a listening text and if they themselves have spent time choosing and preparing the listening sequence then it makes sense to use the audio track or live listening experience for as many different applications as possible. Thus, after the initial listening, the teacher can play a track again for various kinds of tasks before using the subject matter, situation or audio script for a new activity. The listening then becomes an important event in a teaching sequence rather than just an exercise by itself.

Listening suggestions

Jigsaw listening. In three groups, students listen to three different tapes, all of which are about the same thing (witness reports after an accident or a crime, phone conversations arranging a meeting, different news stories which explain a strange event, etc.). Students have to assemble all the facts by comparing notes. In this, they may find out what actually happened, solve a mystery or get a rounded account of a situation or topic.

Jigsaw listening works because it gives students a purpose for listening, and goal to aim for (solving the “mystery”, or understanding all the facts). However, it obviously depends on whether students have access to three different tape or CD players, or computer-delivered listening material.

Message-taking. Students listen to a phone message. They have to write down the message pad.

There are many other kinds of message that students can listen to. For example, they may hear recorded messages about what films are on at a cinema, when they are on, what rating they have and whether there are still tickets. They then have to decide which film to go to. They might hear the message on an answer phone, or a gallery guide (where they have to identify which pictures are being talked about), or message about how to place an order. In each case, they have to respond in some way.

It is also appropriate for students to listen to announcements in airports and on railway stations, which they can match with pictures or respond to by saying what they are going to do next.

Music and sound effects. Although most audio tracks consist of speech, we can also use music and sound effects. Songs are very useful, because, if we choose them well, they can be very engaging. Students can fill in blanks in song lyrics, rearrange lines or verses, or listen to songs and say what mood or message they convey.

We can use instrumental music to get students in the right mood, or as a stimulus for any number of creative tasks (imagining film scenes, responding to mood and atmosphere, saying what the music is describing, etc.). The same is true of sound effects, which students can listen to in order to build up a story.

News and other radio genres. Students listen to news broadcast and have to say which topics from the list occur in the bulletin and in which order. They then have to listen for details about individual stories. If the news contains a lot of facts and figures, students may be asked to convert them into a chart or a graph form.

Other genres which students get benefit from are radio commercials (they have to match commercials with pictures or say why one on safety is different from the rest which

are trying to sell things), radio phone-ins (where they can match speakers to topics) and any number of games and quizzes. In all of the above cases, the degree of authenticity will depend on the level of the radio extract and the level of the students.

Poetry. Poetry can be used in a number of ways. Students can listen to poems being read aloud and say what mood they convey (or what color they suggest to them). They can hear a poem and then try to come up with an appropriate title. They can listen to a poem, which has no punctuation and put in commas and full stops where they should occur. One way of getting students to predict what they are going to hear is to give them titles of three poems and ask them to guess what words the poems will contain. As a result, when they listen, they are eager to see if they are right, and awake to the possibilities of what the poem might be like.

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R.N.Mukatov

Uralsk, Zhangir khan West Kazakhstan Agrarian Technical University

THE PURPOSES OF THE POLILINGUAL EDUCATION IN HIGHER EDUCATIONAL INSTITUTIONS

The XXI century is often called the century of high technologies, up-to-date innovations and re-ally fast pace of life. This tendency can be observed in all the spheres of modern life – actually, we have lots of advantages comparing to our ancestors, and one of them is international communication. People interact with each other worldwide through a variety of means – via the Internet, on the telephones and mobile phones, through letters. But, anyway, all of them use a very important natural agent of communication – language. And the choice of language they use depends on the country they live in, their national identities and other factors. So, it means - more languages – more opportunities to connect with other people and exchange necessary information, which is useful, for example, for your professional life and personal development [1,3].

The aim of the multilingual education is the realization of multilingual education directed to prepare high-qualified, competitive specialists in all spheres of our life who have lingual competence based on parallel knowledge of Kazakh, Russian and English languages and who

are mobile in international educational area and labor market capable to cross-cultural communication.

“Kazakhstan should be viewed in the world as a highly educated country which people use three languages. These will be Kazakh as the state language, Russian as the language of international communication, and English as the language of successful integration into the global economy,” noted the President of Kazakhstan N. Nazarbayev in the Message “New Kazakhstan in the new world”.

The actuality of multicultural and multilingual education is defined by universal world tendency to the integration into economic, cultural and political spheres. We understand multilingual education as an aimed process of exposure to world culture by means of languages when these learning languages are the ways to achieve the spheres of special knowledge, to acquire cultural-historic and social experience of different countries and peoples [2, 2]

One of the most important aspects of events in the Kazakh society of economic and social modernization is policy language. The attention of the Leader of the nation to this component of the state policy is obvious and deserves close study and analysis, because it is in our Republic implemented a unique project initiated by the Head of state - the trinity of languages. In the modern world, multilingual and multicultural than ever urgent problem of interrelation of languages, the search for effective and sustainable programs in the areas of languages consolidation companies.

Today, the modern person is characterized as a man who fluently speaks in two or more languages. In this regard, in our country, in universities and schools began the phased implementation of the cultural project “Trinity of languages”. The idea of the Trinity expresses a simple and intuitive formula: develop the state language supported by Russian and learn English.

The third component of this idea is connected with the necessity of learning English. In nowadays, knowledge of English opens a window into the wide global world with its enormous flow of information and innovation. The acquisition of this foreign language gives you the opportunity to study abroad in the best universities of the world and creates the opportunity to obtain practical experience in the most advanced countries of the world. Knowledge of English is a mandatory requirement for networking, studying and exchanging in science and doing business anywhere in the world.

We live and work at the epoch when globalization of all spheres of human activities depends on review of priorities in education. The actuality of multilingual education is defined by universal world tendency to the integration into economic, cultural and political spheres. Multicultural education is one of the main trends in the system of higher education. It is university which is considered as a main stage in the process of formation and development of

multicultural personality. It is the stage when values and life principles are cognitively formed. Only university is able to provide positive environment to a student which provides harmonic combination of development of humanistic features in a person with an opportunity of full realization of its national, cultural and ethnical needs [3, 6]

According to this, the country has started to transform the education system in higher educational institutions, which in the future will produce students who know three or more languages. For this system we begin to recruit teachers who are also fluent in three languages, which can give high quality knowledge. With the aim to increase the number of such teachers we begin a massive re-training of teachers. Specialists graduating by the new system will be fluent in at least three languages. In the future it will help them to gain additional knowledge in the specialty in foreign countries, as well as work there. Knowledge exchange among the countries is very important, because of science does not stand on one place and develops constantly.

The students of Zhangir khan WKATU can also stock their mind with Kazakh, Russian, English knowledge attending special courses that were created for highly-motivated students: at round-tables, scientific conferences they can discuss very important and interesting issues using Internet – materials, information from newspapers and scientific journals, so that it makes each meeting much more interesting and useful for all participants. Here they can improve their skills in project creating and presentation making, as well develop tolerant attitude towards different cultures and nations. Students write essays and articles on different themes.

It should be mentioned that there are some special English groups in our university that learn not only professional English, but also the special disciplines in English.

Summing up, it should be mentioned that languages are very important for today's students, because they can give “professional” freedom. And our university provides all the students with opportunities to learn / improve their knowledge of different languages.

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L.N. Muhomedyarova

Saratov, Saratov State University

VOCABULARY-INTEGRATED TEACHING OF ENGLISH THROUGH CONTEXT AND CO-TEXT

Today educational system expects to have a strong bias in teaching foreign languages. Among other languages the main priority is given to English as it remains the global language which is used in all fields of our life including industry, economy, science, politics, sport and etc. Teachers of the whole world are creating new methods and approaches of teaching English (EFL, ESOL) in a more effective way. Nowadays the essential aim of language acquisition and language skills is communicative competence which assumes the ability to communicate with native speakers.

Among different methods the communicative approach definitely leads in frequency of its use in the process of teaching, but no communication is gained without knowing necessary vocabulary. Thus we can unhesitatingly say that students' vocabulary needs improving and enriching. All teachers should pay attention to the lexical part of their teaching strategies. Going back to the 18th and 19th centuries we see how ineffectively vocabulary was taught through Grammar-Translation method. A list of single words was learnt by heart without any evidence of training them through exercises. Definitely we can see the remains of this method in making word lists with transcriptions and definitions; teachers cannot refuse from it because of its essentiality. Otherwise the words only listed cannot be properly learnt and used in communication. Students' needs in learning languages are not satisfied by studying only grammatical structures and listed vocabulary. It is definitely not enough to be professional at language properties.

The problem is being solved by communicative approach which also includes lexical part. Lexical part is connected with gaining new vocabulary and drilling it through various activities. Teachers try to make this process more productive for students replacing old-fashioned approaches by new ones which suppose learning new vocabulary through integrated context and co-text systems. Teaching vocabulary is a lot more than giving students a word list and a dictionary. Literacy experts Dr. Donald Bear and Dr. Shane Templeton walk teachers through how to effectively incorporate vocabulary instruction into their lessons in ways that meet language standards [1, 17].

Speaking about vocabulary-integrated teaching such a productive technology as "STAR" should be mentioned: Selecting, Teaching, Activating, and Revising. Selecting means dividing words into several groups according to the topic. The process of teaching concentrates on working with context and/or co-text. By context the information necessary to correctly interpret a word or phrase that could otherwise be interpreted in a number of different ways is meant [2]. Context refers

to the information beyond the text, available to a reader through understanding of genre, situation, and world knowledge. Co-text, in its turn, refers to linguistic material in the surrounding text. In the structure of the enthymeme, for example, one premise is part of the co-text of a conclusion, while the suppressed premise is not in the text, but available in the context. A teacher might choose to explain rebel by giving a few sentences containing contextual information, asking students to be active in generating some aspects of a definition and asking them to use the word while giving feedback, and finishing with a summary or elaborative definition. An expert of applied linguistics Steven A. Stahl has suggested that definitional, contextual and usage information should all be shared when explicitly teaching words [3, 28]. He gives examples of presenting a word in context and discussing its possible meaning, asking for a definition or providing one when none is forthcoming and then asking students to use the words in a personal way.

There are many excellent resources of teaching ideas to help teachers find other engaging ways to learn new words in context. Nevertheless context provides only meaning, but lexical constructions also should be pointed in teaching and learning processes. Co-text provides word constructions and combinations. Students cannot learn new words without any co-text, as without it words exist separately one from the other that makes the process of learning them unproductive.

The next step is activating, an ability to use new words in communicative situations in other words. The last step is revising connected with repeating them in other communicative situations. But most attention should be paid to the main step - teaching through context and co-text.

One of the most difficult goals of teaching lexis of the English language is definitely teaching phrasal verbs. It is beneficial to introduce some common phrasal verbs definitions and examples in context. Without any context it is rather hard to gain their meaning: it is a well-known fact that changing the preposition we change the whole meaning. For example, the cluster of phrasal verbs on the topic “Homes and Daily Routine”. The samples of phrasal verbs are shown in the following list:

move out (Jack moved out of his college room last Monday);

move in (A new family has moved in to the flat next door);

move in together (Tom and I have always been good friends, so when we both we got jobs in Rio, we decided to move in together).

The next example demonstrates the use of some phrasal verbs on the topic “Daily routine” in the co-text:

*“I’ve got a new job at the airport and have moved to a flat with a couple of my friends. During the week I have to **get up** early as I have to be at the airport by 6 a.m. I try to be very quiet in the mornings not to **wake up** my flat mates. At the weekends I love **sleeping in**. On Saturday I sometimes **lie in** till 11 a.m. I can’t have a lie-in if I am playing football though. On weekend*

evenings I **turn in** quite early, about 10 p.m. usually, but I **stay up** at weekends, of course. I get home on Saturday night before my flat mates, I **wait up** until they arrive and we have a chat before going to bed”.

A focus on context-based vocabulary instruction, coupled with effective, engaging, word-specific general and domain-specific vocabulary activities provide an exceptional teaching and learning experience. With an emphasis on developing students’ word consciousness teachers get invaluable tools to share with their students that will enable them to learn thousands of words independently.

Vocabulary lies at the heart of language learning, as it serves as a proxy for students’ understanding of concepts. In other words, it is part of a complex network of knowledge that draws on students’ understanding of the syntax and semantics of language. But teaching vocabulary as an isolated skill undermines the ways students use language as a tool for learning about the world. All learning is social; vocabulary instruction should leverage interactions between teacher, student, and text such that students are continually growing in their ability to describe, explain, and query.

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K.S. Nabokina

Saratov, Saratov State University

LEARNING ENGLISH BY DISCOVERING VIA THE SILENT WAY

The language skills that students get on the lessons depend on the teacher’s knowledge and his or her pedagogical skills. So, a teacher makes a direct impact on the quality of students' knowledge. Thus we come to the question: how to make the process of acquiring knowledge and skills of foreign language more independent, self-contained? This question interested Caleb Gattegno, who was a famous European educator in the middle of 20th century. Due to the method of teaching consecrated in his book “Teaching Foreign Languages in Schools: The Silent Way”, we have a completely new view on the process of teaching foreign languages [1]. Language learning by the method of silence allows students to master the language regardless of a teacher’s educational level. Training is carried out by total immersion in the internal structure of the language and, as a result, the students’ knowledge gets stronger.

As the method of the silent way involves a large number of techniques and tools, only the most popular of them will be covered in this article. In the process of training every student has to actively interact with the other members of the group, in which he or she studies the language thus developing such qualities as teamwork, responsibility and commitment.

The Silent Way is one of the most unusual methods of teaching. This method of training is based on the fact that the desire to know the language is originally embedded in each person who wants to study it. What is more important is the idea not to interfere with students and not to impose teacher's point of view. Following this method, the teacher initially hardly says anything.

For sure, the languages have different phonetic systems. During the process of learning students often make serious mistakes pronouncing foreign words in a phonetic system of their native language. This is called an "accent". For the person who is not familiar with the phonetic peculiarities of the language under the study it is sometimes very difficult to correct pronunciation. Only experimentation and experience gained in practice can help students to understand the phonetic systems. The student him/herself comes to the correct pronunciation, understanding the features of grammar.

The Silent Way is based on the following principles:

- 1) Use of the existing knowledge of the native language;
- 2) Research approach to language learning;
- 3) Non-interference of the teacher in the learning process [2].

While training the pronunciation and reading skills via the Silent Way teachers use special tables, in which each symbol represents a particular sound. Also, they use sticks and similar symbols. The most popular tools used in the process of teaching by the Silent Way are:

The language of articulation is used to reproduce words and sentences with no sound. The teacher says familiar words or sentences without the sound image; the students guess the meaning of a particular image by articulation.

Cuisenaire rods are made of wood and have 10 sizes. These sticks are widely used firstly in practice in colors and numbers and also some things and phenomena (like the time) may be represented by them.

The next popular instrument is a **sound-color chart**. Instead the sounds and the phonetic alphabet the Silent Way teachers use colors. A teacher shows the sounds on the special color chart, asks the class to pronounce them, and notes the sounds that students pronounce. One color represents one sound. Thus the teacher uses this chart to teach pronunciation. One more advantage of this method is that when the sounds of colors are mastered you can write English words in different colors and pronounce them without transcription, focusing only on the color.

Word charts. These special tables represent not only one sound pronunciation but the way some words are pronounced; there are 12 word charts in English, containing about 500 words. It contains the functional vocabulary of the target language, and uses the same color scheme as the sound-color chart. Each letter is colored in a way that indicates its pronunciation. Using the word charts means that absolutely different languages such as German and Chinese, which use signs unfamiliar to the learner, can be immediately read and pronounced correctly.

Also, while teaching with the help of the Silent Way method a large number of games are used. They help to learn grammar effectively, and to fix new vocabulary better.

In this article we will give you examples of some game elements of the Silent Way which were tested at English language lessons with first-year students of the Faculty of Foreign Languages and Linguistics.

We would like to start with the game called “*Journey*” which helps to fix grammar material. The playing field is a maze. The participants' aim of the game is to get to a certain place of destination by selecting the correct answer in the task. In this example students need to get to Cape Town, choosing between the forms of the verb “*to be*”. The plural form “*are*” means a right turn, the singular form “*is*” — a left turn. If, at the end of the game, a student finds him/herself in a wrong destination, it means he/she has made a mistake and needs to go through the maze again.

The next game is called “*Armchair*”. It is aimed at consolidating new vocabulary. A teacher is writing a word or a phrase on the blackboard, while a student is sitting in a chair back to the board and cannot see the written. The other students show this student what is written on the blackboard with the help of gestures and pantomime. The task of the student sitting in the chair is to guess and announce the correct answer.

Practicing English in class we used colored sticks, the so-called Cuisenaire rods. It should be noted that they can be easily replaced by children’s colored cubes. Their creative use in the work on such topics as “*Housing*”, “*Furniture*”, “*Food*”, and etc. helped to promote speech-thinking activity and increase the motivation of students to effective consolidation, followed by an active use of new lexical items.

To summarize, it should be noted that the Silent Way can be an excellent supplement to the process of learning a foreign language. It helps to understand grammar and phonetics better, to develop responsibility and commitment as well as to make the language teaching and learning process interesting and fun.

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A.I. Naumova
Moscow, Moscow Pedagogical State University

UNIVERSITY OPEN DAYS: TIPS FOR PROSPECTIVE STUDENTS

Choosing the right university, right course and, in fact, right career is one of the most important decisions you will have to make. Universities all over the world do their best to help students make the right choice. One of the ways to inspire young people is open days that universities hold every year.

Open days are a chance to get a real first-hand experience of the University and the city you are going to study in. Open days immerse you in the university experience, dropping you into a bustling campus that is buzzing with activities and events.

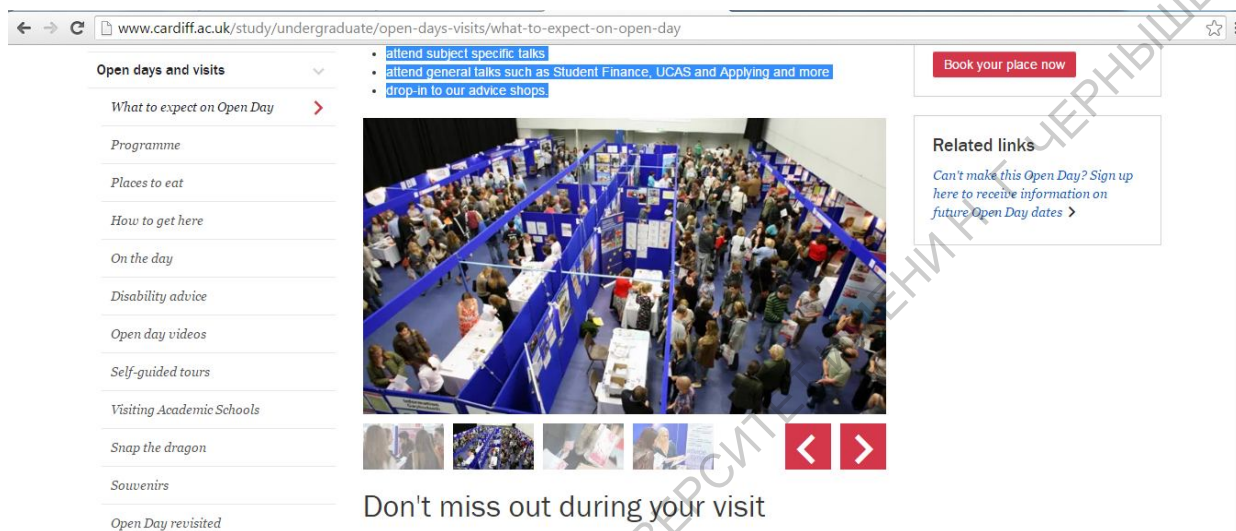
Open days offer a rare opportunity to visit departments and speak to staff and students who know all about the subject you love and what it is like to study it here.

Students, parents and teachers are usually invited to spend a whole day in a university, attending events, talking to staff and students and getting answers to any questions which remain after examining prospectuses and websites [1-8].

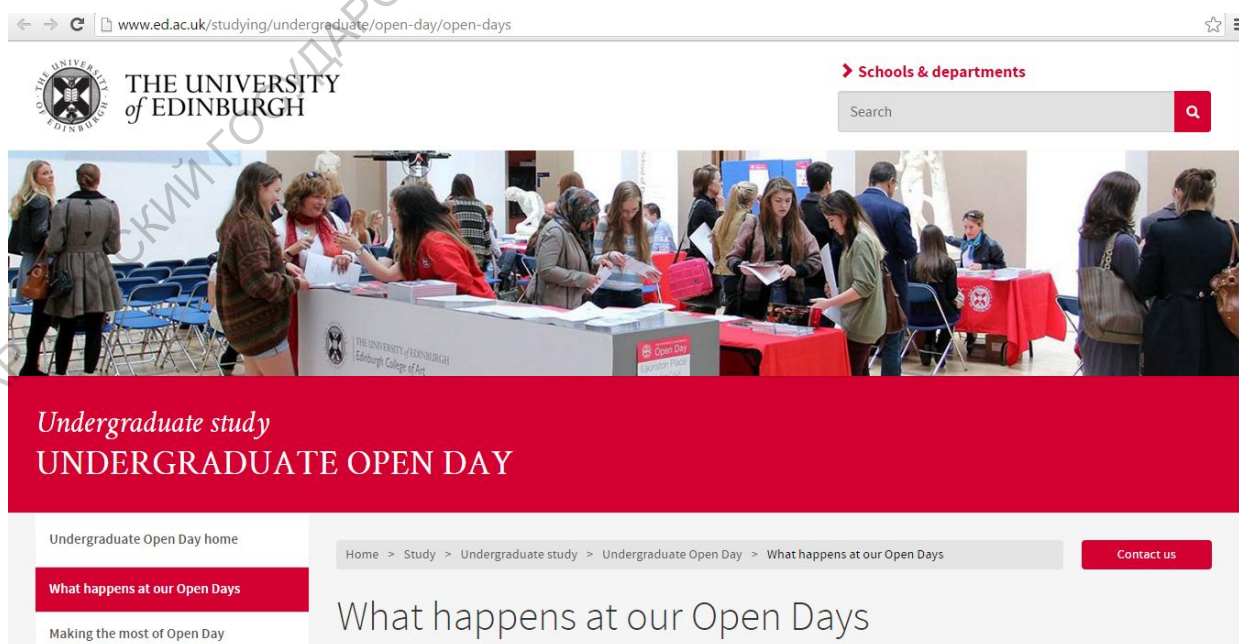
The screenshot shows the Oxford University website page for 'University open days'. The URL is <https://www.ox.ac.uk/admissions/undergraduate/open-days-outreach/open-events-and-visiting/university-open-days?wssl=1>. The page has a dark blue navigation bar with categories like UNDERGRADUATE, COURSES, COLLEGES, FEES AND FUNDING, APPLYING TO OXFORD, INTERNATIONAL STUDENTS, and OPEN DAYS AND OUTREACH. Below the navigation bar, there are social media sharing icons and a breadcrumb trail: Home > Admissions > Undergraduate > Open days and outreach > Open events and visiting > Open days. The main heading is 'University open days'. Below this is a video player showing a student named Roy Clark, with the text 'Oxford University - Undergraduate Open Day' and 'Roy Clark Prospective student'. To the right of the video player, there is a 'WALL OF FACES' section with a grid of small video thumbnails and a 'SEE ALSO' section with links to 'Planning your open day visit', 'Travel advice for open days', and 'Visiting Oxford'. At the bottom right, there are sections for '2016 UNIVERSITY OPEN DAYS' (Wednesday 29 June, Thursday 30 June and Friday 16 September) and '2016 DEPARTMENT OPEN DAYS' (All departments will be open for the three main University open days, as).

Many graduate students when describing their open day at universities say that tutors and students they spoke to on the open days were all incredibly encouraging and welcoming. As a result, they loved the thought of studying in such a unique community of passionate and friendly students.

When students arrive, they can go straight to the talk or information desk for the subject(s) they are interested in, but if students need some help or want to pick up a programme or prospectus, they should go to one of the help desks [1-8].



Typically, there is a wide variety of drop-in events on offer, so it is a good idea for students to plan their day in advance. Universities recommend that students start by visiting a department and then explore some colleges.



Some talks might be very busy, especially during the morning, so prospective student must remember that most are repeated later in the day, and that these are often less busy. Where talks are very busy university staff will prioritize students before admitting parents or advisers.

Open days usually include a number of events:

- subject presentations and sample lectures;
- a tour of the campus and student accommodation;
- general presentations on all aspects of student life;
- talking informally to lecturers in your chosen subject;
- meeting representatives from a range of support services.

Moscow pedagogical state university engages similar practices and offers their prospective students various activities on their open days. I would like to describe some activities that have already become traditions of the Institute of Physics, Technology and Information Systems in more detail.

Nowadays, the Institute houses a collection of physical instruments made by the students themselves. These instruments have a long life as the exhibits. These exhibits are used on every open day when crowds of high school students visit the welcoming building of the Institute. These instruments have given birth to one more tradition. They help us turn the open day into an exciting event. The first-year students organize excursions and quests across the Institute, and physical instruments become an integral part of these events; these instruments live their own life throughout the day. The first-year students study their design and functions, adjust them and install at the point of the quest. We carry out experiments, prepare various interactive assignments, find some interesting information and tell our visitors some facts during an excursion or quest.

The best thing about our instruments is that they are all interactive: all the visitors can use them and carry out experiments by themselves.

This term we have faced the more difficult task: we have to design and engineer interactive instruments and show them to the commission. We can develop instruments in groups of 2-3 people, which makes the task easier. From the start of the term we are designing the instrument, studying its elements, drawing schemes of the project, choosing the materials and buying them, getting ready to mount the instrument and writing the manual. I am working in a group that is designing the instrument "Mixing Colours". The project is a very interesting and beautiful experiment that has a great educational potential. We will be able to explain mixing colours, RGB effect to students. My fellow students are working on their instruments as well.

These activities help prospective students as well as the students who are involved in holding these open days. High-school students can make their choice of their majors more

consciously after learning more about things they are going to be taught; while those who organize all the events and create interactive instruments make their first steps as teachers and tutors.

Thus, the tradition of university open days is thriving and continues to be a great tool and encouragement for prospective students who are searching for their way to the world of university education. Most universities engage similar practices and hold similar events. However, some universities (e.g. Moscow pedagogical state university) strive to make their open days more involving and interactive.

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L. G. Navasartyan

Saratov, Saratov State University

MANIPULATIVE CHARACTER OF NUMERALS IN MEDIA DISCOURSE

Most people think that mass media is a trusted and reliable source of information. So they are not accustomed to analyzing texts. But at the same time there is a big difference between perceptions of given information and reality. Nowadays mass media not only informs people of different events, but also has influence on their mind, opinions, ideas and values. “Media manipulation currently shapes everything you read, hear and watch online; Today, with our blog and web driven media cycle, nothing can escape exaggeration, distortion, fabrication and simplification” [1].

By using different language means, mass media make people do or think things they otherwise would not [2]. After analyzing political and social news in such newspapers as “Izvestia”, “Rossiiskaya Gazeta”, “Novaya gazeta”, “Moskovskiy Komsomolets”, it can be stressed that using numerals is a popular way of manipulation in Russian press. The results of surveys, the poll and statistical research numbers are usually included in the text. “Digital information makes the material more objective, descriptive and convincing” [3, 76]. Numerals act as a strong argument. Readers believe that when there are figures and formulae, the information is reliable; it is not just the author’s personal opinion, but a scientifically approved fact [4]. But journalists use public confidence in order to manipulate. In this case, numerals became the instrument of influence. Firstly, they attract reader’s attention. Secondly, properly presented statistics is able to distort reality, exaggerate or reduce the scale of event to cause necessary reaction. “To be worth much, a report based on sampling must use a representative sample, which is one from which every source of bias has been removed” [5, 20]. But journalists deliberately misrepresent information in order to create false impression and biased conclusion. So a person, who reads the text, becomes an object of manipulation.

Our examples demonstrate that statistics do not always provide complete and correct picture of the situation. It is too hard, even impossible, to check information, because there are no details about the source and respondents.

Statistics help to reveal the political preferences of the voters in the pre-electoral period. But at the same time the information should be objective, because it can affect those who have not decided anything yet. For example, several meetings were arranged in Moscow to support candidates during the 2012 presidential election. Reading about the number of participants allowed people to imagine the scale of these events: *23 февраля, в День защитника Отечества, трое из пятерых кандидатов в президенты провели свои протестные акции и шествия. Лидер ЛДПР Владимир Жириновский собрал 3,5 тысячи сторонников в центре столицы. Примерно в одно время с либерал-демократами в Театральном проезде собрались коммунисты. Из заявленных 5 тыс. человек, по данным полиции, пришли около 2 тыс.; Самым многочисленным оказался митинг в Лужниках в поддержку Владимира Путина — около 130 тыс. человек. Эта акция оказалась еще и самой длительной по времени и максимальной по километражу: около 30 тыс. человек прошли до Лужников от Фрунзенской набережной (Известия 23.02.2012).*

Information about the number of participants received from the organizers usually differs from that which is reported by the police. In this example, according to the police, rally in support of Vladimir Putin was the most numerous and well-attended (about 130000 people). The next is Vladimir Zhirinovsky with 3500 supporters. And the Communist leader, Gennady Zyuganov, took

the third place (about 2000 people instead of 5000, as expected). But the reliability of such data is questionable, because in fact we do not know who counted people: the name of the policeman is not pointed and the police unit is not specified. Such references to “authoritative” source make readers believe that information is true.

It is stressed that Vladimir Putin has much more supporters than his opponents. The author uses numerals, superlative adjectives (“the most numerous”, “the longest”) to describe the mass-meeting. Language means also increase the impact on the recipient. In my opinion, this information can influence voters in the run-up to elections, persuade them to vote for the candidate who is supported by the majority.

At the same time the poll was conducted on the site of the “Novaya gazeta”. Readers were offered to answer the question “Who would you vote for, if the elections were held today?” The results painted quite a different picture: **2% of the respondents voted for V. Zhirinovsky, 11% - for G. Zyuganov, 13% - for S. Mironov, 17% - for M. Prokhorov, but just 4% - for V. Putin.** 47% answered that they would spoil their ballots, and 6% decided not to go to the elections. Total number of respondents is 108071 people.

So according to this information, V. Zhirinovsky and V. Putin got the least amount of votes (according to the data of the newspaper "Izvestia", they had many supporters). The leader among the candidates is M. Prokhorov. We also see the attitude to the elections. Most respondents did not support anybody; therefore they refused to give their votes for someone: **Более 47% наших политизированных читателей ответили: раз нет графы «против всех», то они придут на участки и испортят свои бюллетени.** <...> **Похоже, сейчас партия «Против всех» легко бы преодолела семипроцентный барьер на выборах в Думу, а 4 марта сильно попортит кровь претендентам на президентский пост** (Новая газета 24.02.2012).

Maybe an oppositional character of the newspaper “Novaya gazeta” influenced the poll results. As we know, in fact the outcome of the elections was far different. According to the official results, V. Putin won, by a large margin and without obstruction. Gennady Zyuganov took the second place. M. Prokhorov was the third, the fourth – V. Zhirinovsky and the last one – S. Mironov: **По результатам обработки 99,79% протоколов премьер набрал 63,66% голосов; На втором месте — лидер КПРФ Геннадий Зюганов, для которого это уже четвертая предвыборная кампания. У главы Компартии — 17,18%. Третье место — у самовыдвиженца Михаила Прохорова (7,92%). Следом с небольшим отрывом идет либерал-демократ Владимир Жириновский (6,22%). Замыкает пятерку кандидатов лидер «Справедливой России» Сергей Миронов — у него 3,85%. Явка, по последним данным, составила 65,3% избирателей, что соответствует почти 72 млн проголосовавших** (Известия 05.03.2012).

Thus, the figures in these articles do not reflect the reality. Their main function is to have an effect on readers' opinion, mislead them and bring to the necessary conclusion.

It is important to read newspaper texts carefully, because journalists can lead you to the conclusion, which is not true. So in the article about the improvement of the demographic situation in Russia the author concludes that the mortality rate has reduced and the birth rate has increased:

*Россия впервые обогнала Советский Союз по числу новорожденных граждан. **Больше всего детей с 1990 года** появилось на свет в России за минувшие 12 месяцев. В 2012-м в стране родилось **1 896,3 тысячи** младенцев, что на **102400 больше**, чем годом ранее. Еще одна впечатляющая цифра - естественная убыль населения. В 2012 году она составила **2573 человека**. "Это в **51 раз меньше**, чем в 2011 году", - сообщил министр труда и соцзащиты Максим Топилин. Таким образом, число рождений и смертей в России практически сравнялось (РГ 07.02.2013).*

But information given below is controversial: *Ежегодная **скорбная статистика** такова: в 2012 году в России за год умерло **1 898,8 тысячи человек**. Но все же это на **26,2 тысячи человек меньше**, чем в 2011 году (РГ 07.02.2013).*

The figures are used to describe an important social problem. At first the author makes a comparison with a non-existent country – the Soviet Union, then - with the previous year, despite the fact that the difference between the periods is 13 years (“102400 more than in the previous year”, “51 times less than in 2011”, “26,2 thousand people less, than in 2011”). Readers have to believe statistics in spite of the fact that there are no details of 2011 in the text.

Considering that the natural population decline is the difference between mortality and fertility rate and if we subtract the number of births (1 896 300) from the number of deaths (1 898 800) that will equal 2500 people, but not 2573 as stated in the article. So the journalist gives distorted information. Speaking about the improvement of the demographic situation in the country, he tries to demonstrate the effectiveness of government healthcare and young family support projects. Perhaps, there is a progress in this sphere compared to the year before, but these statistics do not indicate a positive balance between birth and death rates in Russia.

Journalists select such figures which confirm their point of view. Here is another example. Economic sanctions were imposed against Russia because of joining the Crimea (March 2014). So the Russian economy ran into a serious trouble with the end of importing goods from Europe and the fall of oil prices. However, these events were estimated differently in the press: *Недавний социологический опрос «Левада-центра» показал, что **69% россиян уверены в том, что Россия в ответ на санкции Запада должна продолжать свою политику**. При этом число тех, кто считает, что санкции создали для них проблемы, составило **34% от числа опрошенных**. В то же время **57% заявили, что никаких проблем санкции для них не***

создали. Санкции Запада по-прежнему тревожат меньшую часть населения (Известия 03.02.2015).

But just in November 2014 the newspaper “Moskovskiy Komsomolets” published completely different information: *Эйфория по поводу присоединения Крыма сменяется тревогой: по последним данным «Левада-центра», более половины россиян в той или иной степени опасаются снижения уровня жизни и экономического кризиса из-за присоединения Крыма к России. 64% опрошенных уже отметили для себя рост цен в связи с западными санкциями, 61% ожидает роста цен и ухудшения уровня жизни в будущем. Судя по этим данным, около 5% кризиса ждут, но с событиями на Украине его не связывают. И только 23% полагают, что бояться нам нечего* (МК 12.11.2014).

So in the first case it is reported that 57% of people did not feel consequences of the sanctions, it means they did not notice rising of food and service prices, the collapse of Russian ruble and growth of unemployment. The second example includes opposite information («64% опрошенных уже отметили для себя рост цен в связи с западными санкциями»). We read different interpretations of the same situation. Information is politicized. That can depend on the editorial policy of newspapers. The “Izvestia” tries to underline social consolidation with the authorities («69% россиян уверены в том, что Россия в ответ на санкции Запада должна продолжать свою политику»). And in the “МК” the conclusion is given in the heading («Крым выходит боком каждому второму»), although there are no comments about the figures.

Thus, mass media texts are full of numerals, per cents, comparative figures. On the one hand, journalists use them to inform people about the scope of different events, draw public attention to social problems and also to confirm their point of view. But on the other hand, using statistics can be a way of media manipulation. Non-objective and unreliable figures reflect the reality better or worse than it actually is. That has an impact on information perception and makes readers change their opinion and ideas insensibly.

Manipulation is performed by the following language means: a) cardinal numerals with percents, which show the results of polls; b) ordinal numerals (*the first, the second etc.*); c) comparative adjectives and adverbs (*more than, less than etc.*); d) superlative adjectives and adverbs (*the most numerous, the longest etc.*); e) references to “authoritative” sources (*according to the police/ survey by “Levada-center” etc.*).

Mass media can distort the reality. The data can be collected incorrectly and interpreted in different ways. So it is necessary to check the completeness and accuracy of information with simple questions: Who is the author? How does he or she know about this? What is missing? Are there any details of survey? Can we really trust statistics here? What is it used for? Answering the questions and analyzing what we have read will help us be protected from manipulation.

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V.D. Orekhova

Saratov, Saratov State University

MODERN APPROACHES TO THE DETERRENCE STRATEGY TOWARDS «ROGUE STATES»

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«Rogue states» can be united under this umbrella concept only conditionally, in fact, they are not linked by common historical heritage – they are completely different countries, each of them has its own ideal project of the world order. However, global security requires unanimity of nations to deal with pressing international problems, part of which is caused by the «outcasts». Therefore the deterrence theory, inspired by the Cold War and modernized by G.W. Bush is being reconsidered nowadays.

Deterrence means persuading an enemy that the costs of certain actions will outweigh any potential benefits [1, 11]. In the bipolar world the corresponding theory has been long associated with the concept of mutual assured destruction. In the XXI century with the emergence of new challenges and threats, «deterrence» has acquired additional dimensions, though it still has a limited scope and can be effectively used under the following conditions: the threat stemming from an actor is obvious; both sides know where the boundary in their bilateral relations lies; opponents are aware of each other's aims; compromise is possible, and incentives to launch a hot phase of a conflict are weak.

Rationality of behavior is a basic idea of the deterrence strategy, based on two pairs of concepts: «punishment» (for deviation) and «denial» (of threats), «offense» and «defense». The point about unpredictability of the «rogue states'» leaders has been advocated by the American political establishment for a long time. On its basis a conclusion about the need for preventive coercive («offense») WMD disarmament («denial») of these countries was drawn.

On the other hand, many authors argue that each actor has its own interests, dictated by the instinct of the regime's self-preservation [2, 432]. Consequently, actions of national elites can be calculated. Br. Cumings noted the problem is not that Kim Jong-Il behaved irrationally, it was that American politicians did not understand how he defined his interests [3, 285]. Sc. Sagan develops the thesis and argues that in reality, which is often far from a theory, nuclear weapons are not controlled by states – they are operated by ordinary, imperfect people acting in imperfect systems and in order to assess the effectiveness and relevance of «deterrence» the «black box» of the political decision-making process should be screened [4, 138].

According to the researcher A. Etzioni, it is essential to avoid contrasts, in other words, the degree of rationality can be different, no one is immune from mistakes, so «rogues», of course, are «not insane» and can be deterred with some restrictions.

The US National Security Strategy dated on 2002 claims: «We cannot let our enemies strike first» [5, 15], therefore *the first possible combination* of the concepts «offense» and «denial» is a preemptive strike. This solution implies a number of risks and threatens large losses (primarily, human and economic) due to extremely complex tasks of the precise targets location and prediction of the attacks' consequences.

A surgical strike is organized to disarm the enemy in a quick attack. It has many possible disadvantages: environmental disaster and unintended casualties among the civilian population; intelligence data do not allow obtaining full information about the WMD programs, as a result its objects are unlikely to be completely destructed during the strike. If to mind political implications, firstly, the constructive dialogue with the victim state will be interrupted, secondly, relations with its neighbors will be complicated (in case the shot was made through the use of their airspace), thirdly, all this leads to the increased tensions and destabilization of the whole regional security system. The strike might become an obstacle to achieving a global consensus on non-proliferation. It is easy to demonstrate the unpredictability of political consequences and their dependence on subjective factors using the example of the Operation Opera, when in 1981 Israel destroyed the Al Tuwaitha Nuclear Center near Baghdad. Instead of having to put an end to the Iraqi nuclear program, this event only provoked Saddam Hussein to increase funding and to start a well-protected enrichment not of plutonium, but uranium.

A more radical way is organization of an intervention, territorial occupation and establishment of the political control, aimed at reforming the government, the economic system and civil society (*the second combination*). The idea of a regime change is extremely debatable, even if to leave aside the problem of moral principles, international legal norms and their violations, it is, anyway, hazardous.

According to the researcher J. Lebovic, any intervention should be carefully planned, as it would trigger fierce debate at the international level and will cause destabilization of the entire region. It may also encourage rogue regimes to reckless actions, in particular, to the use of WMD. Military intervention creates a power vacuum which is artificially filled by occupying forces. Ordering chaos in a political system is a prolonged, time consuming and financially costly process. These costs raise questions about the intervention's reasonability [6, 56].

R. Litvak focuses on the fact that radical changes (such as in Germany and Japan after their defeat in 1945 and in post-Soviet countries after 1991) are just sporadic incidents in the world history [7, 96]. Mostly everything ends with a reshuffle of political elites, but this is not enough and should be followed up by a revolutionary transformation of socio-economic systems and ideological platforms as a top-down initiative. A classic example is Libya, M. Gaddafi decided not to wait when the conflict with the United States and the UK would reach its hot phase and in order to save power he voluntarily renounced WMD and collaboration with terrorist organizations. The process of reintegration into the world community and the return on the global market, associated with the need to build a capitalist economy and to have democratic reforms, resulted eventually in the erosion of the regime. To a certain extent this is consonant with the logic of the US national security strategy— «enlargement and engagement» formulated by W. Clinton. Authoritarian mechanisms developed in Jamahiriya collapsed under the pressure of the internal opposition and external active military, political and financial support. So the initiator of the regime change was a part of the Libyans, but they failed to carry out their plan with their own hands, without foreign assistance. The immaturity of the Libyan civil society and fragmented political forces became the main cause of a lengthy civil war, a dual power situation and fragility of the coalition government established in accordance with Skhirat Agreements dated on 2015.

Is such a scenario possible in Iran? According to experts, the Iranian President has managed to keep his campaign promise – he has defused the tense situation around the Iranian nuclear program and agreed on a Joint Comprehensive Plan of Action, acronym of which in Persian sounds like Barjam. But this is not enough to achieve national consent. The recession in the economy caused by decades of sanctions requires liberalization and Bargam 2 – the extension of civil and political rights (not by chance H. Rouhani chose as a symbol of his election campaign the key that opens the door to human rights). From this point of view parliamentary elections in February, 2016 were successful: conservatives lost their absolute leadership in the Majlis, but are the Assembly of Experts, Supreme leader Ali Khamenei and the current President, a religious leader and a close associate of Ruhollah Khomeini, ready for real, not cosmetic changes? In any case the work on improving the state's image in the international arena paid off, readiness for a dialogue makes pointless any foreign intervention, so the regime change is possible only from inside. Despite

impressive performances of M. Rajavi, the leader of the Iranian oppositional National Council of Resistance, and her support of the prominent Middle Eastern, European and American political figures, the Iranian dissident Ak. Ganji believes there is no revolutionary spirit among his compatriots and the political system can be reformed only evolutionary [8].

By 2016 the DPRK has fired five nuclear tests, each time shocking the world community. In 2014 the article in the Wall Street Journal, published by the President of the Council on Foreign Relations R. Haass caused a vivid discussion among experts [9]. He was criticized for too emotional call to «end North Korea's existence as an independent entity» by means of joint forces of South Korea, the United States and, most importantly, China, tired of a problematic ally. K. Schake, a research fellow at the Hoover Institution, engaged in the polemics with him in her blog on the website of Foreign Policy and called the idea «unusually reckless» not only because its implementation can result in chaos in the region, but also due to the mistaken vision of the China's position on the issue [10]. China does not want the fall of the Kim Jong-un's regime and unification of the Korean Peninsula under the auspices of its southern part. A strong unified Korea, the US ally, does not meet geopolitical interests of Beijing, therefore only economic levers of influence on the rogue state are available. At the same time Professor at Pusan National University, R. E. Kelly, argues that economic sanctions would not be fruitful as long as China supports the DPRK, so the problem must be solved primarily at the level of Beijing [11]. All the above-mentioned points were combined by the panel of independent experts gathered by the Council on Foreign Relations for a research project which lasted a year up to September, 2016, and was resulted in six recommendations aimed at nuclear disarmament of the DPRK, the peace agreement with the Republic of Korea and unification of the entire Peninsula [12]. To do this, the five-sided format of negotiations should be launched (China, USA, Russia, Japan, South Korea) in order to discuss possible consequences, including the fall of the Kim Jong-un's regime. China has to be coerced through economic and diplomatic pressure to bring North Korea back to the bargaining table, this would be extremely difficult. To ensure the US national security Washington needs to strengthen the military alliance with Tokyo and Seoul without any guarantees of reduction of its troops in the future. The general tone of the document makes it obvious, that the experts think all the efforts of the international community are worthless while the regime in Pyongyang remains the same, but they also do not suggest its change.

The *third combination* «offense + denial» are economic sanctions aimed to prevent the development and production of WMD and advanced weapons, to block «rogue states'» access to dual-use goods and technologies. Sanctions which reduce business activity in the country, suppress the key sectors of the national economy (including assets freezing, restrictions on travel, trade and financial transactions) designed to force the government to sit down at the negotiating table and

agree to fulfill the requirements of the world community, present another strategy – «offense + punishment». Constantly updated results of the extensive research conducted by an expert team involved in a project of the Peterson Institute for International Economics since the 1980s have proved the effectiveness of sanctions (in terms of achieving the purpose of their imposition) only in a third of the cases. It makes sense to apply them if the goal is destabilization of a target state (a 52% success rate), they are less effective for a modest policy change (33%) as well as for a serious political transformation (25%) [13]. However, R. Pape demonstrates that only 5 of these 40 claimed successful cases (its total number is 115) withstand criticism, that is 4% [14, 66]. There are many reasons for the low efficiency: the lack of consensus at the international level on the need for imposition of sanctions; target states has a high resistance to isolation due to illegal ways to bypass external constraints; cooperation of rogue states; imperfections of the export control regime, etc. And, conversely, efficiency increases if sanctions are paired with other tools: diplomatic and military, and if the agreement to comply with the terms of the international community is rewarded (the Agreement on Nuclear Disarmament dated on 1994 became possible due to the US commitment to facilitate the supply to North Korea of fuel oil and two light water reactors for the peaceful use of the atom). Apart from the humanitarian dimension of sanctions, they can serve as an integral but not the only tool of pressure, whose results can be apparent only with time.

As for «defense» after the terrorist attacks on September 11, 2001 the debate, originated during the Cold War about the need for missile defense systems has flared with a new force. But if there was a balance of power between the Soviet Union and the United States, which allowed holding both sides from attack (the total number of warheads operated by the super powers left no chance for each missile defense system to defend the whole territory it covers), the logic is completely different in respect of rogue states. Firstly, the issue of the rogues' political irrationality gains relevance (in particular, during the Gulf War Saddam Hussein resorted to the asymmetric engagement strategy – 39 Scud missiles were fired at Israel and, according to declassified data, their conventional warheads could be replaced with biological or chemical ones). Secondly, there are doubts about the technical advancement of WMD. At present any MDS is not able to intercept all the missiles, their improvements and deployment present a challenge in terms of the security dilemma and contribute to the growth of tension in the international relations. Moreover, there is a need to expand the MDS range on allies (as, for example, in the case of Japan and South Korea). However, the MDS reduces the probability of hitting the target in a suicidal attack (due to the inequality of forces) of a rogue state and acts as a deterrent in the process of making important political and military decisions.

The list of American sanctions programs shows that Cuba, North Sudan, Myanmar, Iran, Syria, Libya and North Korea can be roughly ranked as a group of «rogue states», it is also possible

to add Iraq, where the regime was forcibly changed by the Americans in 2003. Cuba was included in this list solely due to the fact that its relationship with the United States were spoiled after the revolution in 1959, Myanmar is accused of the authoritarian regime, and Sudan believes to be an «outcast» for the regional instability resulting from the conflict with South Sudan. The last five countries from the list, although to different extents, have represented a threat to peace and security because of their support of terrorism, WMD programs, repeated violations of the international law, so they were «rogues» in the strict sense (according to the concept of the US National Security Adviser A. Lake, formulated in 1994). There are civil wars in Libya and Syria now, ISIL uses Syrian and Iraqi territories for its camps. In fact, only two states: Iran and North Korea remain stable. So taking into account that Iran has abandoned the efforts to develop a national military nuclear program, only DPRK out of five «rogues» managed to pass through the filter of the American deterrence strategy. The further pressure could worsen relations with China; therefore, Washington is quite satisfied with the status quo on the Korean Peninsula and continues to use threats from Pyongyang as a justification for the military presence in the region and the argument in favor of deploying a missile defense system. Time works for its geopolitical interests gradually deteriorating the North Korean economy.

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A.T. Parlanova

Saratov, Saratov State University

SOMALIA IN TURKISH FOREIGN POLICY STRATEGY

Proclaiming in 1998 "the policy of openness" towards Africa, Turkey began rapidly expand its presence on the continent. As a result, 2005 was declared the "Year of Africa" and in 2008 the First Turkey-Africa Cooperation Summit was held. The most significant in the history of Turkish-African relations became the year 2011, which marked the beginning of Turkey's active actions in Somalia.

Already in the 1990s Turkey participated in the UN peacekeeping operations in Somalia. Moreover, in 1993 Turkish General Cevik Bir was appointed commander of the UN forces in Somalia. However, these years did not leave a bright trace in the history of Turkish-Somali relations.

In 2011, when unprecedented drought gripped large regions of eastern Africa, the primary objective of Turkish foreign policy was proclaimed to save "brotherly Somali people". The word "brotherly" refers to the Muslim people of Somalia, i.e. Turkish government is trying to win the hearts of Somalis, emphasizing the factor of the states' religious affinity.

The reasons for Turkey's interest in Somalia

First of all, Ankara aims to increase its international prestige. The concept of "zero problems with neighbors," proposed by Ahmet Davutoglu in 2008, has failed. In this regard, Turkey's goal is to create the image of a defender of the weak and disadvantaged, thus restoring the shattered reputation.

Secondly, in a difficult geopolitical situation, Turkey is trying to compensate with African countries the loss in the Middle East track. In this case, Somalia plays the role of a bridge between Turkey and the countries of sub-Saharan Africa.

Thirdly, Turkey is positioning itself as a leader of the Islamic world, therefore, in order to confirm this status and strengthening influence among Muslim states, Turkey is obliged to provide assistance to the Somalis.

Fourthly, Somalia attracts Turkish businessmen and investors. In 2002 in Puntland an oil prospecting, confirming the presence of large oil reserves, comparable with the reserves of Iraqi Kurdistan, were carried out. There is no doubt that the opportunity to expand the list of suppliers attracts Turkey, as the country that imports most of the consumed energy.

Fifthly, in East Africa, Turkey makes efforts to fight against piracy. Perhaps, in this case, Ankara expects to increase its chances of joining the EU. The main route of delivery of Middle East oil to Europe passes through the Gulf of Aden, therefore, Turkey, allocating funds to ensure the security of international sea routes, increases its importance for the European Union.

Taken steps and their results

The intensification of summits also testifies that Turkey is interested in enhancing cooperation with Somalia. One of the first meetings was held in September 2009: at the 64th Session of the General Assembly the Prime Ministers of the two countries (Recep Tayyip Erdogan and Omar Abdirashid Ali Shermar) exchanged views on key issues.

The most important event was the R.T. Erdogan's visit to Somalia in August 2011, i.e. in the midst of the crisis. Before that, for 20 years no one representative of such a high rank had visited the East African nation. The Turkish delegation included representatives of non-governmental organizations, businessmen and members of R.T. Erdogan's family. During the talks between the R.T. Erdogan and the then president of Somalia, Sheikh Sharif Ahmed an agreement on the resumption of the Turkish Embassy in Mogadishu was reached. (The Embassy suspended its operations in 1991, after the start of the civil war in Somalia). Thus the foundation for the further deepening of cooperation between the two countries was laid.

In order to solve the problems of the East African State, Turkey provides assistance for Somalia's development, which includes the construction of new schools and hospitals, rehabilitation of damaged infrastructure. As a result, in Mogadishu a new airport and the Prime Minister's office were built, a hall of parliament sessions was renovated.

In 2012 Turkish Airlines made its first flight in Mogadishu, Turkish Airlines became the first major international airline to fly out of Somalia in more than two decades [1]. Despite the fact that these flights do not bring any income, regular air communication with Turkey connects Somalia with the rest of the world and enhances Turkey's prestige among Somalis.

Moreover, in 2012 Turkey provided the Somali students with 1200 scholarships to study in Turkish universities. It is remarkable that 550 students who received these scholarships were distributed to religious educational institutions [2]. This fact confirms that in Somalia Justice and Development Party uses religion as a basic tool of influence.

Turkey is also actively involved in the negotiation process on the settlement of the situation in Somalia. After all, without the restoration of the country's integrity extraction of oil in Somalia,

in which Turkey is interested, seems impossible. In 2010 and in 2012 Istanbul hosted an international conference on Somalia. Among those invited, besides high-ranking officials, were representatives of various sectors of the Somali society: businessmen, religious leaders and diasporas. At the conferences declarations were signed, according to them negotiators were obliged to promote the dialogue between the parties in Somalia's conflict and once again reaffirmed their respect for the sovereignty and territorial integrity of Somalia [3].

On April 13, 2013, Turkey organized a meeting of the current President of Somalia Hassan Sheikh Mohamud and the President of the self-proclaimed state of Somaliland Ahmed Siilaanyo. As a result, the parties agreed on a joint action to fight against piracy and terrorism [4] and decided to meet again three months later in Istanbul. Holding such negotiations in Turkey means that the country has assumed the role of a mediator between various Somali factions and intends to regulate the process of restoring the integrity of Somalia.

It would seem that the Turkish policy, aimed at improving life in Somalia, should be seen in East Africa only positively, however, above all, a terrorist group "Al-Shabab" is against the Turkish policy. On July 27, 2013 in order to intimidate the Turkish leadership a terrorist attack was committed near the Turkish Embassy in Somalia, in June 2015 extremists reiterated their attempt. Earlier, in October 2011, terrorists attacked Somali students, who had received scholarships to study in Turkey, as a result 70 people were killed [5]. In this regard, Turkey is interested in providing security in Somalia. In 2012, 60 members of the Somali police staff were trained in Turkey [5]. However, the efforts have not resulted in a significant improvement of the situation.

The security problem also includes the threat posed by pirates, that is why since 2009 within the international mission to combat piracy Turkey's warships have been patrolling the waters of the Gulf of Aden. For example, in 2010 a Turkish frigate, which was carrying 267 people, was sent to Somalia. However, for the year the Turkish sailors captured only about 30 pirates [5], moreover, each year only one Turkish naval ship is located at the coast of Somalia.

Thus, today Turkey is interested in resolving the Somali problem, but the results of its policy leave much to be desired. The reason is that Turkey is a new, "inexperienced" player in the African continent and adaptation for African conditions can take time. Additionally, Somalia is a country, which has been in chaos for over 20 years and Turkey is not able on its own to take the country out of this state.

Prospects for Turkish-Somali relations

How will the relations between the two countries develop? Some researchers believe that today Turkey's interest in Somalia is dying out, as there are many internal problems in Turkey, that are waiting for urgent solutions. Moreover, there is a perception that bilateral relations are held only on the desire of the Party of Justice and Development to maintain these relationships.

Indeed, Turkey is faced with serious problems; both internal and foreign policy of the country is exposed to criticism. However, for Turkey Somalia is a new market, a potential supplier of oil and, most importantly, the country, in which Turkey can strengthen its international credibility. In addition, in January 2015 R.T. Erdogan again visited Mogadishu, which means that Turkey is not going to stop cooperation with Somalia.

As for the attitude of the Turkish population to this issue, in 2011 it was ordinary Turkish citizens, who gathered a significant portion of humanitarian aid; and sent it to the East African country. Moreover, in 2011 Kemal Kılıçdaroğlu, a leader of the oppositional Republican People's Party, went to Kenya, where he visited the world's largest refugee camp, Dadaab, located near the border with Somalia [6]. The aim of the visit was to deliver humanitarian aid and to provide moral support to the Somali people. Thus, the policy pursued in Somalia by the Turkish president, resonates not only among members of the ruling party, but also among opposition, which confirms the presence of Turkey's strategic interests in the country. Therefore, no matter in whose hands power is concentrated in Turkey, Somalia will occupy an important place in Turkey's foreign policy.

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A.A. Petrikova
Saratov, Saratov State University

TYPES OF TESTS USED IN ENGLISH LANGUAGE

Hicks [1:155] considers that the role of tests is very useful and important, especially in language learning. It is a means to show both the students and the teacher how much the learners have learnt during a course. It does not mean that a usual test format with a set of activities will be used all the time. To check the students' knowledge the teacher can apply a great range of assessment techniques, including even the self-evaluation technique that is so beloved and favoured by the students. Moreover, according to Heaton [3:6], tests could be used to display the strength and

weaknesses of the teaching process and help the teacher improve it. They can demonstrate what should be paid more attention to, should be worked on and practised. Furthermore, the tests results will display the students their weak points, and if carefully guided by the teacher, the students will be even able to take any remedial actions.

Thompson [4, 200] believes that students learn more when they have tests. Alderson assumes, we should not forget that the tests when administered receive less support from the teacher as it is usually during the exercises in a usual language classroom. The students have to cope themselves; they cannot rely on the help of the teacher if they are in doubt. During a usual procedure when doing various activities the students know they can encounter the teacher's help if they require it. They know the teacher is always near and ready to assist, therefore, no one is afraid to make a mistake and try to take a chance to do the exercises. However, when writing a test and being left alone to deal with the test activities, the students panic and forget everything they knew before. The author of the paper believes that first what the teacher should do is to teach the students to overcome their fear of tests and secondly, help them acquire the ability to work independently believing in their own knowledge. That ability according to Alderson is the main point, "the core meaning" of the test. The students should be given confidence. Here we can refer to Heaton [3:7] who conceives, supported by Hicks, that students' encouragement is a vital element in language learning. Another question that may emerge here is how to reach the goal described above, how to encourage the students. Thus, at this point we can speak about positive results. In fact, our success motivates us to study further, encourages us to proceed even if it is rather difficult and we are about to lose confidence in ourselves. Therefore, we can speak about the tests as a tool to increase motivation. However, having failed for considerable number of times, the student would definitely oppose the previous statement. Hence, we can speak about assessment and evaluation as a means for increasing the students' motivation.

In fact, the test is a request for information and possibility to learn what the teachers did not know about their students before. We can add here that the test is important for the students, too, though they are unaware of that. The test is supposed to display not only the students' weak points, but also their strong sides. It could act as an indicator of progress the student is gradually making learning the language. Moreover, we can cite the idea of Hughes [5:5] who emphasises that we can check the progress, general or specific knowledge of the students, etc. This claim will directly lead us to the statement that for each of these purposes there is a special type of testing. We are determined to discuss different types of tests and we will start with the most general ones and move to more specific and detailed ways of testing.

Testing the Language Skills

1 Multiple choice tests

These tests are widely used by teachers in their teaching practice, and, moreover, are favoured by the students. Heaton believes that multiple-choice questions are basically employed to test vocabulary. However, we can argue with the statement, for the multiple choice tests could be successfully used for testing grammar, as well as for testing listening or reading skills. For example, a task is basically represented by a number of sentences, which should be provided with the right variant, that, in its turn, is usually given below. Furthermore, apart from the right variant the students are offered a set of distractors, which are normally introduced in order to “deceive” the learner. If the student knows the material that is being tested, s/he will spot the right variant, supply it and successfully accomplish the task. The distractors, or wrong words, slightly differ from the correct variant and sometimes are even funny.

The advantage of such tests concerns the format of the test that clearly implies the idea of what the learner should do. The instructions are clear, unambiguous. The students know what they are expected to do and do not waste their precious time on trying to figure out what they are supposed to do.

The disadvantage concerns the students’ guessing the answers; therefore, we cannot objectively judge his/her true knowledge of the topic. We are not able to see whether the student knows the material or has just luckily ticked or circled the right variant. Therefore, it could be connected with another shortcoming of the following test format that while scoring the teacher will not get the right and true picture of what the students really know.

2 Short answer tests

A further format that is worth mentioning is short answer test format. According to Alderson short answer tests could be substituted by multiple-choice tests. The only difference is that apart from the optional answers the students will have to provide short answers.

Alderson believes that short answer tests will contribute to the students’ results, for they will be able to support their answers and, if necessary, clarify why they responded in that way but not the other. It could be explained by the fact that the students will have an opportunity to prove their answers and support them if necessary.

Nevertheless, the short answer tests are relatively complicated for the teacher to be designed. The teacher has to consider a variety of ideas and thoughts to create a fairly relevant test with fairly relevant items. May be that could explain the fact why this test format is not such a common occasion as MCQs are.

At this point we have come to advantages and drawbacks of short answer tests. Weir [6:44] says that this type of testing differs from MCQs by the absence of the answers. The students have to provide the answer themselves. That will give the marker the clear idea whether the students know what they write about or not. Certainly, the teacher will be definite about the students’ knowledge,

whereas in MCQs s/he can doubt whether the students know or have just guessed the correct answer. Moreover, short answer test could make the students apply their various language skills and techniques they use while dealing with any reading, listening or speaking activity.

Finally, Weir points out that if the questions are well formulated, there is a high chance the student will supply short, well-formulated answers. Therefore, a variety of questions could be included in the test to cover a broader field of the student's knowledge, and certainly it will require great work from the teacher. Furthermore, the students while writing, can produce far different answers than expected. It will be rather complicated to decide whether to consider them as mistakes or not.

3 The cloze test and gap-filling tests

Before coming to the theory on cloze tests we assume that it is necessary for us to speak about the term "cloze". Weir [6:46] informs that it was coined by W.L. Taylor from the word 'closure' and meant the individual's ability to complete a model.

However, to follow the model one has to possess certain skills to do so. Hence, we can speak about introduction of such skill that Weir calls deduction. Deduction is an important aspect for dealing with anything that is unknown and unfamiliar. Thus, before giving a cloze test the teacher has to be certain whether his/her students are familiar with the deduction technique.

Alderson assumes that there are two cloze test techniques: pseudo-random and rational cloze technique. In the pseudo-random test the test designer deletes words at a definite rate, or as Heaton [3:19] places it, systematically. For example, every 7th word should be deleted occasionally with the initial letter of the omitting word left as a prompt. However, the task could be more demanding if the teacher will not assist the learners' guesses and will not provide any hints.

However, according to Alderson, the teacher commonly does not intend to check a certain material by the cloze test. The main point here is the independence of the student and his/her ability to apply all the necessary techniques to fill in the blank spaces. Concerning the mentioned-above scholars, we have to agree that the following type of test is actually relatively challenging, for it demands vast language knowledge from the student. So, the cloze tests could be successfully used for testing grammar.

Compared to the cloze test, gap filling is more materially based, for it checks the students' knowledge of a particular topic. Therefore, we can speak about the first advantage and that is that the learners will know exactly what they should insert. Moreover, the selectively deleted items allow focusing exactly on them and do not confuse the student.

The last what could be said about gap filling tests is that this technique limits us to check only a certain language skill, e.g. a vocabulary on different topics.

4 True/False items

This test format is familiar for all the teachers and students. Each reading task will always be followed with true/false activities that will intend to check the students' comprehension of a text. The students will be offered a set of statements some of which are true and some are wrong.

This sort of testing could be more motivating for the students than a multiple-choice test. It will not make the students confused offering just one possibility than a multiple-choice test, which typically proposes more than one option to choose from. Moreover, it is easy to answer for the students and check for the teachers.

5 Dictation

Another test format that could be applied in the language classroom is dictation. We commonly use dictations to check spelling; nevertheless, it could be applied to test listening comprehension, as well. It is obvious that to dictate something we have either to speak or read. It means that while writing a dictation the student has to be able to perceive the spoken language efficiently enough to produce it on paper. For this purpose the student will require a variety of techniques such as schemata and its application, predictions, guessing and context clues, etc. Further, it is also clear that dictations help the students develop their abilities to distinguish between phonemes, separate words and intonation. Besides, dictations function in spoken language; that is why the students have an opportunity to learn to understand the language through listening. So we may state that dictations will force the students to use the variety of skills: listening, reading, speaking and writing skills.

6 Listening Recall

This test format is specifically applied for testing listening skills. It differs from a dictation as it supplies the students with a printed text. However, the text is given not as the complete script of the tape. Certain words that carry the meaning load are deleted from a passage, and the students after listening to the tape are supposed to insert them. Hence, it could be related to a gap-filling test. Here the cassette is usually played for two times; first, the students listen and find out information and then attempt to insert the missing details. The second time allows them to add what they had failed to understand at the beginning. Weir states that such type of testing involves the students' short-time memory, which they need to switch while listening to the tape.

7 Testing Grammar Through Error-recognition Items and Word Formation Tasks

One of the test formats for testing grammar is error-recognition items. Here the teacher writes sentences underlining various words. One of the words is obligatory wrong, and the students have to identify what word is wrong and should be corrected. Heaton introduces a variation of that type, saying that the teacher can supply the students with incorrect sentences asking the students to provide the right variant. This again demands a fairly good knowledge of the subject from the students as they have to differentiate between the right and wrong variants. In that case the error-

recognition format could be compared with multiple-choice format and even be called a branch of it. It is frequently used in centralized exams to know the students' ability to coin new words that displays the students' advanced level of the language. The students are demanded to coin nouns from verbs, adjectives from nouns, etc. This requires certain knowledge of prefixes, suffixes and roots in order to create a necessary word. Word coinage is an inevitable skill for recognizing new word items too.

8 Controlled writing

In order to check the students grammar and writing ability the teacher can use different test formats: transformation, broken sentences, sentence and paragraph completion, form filling, notes and diaries.

According to Heaton [3:32], transformation deals with re-writing sentences. For example, the students are asked to change a sentence in the Active voice into a sentence in the Passive voice. The teacher can also put the required word in brackets at the end of each sentence. The students will need to transform a sentence to fit the word in brackets. Further, the teacher gives the sentences that are divided into fragments (he calls them broken sentences), and the student's task is to arrange the words in order to produce correct examples. Thus, the students have to know grammar and syntax to make a right sentence with the correct word order. Sometimes the students are asked to alter the words to make grammatically correct sentences.

Afterwards, the students can be asked to complete the whole paragraphs, finish dialogues, write diaries using the given information, and fill the form, for example hotel check-in.

9 Free writing

Heaton believes that the most suitable way to check the students' writing skills is asking them to write a composition. The teacher can include a variety of testing criteria there depending on what is really being tested. The topics for a composition should be appropriate to the age of the students and respond to their interests. However, the teacher has to establish clearly what s/he is going to check (the material studied: e.g. grammar) and what could be neglected. The students have to know whether the teacher is interested in the content or may be s/he is concerned with grammar and spelling, as well.

10 Test Formats Used in Testing Speaking Skills

Heaton states that one of the most essential elements of testing speaking is pronunciation. To check how the students pronounce certain testing items the teacher may ask his/her students to read aloud and retell stories. Moreover, the teacher will get the impression how well his/her students can operate with the spoken language.

Afterwards, the teachers can use pictures to test the students' speaking skills. This is a widely used task, and a lot of teachers use it to check the students' speaking skills and the

knowledge of the vocabulary. Moreover, while describing a picture the student will have to use the correct grammar and knowledge of the English sentence structure. The description could be done on the spot and does not require a lot of time for preparation, though Heaton points out that the teacher should ensure his/her students with a time during which they can formulate their ideas before presentation.

Apart from the pictures the students could be offered to describe a person if their topic is people's appearance or jobs, state the sequence of events based on the provided information or pictures accompanying the task, spot differences between two pictures and compare them. Further, Heaton displays a rather interesting task. The students receive a picture with speech bubbles. They are asked to write what they think these people are saying. This in turn involves creativity from the students and could be assessed as an additional element and contribute to the students' marks. Definitely, each teacher will develop and give the students various tasks regarding the criteria and demands to be tested.

Conclusion

The role of tests is very important, especially in language learning, for they indicate how much the learners have learnt during a course, as well as display the strong points and weaknesses of the teaching process and help the teacher improve it.

The tests can facilitate the students' acquisition process and function as a tool to increase their motivation; however, too much of testing could be disastrous changing entirely the students' attitude towards learning the language, especially if the results are usually dissatisfying.

There are various tests formats, such as multiple-choice tasks, gap-filling tests, cloze tests, true/false statements, etc. used to check four basic language skills.

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V.A. Pivovarov

Saratov, Saratov State University

THE ROLE OF PROPAGANDA IN THE EVENTS OF 1985-1991
IN THE USSR

The 30th anniversary of the beginning of "Perestroika" has once again encouraged public and scientific debate on causes, main directions and consequences of the political and socio-economic reform of this period.

It is generally known that one of the most important factors of the collapse of the USSR was the propaganda war aimed against the Soviet Union. It was the propaganda that became a primary weapon during the Cold War between NATO and the Warsaw Treaty Organization. So, the Cold War, in fact, was waged on three fronts: information, economy and military. The information was used as an instrument of direct influence on the moral state of the opponent in order to destabilize it. The USSR quite successfully resisted information attacks via its own powerful propaganda machine and special means of muffling "enemy voices" within the "Iron Curtain". However, during the period of "Perestroika", the situation has changed due to the transition to "Glasnost" within the internal policies and the "New political thinking" within the international relations.

At the beginning of his tenure as Secretary General Mikhail Gorbachev following the traditional Soviet rhetoric declared: "The Soviet propaganda poorly reveals the achievements and advantages of socialism in the field of human rights. **We are said to lag behind in terms of human rights. But we were not able to show what we have achieved in comparison with capitalist countries because we are used to it.** And it is silenced. We succumbed to their tricks, and after all it is they who hung up the curtain against us. It is necessary at present level of knowledge to show our Revolution as a turning point of the twentieth century" [1, 117]. At the XXVII Congress of the Communist Party of the Soviet Union a desire "to convince the broad sections of working people that the chosen path is correct" was identified as a task to be solved in parallel with the task of "Uskoreniye" [2, 44]. This idea was bolstered by a special resolution of the Communist Party's Central Committee of 1987 "The Guidelines for restructuring the system of political and economic training of workers", which stated: "Campaigning for renewal of the society and the party comes from the premise that it is necessary to bring a solid foundation of belief under this great work. To form consciousness of millions of the Soviet people, to change their mentality and the way of thinking in the spirit of Perestroika is one of the key tasks of the ideological work" [3, 215].

But the solution of this problem came into conflict with the declared policy of "Glasnost". The very first results of this policy drew criticism from the adherents of the traditional interpretation of "developed socialism". They saw (quite reasonably as it turned out) a threat to the existence of

the socialist system in the widespread revelation of "white spots" in the Soviet history. The muckraking articles were denounced as "blackening", the demands to minimize the democratization program and return to the total party control over society grew louder. For example, the letter of N. Andreeva, published in the newspaper "Soviet Russia" under the heading "I cannot sacrifice the principles" caused wide controversial public resonance. In this letter, the teacher from Leningrad openly and sharply condemned the policy of "borrowing in the West", the policy of "Glasnost" and falsification of "history of socialism and socialist construction" [4]. Andreeva called on to defend the ideas of socialism, but people did not want to believe in the ideals that were so actively pounded to the nines by journalists and the government itself.

The official project of transformation was the same. "Perestroika is the only possible way of strengthening and developing socialism, the solution of urgent problems of social development... Perestroika is our fate, the chance that gives us the story. It cannot and should not be missed "- said Mikhail Gorbachev at the XIX All-Union Conference of the Communist Party [5, 42].

Gradually, the General Secretary of the Communist Party's Central Committee began to distance himself from the propaganda line that was traditionally hold by the Soviet machine. Actually Mikhail Gorbachev initiated a complete restructuring of the Soviet system of internal and external propaganda compatible with the objectives of "Glasnost": "It became impossible to hide from society the glaring lagging even from those whom we defeated in the war. Promotion of the "achievements" only created the ground for bad jokes, and like all lies, discredited the power both politically and morally" [6, 26].

The new approach of the Secretary General to the Soviet propaganda system was manifested also in the sphere of foreign policy. Already in May 1986, at a small meeting M. Gorbachev, justifying the nature of the "New political thinking" on the international arena, said: "Propaganda must not be pugnacious, it should be waged without charges, we really want to do something, we invite to a serious dialogue. And it should not be started with exposures" [7, 44]. These statements were to break down traditional notions of propaganda confrontation with the US and its allies.

The USSR unilaterally abandoned propaganda confrontation. Here is how M. Gorbachev commented on the upcoming meeting with the US President Ronald Reagan in 1987: "I said we should go to the meeting without a hint of propaganda. We must present serious, realistic, ambitious proposals. And if they are rejected by the President, then we will make them public" [8].

A significant factor of the changes in mass consciousness and therefore in the official propaganda was innovations in the cultural policy. For example, the release of the movie of T. Abuladze "Repentance" was a real event and was widely discussed in the media. In addition, during this period the audience of the Soviet Union for the first time had the opportunity to get acquainted with the works of the masters of the world and national level without "censorship

plaque". The works of Russian and foreign avant-gardists of the 1920s became available to the general public on the legal basis. Exhibitions, concerts and creative parties of immigrants (E. Unknown, M. Shemyakin, V. Ashkenazy, G. Kremer and others) gathered full-houses.

A sociologist Nancy Rice, who studied the period of Perestroika in the Soviet Union, wrote: "...break with the past occurred in 1985-1987, when Gorbachev's reforms began to gain momentum. This break with the social practice of the past was quite sincere and truly effective." [9].

The policy of Glasnost had an impact on the society that was radically different from all the predictions. Instead of "the balance of black and white" the whole of society fell into blackening of all things. Previously the prohibited "grim truth" was brought up for a wide discussion that became the main modus of public discourse. All that started out as a necessary qualitative analysis of the profound crisis of the Soviet system took the form of grief for everything that had something to do with the past. Such methods of presentation of the material began to prevail not only in the rank and file, but also in the leading media. Such cult weekly journals as "Ogonyok" and "Moscow News" with noticeable regularity began to publish materials about the cruelty and injustice of the Stalinist era. Many directors and scriptwriters on television followed the same pattern. Endless stories about the tragedy and hardships of the Soviet people became the flagship topic of TV programs or movies. Ordinary people began publicly talking about their tragedies too.

All mass cultural events were no longer covered in the press the way as it used to be. The media became much more "free-thinking" and expressed varied and opposing points of view. All this hitherto unprecedented flow of contradictory information, which fell upon people, had a huge, irreversible impact and caused mixed reactions.

As a result of the policy of "Glasnost" the fruits of "the ideological work of seven decades" were destroyed. Broad masses of people exposed to new ideas, were lost in opinions. They saw that Perestroika did not bring a relief, but on the contrary it multiplied socio-economic and political problems, and sowed chaos in people's minds. One of the worst processes in the society began - a process of rupture with the past and construction of a new way of living and thinking.

Chaos also touched upon the authorities. For example, the Soviet General Administration on Literature and Publishing encountered difficulties. What is it to guide now? The wind was blowing "at the same time in different directions" [10, 46].

Was it possible to stabilize the situation in the state, in which the disorder was not only in the minds of ordinary citizens, but also in the minds of editors, politicians and intellectuals?

One way or another, the official propaganda designed to encourage soviet people to participate in the processes of "Perestroika" lost its functionality, due to the fact that it lost its ideological base. The attempts to inculcate in the mass consciousness the ideology of "socialism with a human face" had no success since the critical potential accumulated by the activists of the

Glasnost policy was actually aimed not only against stagnation and contradictions of the developed socialism but also against the idea of socialism in general. Eventually, under the guidance of Perestroika initiators the powerful propaganda apparatus of the party-state system became one of the main tools of disorientation and split of the Soviet society as well as one of the key factors of sweeping destruction of the USSR and the whole socialist system.

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E.O. Pivovarova

Saratov, Saratov State University

GEORGE W. BUSH'S POLICY TOWARDS THE ISRAELI-PALESTINIAN CONFLICT: THE MAIN GOALS, CHALLENGES AND OUTCOMES

A Republican team of George W. Bush., who won the presidency in 2001, immediately outlined the changes in the US foreign policy, including the policy towards the Middle East region and, in particular, the Israeli-Palestinian conflict.

For the first time George W. Bush presented his vision of the new US foreign policy while still being a presidential candidate in the Republican Party Platform of 31 July 2000. The document revealed the main foreign policy priorities of the United States in the Middle East. These were to provide security of Israel; to protect US economic interests by ensuring the reliability of oil exports from the Persian Gulf; to prevent the threat of proliferation of WMD in the region [1].

The main features of George W. Bush's approach towards the Israeli-Palestinian conflict were manifested already during the election campaign.

Above all it is a pronounced pro-Israeli bias in the Middle East policy of the new US administration. This was demonstrated by the statement on the planned relocation of the US embassy in Israel from Tel Aviv to Jerusalem, given that this holy city is considered by the Palestinian Authority as the capital of its own future state. In addition, a task was set "to maintain Israel's qualitative edge in defensive technology over potential enemies" [1]. At this stage, such a position of Washington was apparently designed for getting support of the Israeli lobby in the upcoming presidential elections.

Besides, since George W. Bush took the Oval Office, the US involvement in the Israeli-Palestinian conflict was significantly reduced. "Peace must be negotiated between the parties themselves. We will not impose our view or an artificial timetable" [1]. The emphasis was placed on the internal problems that the new millennium had brought to the US [2].

The aim of the US Government at this stage was to stop the expansion of the conflict zone, to prevent its escalation. The US administration relied on the "Mitchell Commission Report," on which the Commission led by the former Senator George Mitchell had been working since October 2000. The head of the Commission urged the parties of the conflict to immediate cease-fire and, in particular, Israel to end the settlement construction activities and the Palestinian Authority to stop terrorist attacks against Israelis [3]. It is worth noting that commenting on the document, the US Secretary of State Colin Powell, dropped out the points containing the demands to Israel [4], which is another instance of pro-Israeli orientation of the US policy.

However, this period of low US involvement in the Israeli-Palestinian conflict had not been lasting long.

At least two factors that determined the dramatic changes in the Middle East policy of George W. Bush's administration in 2001 can be distinguished.

Firstly, the escalation of the Israeli-Palestinian conflict on the background of the Second Intifada forced the US administration to review the level of its involvement in the conflict.

Secondly, a series of terrorist acts of September 11, 2001 led to the radical changes in the US foreign policy. The United States started off the global fight against terrorism. Within the context of the new ideology of the US foreign policy the Middle East strategy was also considerably revised.

To begin with the problems of the Middle East region entered the range of priority issues for the United States. So, the US Secretary of State Colin Powell in his speech at the University of Louisville at November 19, 2001 focused on the Israeli-Palestinian conflict and said: "We will do all we can to help the process along. We will push, we will prod. We will present ideas" [5]. Turning to the US active participation in the Israeli-Palestinian conflict was reflected also in the National Security Strategy of 2002 [6].

Further, Washington began to take steps in favor of the Palestinians and the whole Arab world: they proclaimed that it was necessary to recognize the two states in Palestine, living together in peace and security; negative assessment of Israeli settlement construction was officially voiced. US-Israeli relations were deteriorating. On the ground of aggravation of the terrorist threat the United States sought to strengthen the alliance with Middle Eastern partners within the antiterrorist coalition. It had become extremely important for the Washington to show to the whole world, and mainly to the Arab countries that the US Government was carrying out an honest impartial mediation in the Israeli-Palestinian conflict [7].

At the same time, it should be clear that these changes in the US foreign policy were outlined, along with maintaining strategic partnership between the US and Israel. Thus, George W. Bush set the main condition for recognition of the Palestinian state, this was a reform of the Palestinian government institutions and an effective fight against terrorism, threatening to the security of Israel and to the international security in the context of recent events [8].

So, a completely new ideology of the US foreign policy – the so-called "Bush Doctrine", which defined, inter alia, the basic outlines of the Republican approach to resolving the Israeli-Palestinian conflict in the 21st century was formed.

The US Middle East policy at this stage had a pronounced ambivalent character. On the one hand, the US did not want to complicate the relations with the Arab countries - oil exporters (the US – was the largest partner of the "energy giants" of the region on export of energy resources [9]). On the other hand, George W. Bush administration sought to enhance Israel's position, regarding it as a US outpost in the Middle East and a stronghold of democratic values. After the terrorist attacks of September 11, 2001, the national security interests were added to the list.

The ambivalence was manifested, for example, in the US reaction to construction by Israel of the so-called "separation wall", which was launched in 2002 under the initiative of Israeli Prime Minister Ariel Sharon in order to protect Israeli territory from terrorist attacks. Actually Israel fenced off its territory from the West Bank. The global community condemned the Israeli action as the violation of the international law. The path of the wall was not the same as the so-called "green line" - the Israeli border up to "Six Day War" of 1967. In other words, the construction of the wall was de facto the annexation of the Palestinian territories by Israel. Furthermore, in 2004 the International Court of Justice in The Hague ruled that the construction of the separation wall in the West Bank was illegal [10]. Nevertheless, the United States voted against the UN General Assembly resolution [11] which condemned the construction of the wall. The US traditionally vetoed every UN resolution condemning Israel's actions.

At the same time, Washington made a significant step in favor of the Palestinians by supporting the Arab League peace plan, which contained the demands for Israel to withdraw its troops from all occupied territories since 1967, as well as to recognize the rights of the Palestinians to establish a sovereign state within the borders of 1967 with the capital in East Jerusalem [12].

So, the essence of George W. Bush's approach to the Middle East settlement formed after the events of September 11, 2001, can be summarized under three headings: the achievement of "the two-state solution", based on the principle of peaceful coexistence of Israel and the Palestinian state; creation of a viable, democratic Palestinian State; security guarantees for Israel. These provisions were reflected in George W. Bush's major initiative on the Middle East conflict – the plan "Road map" of 2003.

It should be noted that the time this document was published was almost the same as the time of the US invasion of Iraq. The "Road map" was to save the US from threatening diplomatic isolation in which they might find themselves after an unauthorized operation in Iraq [13]. President George W. Bush intended to show that Washington was not committed to unilateral policy and wished to work together with the whole international community to achieve peace in the region [14].

The "Road Map" can be described as a "practical interpretation" of the US National Security Strategy of 2002 [15]. Actually, the document proclaimed the following requirements for the PNA – to end violence and terrorism, to restructure the PNA security system, to hold democratic political reforms in the country; for Israel – to withdraw from the areas occupied since September 28, 2000, to eliminate the illegal "Israeli settlements", established in March 2001; to freeze any settlement activity. [16].

The plan "Road Map" was an attempt to implement a more balanced Middle East policy and, therefore, less pro-Israel. It is remarkable that Ariel Sharon did not accept the document in the original version and proposed 14 amendments to it [17], which were however rejected by the US Government. The United States voted "for" the UN Security Council resolution 1515 [18], expressing an official support of the plan "Road map" by the international community.

However, the plan of the Middle East conflict resolution was doomed to fail for several reasons, and primarily due to the fact that the "Road map" did not offer a practical mechanism for implementation of the provisions contained therein as well as a mechanism of control over the implementation process [14].

Actually, the only output of the "Road map" was that in January, 2006 the democratic election was held in PNA, and Hamas won a plurality in the Palestinian Parliament, defeating the PLO-affiliated Fatah Party [19]. It should be recalled that Hamas is a terrorist organization that

does not recognize the right of Israel to exist [20]. So, a fair assessment of the events was given by an American Publicist D. Pipes: «...the West is hoist with its own petard» [21]. These political developments in Palestine were followed by a sharp internal inter-Palestinian conflict between Fatah and Hamas that became one more obstacle to the solution of the Palestinian question.

Since the failure of the Road Map the Middle East policy of the Republicans got the former pro-Israeli inertial character. So, the United States officially supported Israel's actions on the unilateral disengagement - withdrawal of all Jewish settlements and army units from the territory of the Gaza Strip at 2005 [22]. The Republican administration has also provided full diplomatic support to Israel in the Lebanon war [23]. George W. Bush took the Israeli side with the beginning of the Israeli operation "Cast Lead" in the Gaza Strip on December 27, 2008 [24], in spite of the fact that almost all Arab and European countries condemned the Israel's actions.

In 2007, George W. Bush made the last attempt in working for peace in the Middle East and arranged a peace conference in Annapolis (Maryland). Right up to the last days of his presidency George W. Bush went on referring to the Road map, proclaiming the document as the basis of the peace process [25]. However, the peace process in the Middle East had not begun.

To summarize, it is to be stated that the Middle East course of George W. Bush's administration promised to become more balanced and fruitful, but due to persistent ambivalence and inconsistency of the policy, it was not possible to achieve significant positive results.

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S. A. Poliakov

Saratov, Saratov State University

KING CANUTE THE GREAT AND HIS CORRELATION WITH SCOTLAND

The Empire of Canute (or Knut) the Great (1016 – 1035) was a vast state, the exact boundaries of which are not so easy to define. Some areas were not included directly, but were more subject land, not directly subordinated to the Danes.

Such an example can serve as Scotland, which directly borders with England, but it had long remained away from the other interests of King Knut. By the time he was going to go to Scotland for the inclusion of this land, there is still a single state has not developed. There was not a single ruler controlling one country.

In the different regions of Scotland was ruled by three kings: Malcolm II, Malbeth and Iehmark [1, 136]. In connection with this message there is the problem of identification of the Scottish rulers, met with Knut. Firstly, Iehmark identified as Ehmarkah Ragnaldson, Dublin King (1036 - 1038, 1046 - 1052). Malbeth identified as famous Macbeth who is immortalized in Shakespeare's play.

Macbeth came from a clan that had lived to the north, in the area of Moray, and around these lands. His family (Kenel Loairn) also controlled the lands in the north, including Caithness and Sutherland - the far north of Scotland. Father of Macbeth, Findlech, in 1020 was killed by his nephews, so the title of the head of Clan went to Macbeth [2, 353]. After Findlech's death, his kingdom was captured by his nephew, also named Malcolm. In order to strengthen his power, he made an alliance with the powerful Earl of Orkney Sigurd the Mighty. In 1029 Malcolm died, after 3 years his brother died too. Macbeth became the mormer – governor of region [2, 355].

Ehmarkah was the ruler of the Kingdom of Galloway and Islands (the Hebrides), and from there took power in Dublin. Origin of Ehmarkah is not in doubt: his name was Celtic, Goidel, while his father was Norman. He was known as the ruler of the south-western lands in Scotland, it is quite possible that his influence extended beyond immediately Isle of Man [2, 355 - 357].

When did Cnut meet with the three kings? It is certain that this meeting took place in the second half in 1027. That year was an important event since the reign of Cnut - his pilgrimage to Rome, which took place at Easter this year [3]. King returned in England several times in the following years, but finally it happened in 1031.

So why did Knut at that moment go to Scotland? Naturally, this region could not remain permanently without his attention, so he decided to step up his activity in this region. King Kenneth II (971 - 995), and his grandfather, Malcolm the Red (943 - 954) made peace with the Anglo-Saxon kings, Edgar and Edmund respectively. Thus, this meeting continues the established tradition of the Anglo-Scottish relations [4, 18].

We can also assume that Knut was afraid of raids from Scotland and Ireland, as well as the islands of the Irish Sea. For many years he had been devoting to other areas of foreign policy and finally the king decided to reinforce the northern border of the center of his empire.

It can be assumed that the cases in Scotland were linked not so much with England but with Scandinavia. Macbeth in the north of Britain and Ehmarkah in the south-east of Scotland were close to the possessions of the Scandinavians on the different islands. In addition, more than 200 years the Scandinavians hosted on these lands. The overthrow of St. Olav in Norway seriously aggravated the problem for Knut. Orcadians openly supported the Norwegian king, and on the other islands, he could easily be hiding from the Danes. Therefore, it was important to keep the land border under control, and that had forced Knut to go to Scotland.

This convention of kings had a great impact on Scotland. By the end of the life of Malcolm II in 1034 we can talk about the creation of a single Scottish state [5, 185]. Macbeth later even became king. Not a figure of Scottish history as well known around the world (except perhaps that of William Wallace) as Macbeth, immortalized in a poem by Shakespeare. Knut the Great, thus associated with two important events of Scottish history that determined the development of this country in the Middle Ages.

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E.A. Polyakevich

Saratov, Saratov State University

PECULIAR CHARACTERISTICS OF B. OBAMA'S INDIVIDUAL STYLE

In the course of time any writer develops a unique and inimitable personal style, which creates the so-called author's writing. The repeated use of particular vocabulary, of unusual syntactic constructions or of such linguistic means as repetition from one written work to another differentiates his writing style from other writers' personal styles, thereby produces an inimitable individual style.

In practice the term 'individual style' is more often used in relation to works of art, but recently it has been used in terms of oratory as well. This fact proves that even orators have a unique and refined individual style, which is being formed throughout their oratory career and can be easily traced in any of their public performances.

'Individual style' is considered to be 'a system of substantial and formal linguistic characteristics appropriate to the works of a certain author, which help to reveal the author's style of verbal expression embodied in his works' [1, 8].

Individual style of any author is determined by a number of factors including:

- 1) dominating qualities of a cognitive style;
- 2) qualities of a thinking style;
- 3) objectivity or subjectivity of exposition;
- 4) the author's linguistic competence (which consists not only of the ability to use the synonymic richness of the language, but also of a creative ability to direct language units toward a more precise expression of particular sense "quanta");
- 5) movement of the content from ignorance to knowledge [2].

The term 'individual style' is also referred to the notion 'idiolect'. Idiolect of a certain author is regarded as an aggregate of texts created by him in the initial chronological order (or in the order approved by the author in case the texts were undergone the process of remaking) [3]. The notions 'individual style' and 'idiolect' which are understood in different ways and respectively 'are found in different ranks of correlations with notions of the language, the text and the 'linguistic persona', have recently been placed in the centre of interest of linguistic poetics' [4, 175]. This is closely connected with the growing attention to the questions of an individual linguistic creativity.

For the moment, the opinions of what an individual style is are quite diverse. In accordance with the results of modern studies devoted to idiostylistic diversity, it is possible to speak about its two constituents: internal and external. This opinion can be seen in works of such Russian linguists as M.N. Kozhina, L.R. Duslaeva, V.A. Salimovskiy, V.V. Vinogradov. In J. N. Karaulov's opinion, intra-linguistic constituent of the individual style is realised through its verbal-semantic level, while cognitive and pragmatic levels form its extra-linguistic constituent [5, 89].

Noticing external and internal characteristics of the author's individual style in a piece of fiction means singling them out among those generally accepted. Relying on the definitions given by G.Y. Solganik, Y.N. Karaulov, M.N. Kozhina, L.R. Duslaeva, V.A. Salimovskiy, L.G. Babenko, one should understand an individual style as actualization of the writer's linguistic personality in his or her own way of exposition, which is represented through an individual combination of textual extra- and intra-linguistic characteristics based on respective types of referent relations [2].

Among diverse points of view on the correlation of such terms as 'poetic text', 'poetic language', 'poetic individual style' and 'idiolect' two general approaches can be marked. The first one consists in the fact that an idiolect and an individual style are believed to be correlating with each other like a surface and a terminal structures in such descriptions as 'Meaning-Text' or in a trine 'Theme-Means of expression-Text' [6, 81].

The second direction in the development of the scientific thought is connected with a functional and cohesive description of an individual style. Basic formula of this approach was established in the works of Y.N. Tinyanov, L.S. Vigotskiy, S.T. Zolyan.

In general, the diversity of approaches to the notion 'individual style' presented above allows to state the fact that an individual style of a piece of art is determined through an individual combination of extra- and intra-linguistic characteristics based on extra- and intra-textual referent relations.

In this article peculiar characteristics of B. Obama's individual style are considered. Barack Hussein Obama is one of the outstanding American political leaders of our time, who has proved his ability to master the word and the language.

As an orator, B. Obama shows himself as a wise politician, powerful president and a writer who possesses a unique and incredible style which can be easily traced through his speeches.

His speeches called '2002 Speech Against the Iraq War', 'Inaugural Address. January 20, 2009' and '9/11 Pentagon Memorial Address' served as the sources of material for analysis.

Analysis of the author's individual speech characteristics was conducted according to the following criteria: syntactic means, shown by heterogeneous sentence members, polysyndeton and asyndeton, inversion, antithesis etc., stylistic means expressed mainly through repetition, tropes and speech figures, of which only a metaphor has been found, and means of lexis expressed through contextual synonyms and antonyms, colloquial, outdated and emotionally-coloured lexical units, etc.

It should be mentioned that B. Obama's individual style is to a greater extent expressed through the usage of syntactical means, among which heterogeneous sentence members, expressive use of sentences of different types, polysyndeton and anaphora are the most widely used items. This fact is, however, not surprising, for syntax in particular is the basis of the whole text, it helps to connect words into sentences, sentences into texts. Syntax helps not only to express the author's thoughts, but also to trace its development and argumentation throughout the whole text. Some bright examples are given below:

*And **we will** act, not only to create new jobs, but to lay a new foundation for growth. **We will** build the roads and bridges, the electric grids and digital lines that feed our commerce and bind us together. **We'll** restore science to its rightful place, and wield technology's wonders to raise health care's quality and lower its cost. **We will** harness the sun and the winds and the soil to fuel our cars and run our factories. And **we will** transform our schools and colleges and universities to meet the demands of a new age. **All this we can do. All this we will do** [9].*

*That's what I'm opposed to. **A dumb war. A rash war.** A war based not on reason but on passion, not on principle but on politics [7].*

***They were** fathers and mothers, raising their families; brothers and sisters, pursuing their dreams; sons and daughters, their whole lives before them. **They were** civilians and service members. Some never saw the danger coming; others saw the peril and rushed to save others -- up those stairwells, into the flames, into the cockpit. **They were** white and black and brown -- men and women and some children made up of all races, many faiths. **They were** Americans and people from far corners of the world. And **they were** snatched from us senselessly and much too soon -- but they lived well, and they live on in you [8].*

Particular stylistic means are also present in the speeches under analysis adding some characteristics to the president's individual style but the amount of them is not as great as the amount of syntactical ones. It is no coincidence that stylistic means take the second place in the

order of creating the individual style of the American politician. Repetition helps to strengthen the effect of delivered phrases, to create tension, to attract or, on the contrary, distract the recipient's attention from particular ideas. Here are some peculiar examples of using 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*** [7].

Further on, it is significant to point out the usage of bright and intense lexis as an important constituent of B. Obama's individual style. Outdated (*in vain*), and colloquial (*dumb*), and emotionally-coloured vocabulary (*slaughter, butchers, ruthless, etc.*) is found in his public speeches. In the process of analysis it was revealed that there are certain lexical units which are typical of all the politician's texts under analysis: *greed, slaughter, hope, strength*. Moreover, the American president's speeches abound with contextual synonyms and antonyms. Here are some examples of using them:

*We are shaped by every language and culture, drawn from every end of this Earth; and because we have tasted the bitter **swill** of civil war and segregation...* [9].

*To the people of poor nations, we pledge to work alongside you to make your farms flourish and let clean waters flow; to **nourish starved bodies and feed hungry minds*** [9].

*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* [7].

It should be mentioned that quantity of emotionally-coloured vocabulary used in B.Obama's speeches has noticeably reduced since his career advanced: the quantity of such lexical units in his speech '2002 Speech Against the Iraq War', when he was still a senator, is equal to 12, and in his other texts 'Inaugural Address. January 20, 2009' and '9/11 Pentagon Memorial Address' the number of such vocabulary units is equal to 5. Besides, at the dawn of his career, being a senator and trying to achieve the President's post, B. Obama used rhetorical questions very often, they were characteristic of his individual style:

You want a fight, President Bush? [7].

It is necessary to emphasize the fact that B. Obama used to take advantage of tropes and speech figures in his public performances to make them brighter, more expressive and effective, to impress the audience in the necessary way, but gaining the President's post he stopped using these linguistic means of expression:

*I know that an invasion of Iraq without a clear rationale and without strong international support will only **fan the flames** of the Middle East, and encourage the worst, rather than best, impulses of the Arab world, and strengthen the recruitment arm of al-Qaeda [7].*

*... and that in concert with the international community he can be contained until, in the way of all petty dictators, he falls away into **the dustbin of history** [7].*

To sum it all up, having studied different approaches to the definition of the term ‘individual style’ it is possible to say that it denotes a system of substantial and formal linguistic characteristics appropriate to works of a certain author. An individual style is determined by a number of factors including dominating qualities of a cognitive style, qualities of a thinking style, objectivity or subjectivity of exposition, the author’s linguistic competence, and movement of the content from ignorance to knowledge.

B. Obama’s individual style is shown to a greater extent through syntactical means of expression, less frequently it is expressed by means of stylistics. Particular vocabulary as a means of expression of the individual style is used by the president not as often as grammatical and stylistic levers, but it is an essential part of his personal manifestation through speech and there are certain words that can characterize the president. In fact, it does not matter how often the speaker uses these or those linguistic means of expression, indeed, only competent use and balanced combination of different linguistic means create a unique, inimitable and distinguishing individual style.

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A.A. Pshenichnikov

Saratov, Saratov State University

CONTEMPORARY RELIGIOUS DYNAMICS IN RUSSIA

Since the collapse of the Soviet Union, tremendous changes have occurred in economic, state and social systems of the country. Russia has entered a new stage in its history without ideological foundations. The main principles of the Soviet State and society were destroyed, but the new ones have not been worked out. And, in the end, that niche of social consciousness was occupied by numerous religious movements and organizations. The huge public interest in religion in the 1990s can be attributed to the predominance of atheistic views in the Soviet Union. All religious movements operating on the territory of the RSFSR and the USSR were subjected to mass expulsion. Subsequently, it was religion that filled the "spiritual vacuum" formed after the destruction of the Soviet Union. Russia's traditional religions, which by that time had not regained their former influence, were sidelined by numerous religious movements.

Undoubtedly, the current situation is different from the one that prevailed in the 1990s, for example there is an increase in adherents of Russia's traditional religions and a rise in the number of both atheists and the so-called "spiritual, but not religious" people. As a rule, distribution of religion occurs along ethnic lines, i.e., Orthodoxy predominates in Russia, Belarus and Ukraine, whereas Islam is widespread among the inhabitants of the North Caucasus and some republics of the Volga Region, etc.

It is necessary to clarify what we mean by the word "dynamics". According to M. Orlov, social dynamics is a cyclical process determined by the specific nature of social stratification and cultural memory of a particular society [1, 44].

The only way to determine social dynamics of religiosity is statistics. Although the results of surveys on the number of adherents have never been the same, they have permanently confirmed the presence of religious attitudes in society. According to the surveys, Russia is a multi-religious country with diverse religious entities ranging from national religions to the elements of traditional beliefs. Similarly, the religious movements have a broad geographical distribution including the Muslim Caucasus and an atheistic region in the Far East of Russia [2]. The results of the survey show the number of residents who consider themselves as Orthodox, Muslim, Buddhist, etc. This also explains whether people are familiar with the doctrine and rites of their religion. From this

perspective, we can assume that the number of believers who are familiar with the doctrinal texts of their religion is constantly growing. In contrast, there is a tendency to faith's formalism [2].

It is important to elaborate on dominant religions and denominational affiliations in Russia. First of all, we should focus on Christianity which is represented by all existing denominations. The dominant branch of Christianity in Russia is Orthodoxy, and, although the data of surveys vary greatly (sometimes up to 30%), we can assume that Christians are the largest religious group. Meanwhile, both Catholics and Protestants make up less than 1% [2]. Thus, these data only confirm the historical reality: Orthodoxy in Russia has always been the dominant religion, unlike Catholicism and Protestantism which were widespread in the Russian Empire but could not regain their former influence.

The second largest religion in Russia is Islam. The republics of the North Caucasus, Tatarstan and Bashkortostan have become the Muslim centers of Russia. Nevertheless, Islam does not have a clear structure, for example the majority of adherents profess faith in Sunni Islam. The total number of Muslims ranges from 5 to 7% [2]. However, migration from Central Asian countries strongly suggests that the number of Muslims may increase over the coming years.

It should be noted that there is a great number of representatives of various Eastern religious traditions in Russia. The republics of Kalmykia, Buryatia and Tuva traditionally represent Gelugpa school of Tibetan Buddhism. The number of Buddhists living in Russia ranges from 1.5 to 2 million people. Also, there is a number of adherents of various Hindu cults and the Bahai Faith [3].

Protestant and neo-Protestant denominations are becoming popular in Russia. "Missionary and social success of Protestantism made it popular with the elite of post-Soviet Russian society. However, Protestantism is considered to be a synonym for "sectarianism," "fifth column" or "Western rationalism" which is alien to the Eastern Orthodox consciousness" [4, 142]. According to recent studies, there are almost 10,000 Protestant churches on the territory of Russia, and the total number of adherents is approximately 3 million people [6, 139]. In R. Lunkin's view, criticism of neo-Protestantism or evangelical movement focuses on a church service with ecstatic prayers and pop music, which is radically different from the liturgical tradition of Orthodoxy, Catholicism and conservative Lutheranism " [4, 142].

Unfortunately, the number of extremist organizations is increasing, according to the analytical center. People suffer from both organized attacks and xenophobic violence including the use of weapon. The number of attacks on trains and subway cars has grown recently. Thus, the surge in violence causes the tension between ethnic groups on ethnic and religious grounds [5, 21].

To summarize, there are three main trends that describe contemporary religious dynamics in Russia:

Firstly, there has been an increase in the number of Christians (namely Russian Orthodox), Muslims and Buddhists;

Secondly, there is a sustain growth in the number of various non-traditional religious groups and denominations;

Thirdly, there is a tendency to the rise in the tension on religious and ethnic grounds.

In conclusion, conflict prevention on ethnic and religious grounds remains one of the highest objectives of society.

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P.S. Ramzaeva

Saratov, Saratov State University

PHRASEOLOGICAL UNITS WITH THE COLOUR COMPONENT “WHITE” IN ENGLISH, RUSSIAN AND CHINESE

The amount of researches of phraseological units with colour vocabulary has greatly increased during the recent years. It is said to have happened due to the fact that these phraseological units carry culturally-specific meaning, and the study of them allows scientists to reveal new facets of different languages and cultures understanding.

In this research the term “phraseological unit” is understood as “a cut and dried language unit, consisting of two or more foremost components of verbal origin, fixed in their meaning, contents and structure” [1, 15]. A phraseological unit with colour vocabulary includes some colour term which makes the unit special.

People cannot imagine their life without colours from the very beginning of the world's existence. From the point of view of N. Serov, any colour promotes self-determination of the individual. It is the expression of the quality of human intelligence [2, 54]. Every colour has its own history and symbolism. It is necessary to mention that according to the opinion of some scientists

there are different colour world-images (Klimovskih U.A. [3, 25], Glybochko N.V., Vychuzhanina A.U. [4, 37], Dyupina U.V [5, 28], Cigel'nik I.E. [6, 42]), which are greatly diverse in various languages despite the existence of some basic colours which are present in all the linguistic world-images. The differences in colour world-images are caused by many peculiarities of the mentality, intellection and culture. The colour world-image is understood as an essential component of the linguistic image of the world. The colour world-image is an image of the world in its colour which is worked out by people on the basis of its theoretical comprehension. The colour world-image in every language consists of cultural semantics of colour lexicon and includes a colour space (i.g. a complex of all the colours) [4, 38].

In Russian culture the symbolism of colours had been forming under the influence of Christianity. That is why it has a lot in common with the European symbolism. Some peculiarities of the colour terms are caused by the influence of the Eastern traditions and the geographical position of the country. The Chinese culture is greatly different from the English and the Russian ones. That is why the study of phraseological units with colour vocabulary in the English, Russian and Chinese languages raises a great interest among scientists. The topicality of this work is obvious because comparative analysis allows to find out intercultural differences, the specifics of the world view of the nations studied through the differences between their colour world-image which are shown through phraseological units with colour component.

This work is devoted to the comparison of phraseological units with the colour component “white” in English, Russian and Chinese. Continuous sampling method has helped to pick out 19 phraseological units with the component *white* from the English phraseological dictionary [7], 16 phraseological units with the component *белый* from the Russian phraseological dictionaries (Lapitskiy [8], Teliya [9]) and 11 phraseological units with the component *白* *Bái* from Chinese phraseological dictionaries (Sya Johnny [10], ICIBA [11]).

The white colour has its own *historical and etymological peculiarities* which cause the differences in the worldview and the existence of some stereotypes about the white colour.

In the English language white colour carries two different meanings. On the one hand, it is a “counterrevolutionary” colour because of the connection with the events of the February revolution. But on the other hand, white colour in the English culture is associated with something light, noble and clear (*white lie, white melancholy*).

There is some kind of stereotype about every colour in the Russian language. For instance, white colour (*белый*) is understood by people as a “positive” one. This colour points at the clarity and purity of one’s thoughts and soul. It is a colour of justice and equality, colour of truth and impartiality, symbol of spiritual savior and divine light. Besides, white colour represents youth, birth, humility, honor, and simplicity. In the Old Slavonic culture the concept of white colour shows

its most positive features in some charms and customs. As the personification of light white colour plays a great role in the fight with the evil. For example, not long ago there was a custom in Russian culture to put a white tablecloth on the table before the guests came in order to protect the house from any evil intentions. Moreover, to keep health and to live a long life people sewed white linens for it was believed to protect them from the night and the evil [12, 27]. But white colour does not carry only positive connotation. In the Old Russian culture people traditionally informed each other about someone's death by sending a white towel. In the North deceased girls were buried in white clothes because of the association of the death with a woman in white.

In the Chinese culture white colour symbolizes death and mourning. It is associated with funerals where people usually come wearing white clothes. Besides, 白包 ([Bái Bāo], "white envelope") is a white envelope with some money which is given to support the family of the deceased. Because of this negative connotation it is forbidden in China to wrap gifts in white paper and to execute different ceremonies (for example, weddings) in the white colour. It is also believed that this colour decreases the speed of thinking. In the Beijing opera it is said to be the colour of viciousness [13, 127].

The analysis made within the scope of this research has helped to distinguish some differences *on the structural level* as well. Thus, in the English language the word *white* in the phraseological units under the study is used as an adjective. Among the phraseological units of the Russian language with the component *белый* there are some which include adjectives and those which include verbs, adverbs and participle (*убеленный сединами*). In the Chinese phraseology all the colour components are represented by adjectives.

The results of the analysis of the empirical material on *the semantic level* allow to single out several meanings which are carried by the analyzed units:

1. *Something special, unknown or unique.* Among the English expressions there are such phraseological units as *white-haired boy*, *white crow* (having the equivalent in the Russian language – *белая ворона*) which have this very connotation. In Russian there are such locutions as *белая кость* (used to describe someone of a high social status), *белое пятно* (something unexplored). Chinese phraseology includes the phraseological unit 白璧微瑕 (something perfect).
2. *Something bad, hard, burdensome.* In the English language this meaning is represented by such phraseological units as *white elephant* (something burdensome), *white-bread* (terribly boring), *to be white-hot* (having the Russian equivalent *до белого каления*). In the Russian language the same connotation is found out in such expressions as *дела как сажа бела* (everything is bad), *довести до белого каления* (to annoy someone), *дойти до белого каления* (to be extremely annoyed), *света белого не взвидеть* (to be in a stressful

situation), *сказка про белого бычка* (endless repetition of one and the same thing), *в белый свет как в копеечку* (useless, pointless). In the Chinese phraseology there are found such units as 白山黑水 (a long distance), 白天黑夜 (around the clock), 素车白马 (biers).

3. *Dishonesty, lie*. In the English language these meanings are carried by the phraseological units *white lie* (means to lie for a good reason), *white feather* (a coward), *to bleed white* (to take all the money from somebody). In the Russian language: *шито белыми нитками* (lie which is hidden in a bad way), *белокурая бестия* (a knave). There are no phraseologisms with such a connotation found in Chinese.
4. *Wisdom, nobility, honesty*. Among phraseological units of the English language these meanings are found in such locutions as *lily-white reputation* (a clean reputation), *white hop* (a looking man), *white hands* (honesty), *white light* (in an objective way), *to stand in a white sheet* (to repent publicly), *to be whiter than white* (a moralist). In the Russian language this connotation is found in the unit *убеленный сединами* (a white-haired person). In Chinese these meanings are represented by the phraseological units 雲中白鶴 (a noble person), 忠貫白日 (faithful heart), 白头到老 (a faithful person).
5. *The world, Earth*. In the Russian language there are some phraseologisms with the word combination *белый свет*. There are no such units either in English or in Chinese.
6. *In full view of everybody*. In Russian and Chinese there are some phraseologisms which include the word combination «белый день»: *среди бела дня* and 白日升天 (immoral soul rises into the sky in broad daylight).
7. *Cold weather as a feature of late autumn*. There are phraseological units with the component «белый» in Russian which describe the weather: *белые мухи* (snow), *до белых мух* (before it is freezing).
8. *Strong impression*. In the English language, on the contrary with Russian and Chinese, there are some locutions with this particular meaning: *white-hot* (impressive), *to mark with a white stone* (to mark a day as a happy one).

To make a conclusion, it is necessary to say that the analysis of the material made it possible to find out that phraseological units with the colour component *white* in English, Russian and Chinese can carry many different meanings. For instance, such meanings as *something special, unknown or unique; something bad, hard, burdensome; wisdom, nobility, honesty* were revealed in English, Russian and Chinese. Other connotations we found out only in one of the three languages studied. For example, the meanings *the world, Earth; cold weather as a feature of late autumn* are revealed in the Russian language only. Despite the fact that a lot of the phraseological units have

similar meanings and some of them are even equal, there are more shades of connotations in the Chinese phraseology which are not represented in the Russian and the English ones.

The results of the comparative research point to differences in historical and etymological peculiarities, to the existence of special stereotypes in connection with the white colour in English, Russian and Chinese cultures. The analysis of the phraseological units with the colour component “white” on the structural and the semantical levels shows that these differences indicate the differences between colour world-images and worldviews inherent to the representatives of the linguocultures under the present study.

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L.R. Sabitova

Saratov, Saratov State University

BRITISH INTEREST IN OTTOMAN EGYPT IN THE LATE XVIII CENTURY

Napoleon's Egyptian campaign is said to be one of the most dashing military exploits of all times. Nevertheless, most of the famous general's biographers tend to come to the conclusion that this great adventure was thoroughly elaborated in France during the *ancien regime*. It was W. Leibnitz who suggested conquering Egypt to Louis XIV in 1671, but at that time the king, busy

with his wars in Europe, gave this idea up [1, 43-45]. Still, the French government turned to it after the Russo-Turkish war of 1768-1774, when the future division of Ottoman territorial possessions, from the point of view of diplomats and politicians, had become inevitable. Bearing in mind the recent territorial losses of the French in North America (Canada) and India during the Seven Years War (1756-1763), it was quite logical that they did not want to miss their chance in the Middle East and to conquer Egypt, which France had been actively trading with since the middle of the XVI century. However, the official reason of the expedition launched by the French Republic in 1798 was to strike a blow to the British, breaking their communication with India – the most precious of its colonies. Still, the effectiveness of this blow remains a question to be discussed. British interests in Egypt and their plans concerning its territory are not exactly defined. Russian historians claim that Egypt, as well as the territory of the Eastern Mediterranean and the Middle East region on the whole, was regarded by the British as an area of immediate interest [2, 13]. English-speaking researchers differ in their opinions concerning this subject. Some consider it to be «a desert with two ends, one in the Mediterranean, and the other in the Red Sea, inhabited by the ghosts of Antony and Cleopatra from Shakespeare's tales, and by mediaeval Saracens of the Crusades» [3, 3]. The others, on the contrary, tend to suppose that the British had even more reasons to conquer Egypt than the French did [4, 135]. The truth seems possible to be found in the events preceding the Egyptian campaign.

From the very beginning, British strategy in Egypt had certain peculiarities. Their trade in this province of the Ottoman sultan was not that profitable in comparison with the French. The expensive British goods – wool and technical devices - simply didn't find their customer there. In turn, the British merchants didn't have the intention to buy the exotic Eastern goods, because the local authorities made the prices unreasonably high. Since the end of the XVI century, the Consulate of the Levant (Turkey) Company – the structure responsible for British trade in the Ottoman domains – was opened, closed and re-opened several times. At last, it closed down in 1764, after a mutiny of the local feudals (the mamelukes) started in Egypt and trade there had become not only non-profitable, but even dangerous [5, 188].

At the same time, a certain interest towards Egypt emerged in Britain in connection with the «case of the East India Company». This famous corporation was responsible for the trade with India since the XVII century. During the Seven Years War it conquered vast territories of the rich subcontinent from its French rival – the Company of Both Indies [6, 301]. Thus, the British government was planning to set its control over the East India Company and its new lands, as well as to make the connection with India faster. The traditional route used in order to send goods and dispatches was around Africa. It was safe and reliable, but too long – it took more than half a year to get from Britain to India, or vice versa. However, there was another way, nearly twice as short –

from the Indian Ocean into the Red Sea, and from the Red Sea into the Mediterranean via the Isthmus of Suez. The later was the territory that belonged to Egypt, and it was necessary to set British control over it, for the safety of transportation. It is important to mention that, in contrast with the French plans of direct conquest, British control was planned as indirect [7, 284].

The moment for the realization of the British plan seemed favorable. The mameluke mutiny, mentioned above, led to the gain of power in Egypt by a bey called Ali El-Kebir, who wished to set Egypt free from its official sovereign – the Ottoman Empire. In order to strengthen the province's positions, he planned to revive active trade with the Europeans. In 1775, though, Ali El-Kebir was overthrown by another bey, Abou El-Dohab, but the new ruler continued his policy. The most famous document signed at that time was the so called «Treaty of Hastings - El-Dohab», concluded by the Egyptian bey and the British Governor-General of India, Warren Hastings. According to its articles, British trade ships could come to Suez for a reasonable tax. The East India Company had even created a new branch – «The Suez Adventure» [3, 4].

Nevertheless, the treaty concluded by the British separately with Egypt, without asking for approval from Istanbul, led to a protest on the part of the Ottoman authorities. In fact, it was not hostility towards the British. The Porte didn't let the Christian vessels enter the Red Sea further than the port of Jeddah. After having entered it, the Europeans had to load their cargoes on board the Arab ships to take it to Suez. The official version said that the Muslim authorities didn't want «the infidel» to have free approach to the Holy Land. In reality, they were simply worried that open trade and direct contact with the Europeans could provoke the distant province to split up with its sovereign and gain independence [8, 185-187]. Bearing in mind that before that the reis-effendi (the Ottoman minister for Foreign Affairs) had openly suspected the British of helping the Russian fleet in the Mediterranean (an action that led to the Ottomans' crushing defeat at the battle of Chesme in 1770), the treaty of Hastings - El-Dohab seemed to be a hostile move towards the Porte. That was why the British government, unwilling to provoke a political conflict for the sake of a trading company interest, decided to give the treaty up.

However, the East India Company did insist on opening «the overland route» and continued its contacts with the beys. Now, in addition to the protest from Istanbul, it faced severe resistance on the part of the Levant Company. Despite its decline, the company had no wish to pass to a rival the trade in the lands «from Gibraltar to Palestine», which it had been historically patronizing [4, 5]. Still, quite unexpectedly, there appeared a member of the Levant Company who was inflamed by the idea of opening the overland route. A man called George Baldwin offered the East India Company his own plan of making a treaty with the mamelukes. In 1775 he went to Cairo as the East India Company official. Since then, for more than 20 years his name had been a synonym of the struggle for opening the overland trade route.

In fact, the treaty turned out to be much more difficult to be concluded than Baldwin had expected. The groups of beys that came to power changed regularly, their attitude towards the Europeans was different (though mainly negative). The only thing that stayed permanent was the conditions of the supposed treaty which were much worse than those suggested by the previous document [9, 7]. As a result, the «Suez crisis of the XVIII century» thwarted the British plans concerning the quick development of their trade with India via the Eastern Mediterranean, and they were forgotten for a while [10, 11].

Nevertheless, the very topic of controlling this route, which connected Britain with India, stayed open and was regarded as important. The reason for this was the «Indian hysteria», whipped by fears that after the loss of the North American colonies (1783) the French wouldn't hesitate to «help» the British to lose India, which would be attacked first in case of a new armed conflict. The most interested structure was the Board of Control for India, created in 1784 in order to supervise the East India Company. The Head of the Board, Henry Dundas, asked the British ambassador in Paris about the French plans concerning Egypt. The ambassador replied that Egypt had often been spoken about in the French capital. In this situation, Baldwin was again sent to Egypt, now as the Consul-General of the Board of Control for India (which meant that he had powers given by the government). His new mission was to sign the treaty he had been previously struggling for, to prevent the mamelukes from signing a treaty with the French, and to keep a wary eye on the rival's activities in general [11, 27].

Baldwin had nearly completed his task. The beys were ready to sign a document which was close to the conditions of the treaty of Hastings - El-Dohab. Unfortunately, Baldwin's fate played a low-down trick with him. The treaty still could not be ratified without the permission of the Ottoman authorities. The Consul turned to the British ambassador in Istanbul for help. The thing was that since the XVI century, the ambassador had been combining his diplomatic functions with those of the Levant Company agent. As far as Baldwin «betrayed» the «Levantines» and went to work for the «East Indians», their rivals, the ambassador had no intention to help him. More than that, he reminded Baldwin and the British government of the fact that it was a historical privilege of the British ambassador in Istanbul to appoint consuls in the sultan's domains. So, from the point of view of the ambassador, Baldwin had no powers, and the government which appointed him might have regarded Egypt as a territory not belonging to the Ottoman Porte. Aware of a possible diplomatic scandal, the State Secretary for Foreign Affairs decided to decline Baldwin's bold plans. A poor comfort for the Consul was the fact that the French project of a similar treaty also hadn't been ratified.

Along with the fears of French plans concerning Egypt, other fears emerged, this time connected with Russia. The Russo-Turkish war of 1768-1774 and the Archipelago expedition of

Count A.A. Orlov made it clear that entrance into the Mediterranean and contacts with the Ottoman provinces were included in the plans of the powerful northern empire. During the next war of 1787-1791 a lot of reports concerning the defense of India against Russia with the help of Egypt, made by the military and political elite, were presented to the government. The most unusual plan belonged to Sir John Dalrymple, a member of the Court of Exchequer. From his point of view, the British had to occupy Egypt and turn it into a military base. The sultan was supposed to remain its official sovereign and to receive 130 000 pounds and 150 000 tons of grain annually. Such a bargain would be profitable for the Ottoman ruler: at the present moment he got much less money from the beys, paid as tribute. Still, at that time the idea of protectorate remained irrelevant [4, 243]. The beginning of confrontation with revolutionary France made the Eastern affairs merge into the background. Also such tendency in British foreign policy was connected with the changes in the ruling Cabinet.

In 1791, the post of the State Secretary for Foreign Affairs was assumed by Lord William Grenville, who insisted on strengthening British positions in Europe and made a decision to wind up diplomatic activities in the Middle East. George Baldwin, the British Consul in Egypt, was supposed to be recalled. Lord Grenville suggested to close the Consulate or to pass it to the East India Company. However, the Company didn't forget how easily Baldwin had changed his masters. After leaving the Levant Company he worked for the «East Indians» in Egypt, and after that he became an agent of the Board of Control for India, a structure aimed at destroying the East India Company. It was quite logical that the Company didn't want to have such a Consul. In 1793, Baldwin's authority was officially revoked [3, 10].

During 1793-1798, British agents in the Eastern Mediterranean were left without any support from London. Grenville was permanently blocking all suggestions to strengthen the British positions in the region and ignoring the reports about the increased French activity there. Meanwhile Henry Dundas, the Head of the Board of Control for India and the State Secretary for War, and his advisor, Sir Mark Wood, suggested a preventive measure, which included occupation of Malta in order to create a barrier from the French in the Mediterranean. Thus, they predicted the French strategy, used in 1798. Nevertheless, the State Secretary for Foreign Affairs declared that the Middle East was not worthy of attention, while the French activities were just a ruse of war to detach the British forces from the main theater of hostilities. In 1797, a decision was taken to evacuate the British fleet from the Mediterranean [3, 13].

However, the French dispositions at Toulon in the spring of 1798 brought back the alarm concerning India. Again Egypt was mentioned as the most obvious destination. Still, Lord Grenville could not believe that the French would sail to Egypt, after their decisive victories in Europe. «The final stroke» in Grenville's «anti-Eastern» course was the recall of George Baldwin, who, despite his loss of powers, had stayed in Egypt. In April of 1798, just before Napoleon's invasion, he left

for England. From Italy, he wrote to Dundas that the French expeditionary force was most likely to land in Egypt, if it would not be defeated by Admiral Nelson in the open sea. The former Consul was correct in his predictions. Nelson himself, unaware of Baldwin's recall, sent letters to him, asking to portray the situation in Egypt [12, 188].

Thus, it is possible to conclude that the French invasion in Egypt was not a surprise for the British. For a quarter of a century this Ottoman province had been regularly attracting their attention. The creation of a definite policy towards the region was impossible due to the discordance of opinions between two trading companies, the Board of Control for India, the War Office, Foreign Office, and the personality factor. The British government was up to speed on the French preparations in the Mediterranean ports, but preferred not to make practical conclusions. Another question is what the attitude towards this policy should be on the part of historians. On the one hand it is possible to say that the British consciously missed their chance to solidify in the Middle East. On the other hand, Lord Grenville's line was quite traditional: it was necessary for the government to take care of the country's interests in Europe and in the colonies, while the Middle East was a «territory of influence» and «belonged» to the trading companies. The only requirement for their policy was not to contradict the governmental line. In this context it becomes clear why, even after the British learned that the French had landed in Egypt, the Secretary for Foreign Affairs said: «the French army in Egypt did less harm to the British interests than it could do in any other place» [3, 13].

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N.G.Salauatova

Uralsk, West Kazakhstan Agrarian-Technical University after Zhangir Khan

MULTILINGUISM AS THE BASIS OF FORMATION OF A MULTICULTURAL PERSONALITY

Modern Kazakh society today is characterized by social modernization and striving for world integration processes, where education takes the leading role in the modernization process. It is known that only that society can develop successfully and harmoniously that fits into a number of leading countries of the world, which is able to create a decent standard of quality and the acquisition of modern education for their citizens.

President N.A.Nazarbayev set sufficiently high standards to the national education. Education should become a competitive and of high quality, so that graduates of Kazakhstan's schools could easily continue their studies in foreign universities. The introduction of education in three languages in the educational process of secondary school is certainly a significant step towards the realization of the Concept of Education Development in the Republic of Kazakhstan until 2015, and the core competencies of which are threeilingualism, Eurasian multiculturalism, communication and technocratic [1]. The basic provisions of the Concept refer to the need of foreign languages qualitative knowledge of modern school graduate; it's a vital necessity as intense pace and level of development of science and technology in the world require fluency in foreign languages for better and proper obtaining the necessary theoretical and practical knowledge, skills and abilities. These provisions have been successfully implemented in schools where teaching is conducted in Kazakh, Russian and English languages. It contributes to the development of communication skills of students. In addition, studying in three languages, and, as a consequence, perfect possession of it, it will contribute to familiarizing of students to the culture and traditions of different peoples. Trilingualism - is a necessity, about which the head of our state said in his Address to the people of Kazakhstan. Ubiquitous translation office in the state language requires deep knowledge of it, integration of Kazakhstan into the global space - requires knowledge of English, and Russian is required as a language of international communication. And this is exactly the formation of multilanguage personality.

Multilanguage personality is an active support for multiple languages, which is: the personality of speech - a complex of psycho-physiological properties which allow a personality to carry out speech activity simultaneously in several languages; communicative personality - a set of

skills to the verbal behavior and the use of multiple languages as a means of communication with representatives of different linguosocieties; vocabulary personality - set of worldviews, values orientation, behavioral experience that is integrated as reflected in the lexical system in multiple languages.

In its turn, multilingual education - a focused, organized, normalized three-pronged process of training, education and development of the individual as a multilanguage personality based on the simultaneous acquisition of several languages as a "fragment" of socially significant experience of mankind embodied in language knowledge and skills, language and speech activity as well as emotional and value attitude to languages and cultures.

Having analyzed the relevant scientific literature, legislative acts in the field of language and education, examining the educational records of schools one can identify and articulate the following contradictions and problems: the need of society in a multilanguage personality and the lack of an appropriate system of multilingual education as a process of its preparation in terms of education; □ awareness of the need to develop system of education and lack of polylinguism its regulatory and scientific and methodological support; the □ complexity and the large amount of the proposed educational material; the inability of children in the age of advanced □ technology on their own to search more information, and sometimes even their unwillingness to read not only more, but also compulsory literature.

The first stage - the study of this problem on the basis of normative documents, scientific, methodical literature, Internet resources; accumulation and collection of material on improvement of language education, summarizing the innovative work of teachers in teaching the native, non-native and foreign languages;

The second stage - development and implementation of lessons both English and a number of integrated lessons and extra-curricular activities for the implementation of polylinguism;

The third stage is the compilation and systematization of the research results, the introduction in the educational process of the results based on the recommendations of colleagues in order to improve the work in this direction [2].

Understanding the role of languages in the modern world, with particular acuteness raises the question of the impact of language teaching and improving students' language training. Concept of Education Development in the Republic of Kazakhstan is aimed at qualitative renewal of forms and methods of professional training, qualification meets the global standards. Much attention is paid to multilingual education, which is regarded as an effective tool for training the younger generation to the ability to live in an interconnected and interdependent world.

One of the tasks of the school is familiarizing the younger generation to the universal, global values, the formation of children and adolescents abilities to communicate and interact with

representatives of neighboring cultures and in space. Along with the Kazakh language, having the status of the state, and Russian - the lingua franca, an important means of communication in favor is to a foreign language.

The main aim that the teachers and pupils of the school face, is the development of a multicultural personality, capable of social and professional selfdetermination, knowing the history and traditions of its people, multilingual, able to carry out communicative activity-related operations in the three languages in all situations, striving for self-development and self-improvement. The most important of the problems of multilingual education is a high-quality training of teaching staff, so the school held classes on the Kazakh and English languages for teachers; introduced integrated lessons and extra-curricular activities, traditionally the Kazakh and Russian languages are held pedagogical council, meeting at the director, methodological advice and meeting methodical associations. Today, in schools of our city early English language training is having been carried out, as well as his in-depth study in high school. Training is carried out by a new generation of textbooks. Experience shows that early and in-depth study of a foreign language at school, especially in light of the transition to school education for 12 years, where it comes to preparing the profile, it is appropriate. An important place is given in this application courses, elective courses and elective courses for students in specialized high school upon request of students who choose them. Early English language training – is one of the stages in the development of multilingual personality. The first step of training the students is the foundations of literacy, vocabulary is being formed. In 2013-2014, earlier study of the English language in our schools it planned. Groups of extended day sessions on linguistic disciplines are organized to further developing of language skills. In the practice of school camps specialized units for in-depth study of languages and the study of the native language are established. In a few years classes puppet mug, which is used in speeches Multilingualism. In the 9th grade year students are prepared for the PGA and now TDMA, where the main subject is a foreign language. In the 11th grade year students of the English language is selected as the choice of subject matter. In this regard, the school is being enhanced to produce graduates data classes on language subjects (Kazakh, Russian, and English). Testing conducted by "Finist" program, school counseling in subjects, trial testing, training of students in each class on the most difficult aspects of grammar and vocabulary. Directly by the teachers of the school tiered test items to all parallels are developed [3].

Within the framework of school teachers in conjunction with the administration carried out a week of Philology, where students of grades 5-11 present their creative works (videoprojects, wallnewspapers, posters, presentations, handdrawn films, etc.), the teacher shows open lessons, as well as extra-curricular activities teams KVN form, thematic kaleidoscopes, quizzes, games and various other things. Together with the teachers of such disciplines as the Kazakh language, Russian

language and literature, science, history lessons are held integrated.

Thus, the language policy of Kazakhstan is put forward as "reasonable transformation of language culture on the basis of equitable use of three languages: the state, interethnic and international communication," and allows us to carry out a gradual entry into the mobile mega cultural world. The main aim facing the teachers and pupils of the school is the development of a multicultural personality, capable of social and professional self-determination, knowing the history and traditions of its people, multilingual, able to carry out communicative activity-related operations in the three languages in all situations, striving for self-development and self-improvement. Knowledge of Kazakh, Russian and foreign languages in a modern society becomes an integral component of personal and professional activity of the person [4]. All of this together is the need for a large number of citizens, practical and multi-lingual professionals who can receive in a real chance to take a more prestigious status in the society at both social and professional levels. Reasonable, good and proper implementation of three languages will enable the graduates of our schools to be communicative and adapted to any environment.

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E.V.Semkina

Saratov, Saratov State University

PROBLEMS AND PROSPECTS OF RUSSIAN-CHINESE RELATIONS IN THE SHANGHAI COOPERATION ORGANIZATION

The Shanghai Cooperation Organization was created in 2001 and includes Russia, China, Uzbekistan, Kazakhstan, Kyrgyzstan and Tajikistan. After the summit of the SCO in Ufa in the summer of 2015 it was announced that India and Pakistan started the process of joining the organization. They are planning to take positions of full participants in 2017. But at the time there are two key states within the SCO – Russia and China which is quite an unusual situation because we always think of Russia when we talk about the system of leadership in the Post-Soviet space and organizations which include interests of the Russian Federation.

For this reason many experts say that within the Shanghai Cooperate Organization China and Russia have both common goals and contradictions which can affect further development of this regional organization.

First of all, we should note stability and safety of the Central Asian region as the common goals of Russia and China in the SCO.

For China it is a topical issue due to internal reasons. The situation in Xinjiang Uygur Autonomous Region of China is very unstable; information of terroristic groups' activity and separatist movements may often be seen on television and mass media. It is a weak point of the PRC so China has an interest in demolishing this sort of organizations both in Xinjiang and in the neighboring Central Asian region.

Russia is interested, first of all, in political-military interaction within the SCO, in fight against extremism, separatism and terrorism. The Regional Anti-Terrorist Structure of the Shanghai Cooperation Organization (SCO RATS) has been functioning since 2003. In 2014 the most large-scale anti-terrorist exercise of the SCO Armed Forces took place in China. Over 7 thousand military personnel and nearly 500 units of military equipment, including planes, helicopters, tanks, fighting vehicles participated in it.

Humanitarian and cultural cooperation is also a sphere where both sides have common interests.

From the middle of the 2000s China started to pay attention to the humanitarian interaction in the SCO, and put forward a variety of initiatives. In 2005 in Astana the leader of the Peoples Republic of China Hu Jintao proposed an idea to organize a three-year training of 1500 experts and managers of the SCO member countries in China. Such initiatives promote further strengthening of the Chinese authority in Central Asia and also help Beijing spread the Chinese culture, values and language to the nearest countries and regions. In such a context China consistently makes proposals to allocate special grants for students from the SCO member countries and organize Chinese language and professional courses for foreign students.

In its turn, in 2007 the Russian President V. Putin confirmed the necessity to create an SCO University. Today it functions as a network of already existing universities in member countries of the Shanghai Organization (altogether with 82 universities participating); training of future specialists is claimed to be a priority direction of scientific and economic cooperation of member countries.

Thus, we can make a conclusion that security aspects, humanitarian and cultural interaction are not the subject of a dispute between Russia and China in the SCO. It is also important to note economic problems of cooperation and interests of Moscow and Beijing in that sphere.

China proactively establishes commercial relations with all Central Asian states. Beijing tries to expand economic cooperation within the Shanghai Organization, turning it into the instrument of realization of its economic strategy in Central Asia [1].

One of the Chinese achievements in this direction is the SCO Development Fund, within the framework of which Tajikistan, Kyrgyzstan and Uzbekistan have got short grants and credits [2]. In 2011 at the initiative of China the SCO created the Development Bank, whose main goal is the assistance to multilateral economic cooperation within the SCO.

Russia, in its turn, behaves less initiatively. One of the reasons why this happens is that Moscow has different projects in the Post-Soviet space and in Central Asia particularly – e.g., the Customs Union of Belarus, Kazakhstan and Russia; the Eurasian Economic Union; the Collective Security Treaty Organization. It is important to notice that China is not a member of any of these organizations.

Russia regards China as an opponent of the Central Asian markets; but nowadays Moscow is not able to take China's place – economic statistics of trade is not in favour of Russia. At the summit in Beijing in 2012 the Chinese delegation took several economic initiatives, including the creation of a free trade zone within the Shanghai Organization. The Russian diplomats were able to convince their colleagues that the process of making decisions on these projects is premature [3]. Lack of progress on Beijing's proposals about a «free trade zone» in the SCO specifies that Russia and the republics of Central Asia understand the challenge coming from China [4].

Thus, approaches of Moscow and Beijing to their role in the SCO considerably differ. Each side seeks to involve its own strength: China prefers economy and development would be the main field of activity in the SCO, Russia focuses on safety issues [5].

In addition to already mentioned factors of Russian-Chinese cooperation it also should be mentioned that today the SCO faces many challenges, both regional and global level. They include threats of terrorism, extremism, illegal arms trade, drug trafficking, economic instability and internal conflicts. Solution of such threats and challenges should take the first place because they can have a negative impact not only on the SCO but also on the bilateral Russian-Chinese cooperation. In our opinion, readiness to combine forces and work together is profitable for both sides: it will contribute not only to strengthening cooperation and finding a solution to common problems, it will also help reduce conflicts between the two leading member states of the SCO.

First of all, it is necessary to give an impulse to the development, having defined a clear range of purposes. At the summit in Dushanbe in 2014, countries-participants agreed on the development and acceptance of the SCO Development Strategy-2025, which will determine a guidelines interaction between member states in the future and increase the efficiency of implementing the objectives confronting the organization [6]. After the summit in Russia in 2015 the participants approved of the Tashkent declaration of the Fifteenth Anniversary of the SCO where a fight against terrorism and provision of security as the main purposes of the cooperation was underlined.

The importance of the military-political cooperation in the SCO increases on the background of events in Afghanistan. In 2014 a large part of the NATO troops left Afghanistan. The responsibility of the SCO in the sphere of security in Central Asia and neighboring regions has increased significantly. The Shanghai Organization should respond to all challenges in time, and carry on more coordinated and planned work.

Russia is hardly able to compete with China in economy, but it still has its own levers of influence. Moscow should carefully consider all initiatives from its partners on the SCO and try to be open-minded and ready to share responsibility with other participants. For Russia economic cooperation within the SCO may help play an important role in the economic development of Central Asia [7]. Most likely, special emphasis should be focused on energy. The SCO member states have about 25% of world reserves of oil, more than 50% of world gas reserves, 35% of coal, about a half of world explored reserves of uranium [8]. Moreover, Russia, due to a historical factor (existence of the USSR and common energy and transport system), has serious background of cooperation with Central Asian republics in that sphere.

In the middle of 2000s President Putin suggested creating the SCO Energy Club, which should include exporters and importers of raw materials to coordinate their actions and develop production and transportation of resources. This initiative seems relevant in light of recent events associated with the fall in oil prices.

Common projects in the SCO may help Russia coordinate actions with the Chinese counterpart. For China it is another mechanism to promote economic interests along with a traditional bilateral format. As a whole, the SCO needs large-scale development projects not only in the sphere of energy cooperation, but also in other branches of economy - infrastructure, trade and transport.

After the summit in Ufa in 2015 it was announced that India and Pakistan are going to join the SCO. When it happens, the SCO may get all chances to become an important platform not only for multilateral negotiations but also for the further development of economic, political and military cooperation in the Eurasian region. Many experts offer an opinion that it will become an undisputed leader to the coverage of member states territory, resources and population [9].

For Russia, acceptance of new participants will help maintain the balance in the organization. It is obvious that in the political relation the SCO will achieve more weight and importance which is also necessary for Moscow in the light of the events in Ukraine, Syria and deterioration of relations with the West. Moscow will keep as the leading agenda a military-political role of the SCO, but it should also take actions in economic and humanitarian cooperation.

It is difficult to say whether the two states will be able to overcome all problems, but one thing is clear: contradictions should not become the reason why the SCO takes unpopular and

unsuccessful actions. The SCO, in general, is a useful instrument of geopolitical partnership between Russia and China and even India in the near future. Analyzing the current state of the Russian-Chinese cooperation, it can be mentioned that both sides are interested in preservation and strengthening of their relations on both levels – bilateral and multilateral. However, it is necessary not only to discuss and accept development programs, but also implement them in practice.

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I.Sh. Shamugiya
Saratov, Saratov State University

RUSSIA AND THE UK: IS THERE A COMMON GROUND?

Russian-British *relations* have long and convoluted history. For more than four centuries of interaction, there were different sharp contradictions between London and Moscow that hindered the development of the bilateral contacts. Russian-British relations can be represented as a pendulum that signifies instability, rapid changes from cooling to warming and, vice versa, from rather favorable period to the stage of overt hostility. The United Kingdom has always been one of the Russia's most complicated Western partners but it does not preclude its importance.

Despite the fact that in the early 1990s it seemed that all existing contradictions were left behind the Iron Curtain, the thaw in the Russian-British relations can be noticed only after the Labour Party, led by Tony Blair, came to power in 1997. The countries increased their cooperation in the economic sphere, as well as fought together against international terrorism. Also, it seemed that Vladimir Putin and Tony Blair established a very good personal relationship.

However, this, nearly perfect, period was over in 2002. The new “freeze” in Russian-British relations appeared due to the preparation of the Western invasion of Iraq, and then due to the problems, caused by extradition requests. London became a safe haven for nearly everybody seeking protection from the Russian criminal prosecution. The prominent leader of the Chechen militants Akhmed Zakayev, businessmen Boris Berezovsky and Yuliy Dubov charged in Russia for fraud and, of course, another alleged criminal, a former FSB officer Alexander Litvinenko were granted asylum by Britain. Despite repeated extradition requests and extensive evidence reportedly presented by Russian government officials, the United Kingdom refused to extradite anybody. An even greater spy scandal occurred in the fall 2006, when Alexander Litvinenko was poisoned with a radioactive substance. The UK prosecution accused a Russian citizen Andrei Lugovoi of this murder and demanded his extradition. The Russian government refused to do so, saying that the Russian Constitution prohibits extraditing citizens of the country [1, 5-6]. The consequence of this miscommunication was the diplomatic conflict between Russia and the UK.

The situation became worse after the military conflict in South Ossetia in August 2008. The United Kingdom took a tough stand on this issue, accusing Russia of violation of international law, and advocated sanctions against it.

Despite the political tensions in the bilateral relations, trade and economic contacts between London and Moscow developed in the line of ascent. Both states proceeded from the pragmatic reasons: the UK was in want of Russian raw materials, Russia, in its turn, needed British technology and investment. In this regard, there was a continuous increase in *Russian-British trade* turnover. Moreover, the United Kingdom became the fifth of the largest Russian investment partners [2, 14].

So, the economy made a major contribution to the building of a political dialogue. There was the first in five years visit of the British Foreign Secretary David Miliband to Moscow in November 2009. In the course of the visit, there were signed three agreements that touched upon Iran, Afghanistan and the Middle East.

The trend towards improving bilateral relations continued after the coalition government, led by David Cameron, came to power in 2010. British Foreign Secretary William Hague made an official visit to Moscow in October of the same year and said that the United Kingdom considered Russia as an important trade partner and intended to build productive relations with it. Then, there was a reciprocal, the first in seven years, visit of the Russian Foreign Minister Sergei Lavrov to London in February 2011. He also stated Russia's willingness to cooperate and forge relations with the UK [3, 367]. High-level dialogue was eventually revived after mutual official visits of David Cameron to Moscow in 2011 and Vladimir Putin to London in 2012.

It is impossible not to bring up a topic regarding the international collaboration, because Russia and the United Kingdom are permanent members of the U.N. Security Council and act as guarantor of the world stability. Both sides are interested in the fight against terrorism, drug trafficking, in the Non-Proliferation of Nuclear Weapons and providing stability in Afghanistan. However, the pursued objectives and methods that Russia and the UK employ in solving global and regional problems, scarcely ever coincide. For example, Moscow opposed Western, in particular British, invasion of Iraq. Besides, Russian and British positions on such issues, as the Kosovo Status Settlement, NATO expansion to the East, deployment of ABM systems in Eastern Europe, are significantly different.

After the outbreak of civil war in Syria in 2011, the crisis phenomena in Russian-British relations deepened even more. Moscow supported the incumbent president Bashar al-Assad, while the United Kingdom opposed the Syrian leader. Russia's military campaign against the terrorist organization DAISH became the reason for the new cooling in relations, as the two countries decided to fight against extremists in different coalitions.

However, all these differing approaches “pale” when compared with the Ukrainian crisis that raised tensions in Russian-British relations to a critical level. The UK condemned Crimea's integration into Russia and regarded this act as an annexation. The then prime minister David Cameron stated: “Since we last met a sham and illegal referendum has taken place at the barrel of a Kalashnikov and Russia has sought to annex Crimea. This is a flagrant breach of international law and something we will not recognize. Real sanctions will show that Mr. Putin's folly comes with serious cost” [4].

The anti-Russian rhetoric has intensified after the MH17 Malaysia plane crash in the Donetsk region, on board of which there were ten UK nationals. A survey conducted by YouGov on July 2014, revealed that 66 per cent of the British population believed that “separatists in Ukraine, with support or weaponry supplied” were responsible for downing the plane. Besides, 65 per cent of respondents supported trade sanctions on Russia and 31 per cent were in favor of breaking off diplomatic relations with the country [2, 23].

In turn, the British Foreign Secretary Philip Hammond and Secretary of State for Defence Michael Fallon expressed the opinion that Russia is a major challenge and a threat to the world community, even more than the terrorist organization DAISH.

Thus, the United Kingdom was one of the initiators of the EU sanctions against Russia, suspended bilateral military cooperation and canceled joint naval exercises. As a result, almost all the official channels of the Russian-British relations were frozen. Moreover, the United Kingdom reduced the direct investment volume to Russia approximately twenty-five-fold and refused to officially support a joint project – the UK-Russia Year of Culture 2014 [5].

As for National Security Strategy and Strategic Defence and Security 2015, there is a special item “Russian behavior” in section entitled “The resurgence of state-based threats”. It is said: “Russia has become more aggressive, authoritarian and nationalist, increasingly defining itself in opposition to the West. Russia’s illegal annexation of Crimea and destabilising activities in Ukraine directly challenge European security and the rules-based international order. We are working in NATO, the EU and the UN to ensure that Russia is held to account for its actions” [6, 19].

After Brexit when Theresa May became the new Prime Minister of the United Kingdom on July 13, 2016, the tough position against Moscow did not change. One of the journalists at a press conference in Bratislava asked her whether she was ready to use nuclear weapon against Russia. As she claimed: “Yes. The whole point of a deterrent is that our enemies need to know that we would be prepared to use it” [7].

Consequently, few would challenge the fact that Russian-British relations are at their lowest level in twenty-five years. Perhaps, it happens because Russia started to play a relevant role on the world stage and began actively participate in the global processes. The Kremlin's autonomous foreign policy, apparently, did not meet views of its Western partners, in particular the British ones.

Nevertheless, the potential for cooperation still exists in economic realm and cultural sector. The trade turnover between countries considerably decreased, but it did not disappear completely. The United Kingdom did not officially support the UK-Russia Year of Culture, but there were more than 250 joint cultural, scientific, educational and sport events in 2014. However, the so-called “reset” in Russian-British political relations is hardly possible in the nearest future. There are too many contradictions between Russia and the United Kingdom that slow and in some cases completely suspend the bilateral ties. Besides, the UK has the “special relationship” with Washington.

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N.A. Starokozheva

Saratov, Saratov State University

SOME FACTS OF HANNAH MORE'S LIFE AND WORKS

Hannah More was a famous English writer of the late eighteenth – early nineteenth centuries, an author of more than a hundred pastoral and morals tracts, a teacher and philanthropist. She was an unusual woman of her time: she was never married and expressed her opinion publicly.

In this article, we tried to reconstruct the biography of H. More, analyze private letters and memories of Hannah More and her first biography written by Henry Tompson in 1838 [4]. In addition, W. Roberts's work also represents a considerable value for us [2]. W. Roberts collected the greatest part of correspondence of H. More with her family members and her friends. This book was published in 1845 in two volumes.

H. More's father, Jacob More, was a high churchman, but one at ease with dissenters and Catholics. This characteristic was to blossom in Hannah More. J. More was a school master of the Free School at Fishponds, a parish school, and was married to Mary Grace. Hannah More was born on 2 February 1745. She was the fourth among five daughters: Mary, Sarah, Elisabeth, Hannah, and Martha [1].

The earliest biographies characterize H. More as an attentive reader, she was remarkable for "great quickness of apprehension, retentiveness of memory, and a thirst after knowledge" [4, 64]. She had learnt to read by the age of three or four. Hannah always told her younger sisters who slept with Hannah in the same bed imaginary stories.

Their father educated Hannah and her sisters. Although Jacob More did not like "female pedantry", he deemed some subjects of instruction not appropriate for girls, such as mathematics [2, 76]. Nevertheless, her father taught Hannah and her sisters Greek and Roman history, including "the speeches of his favourite heroes, first in their Original language" [3, 16] and then translated into English. Having lost many books from his own library with the loss of his estate, Jacob More gave many of his lessons in the form of a story and a conversation [3]. This circumstance made it possible for H. More to get a reputation of a gifted conversationalist. In addition, Hannah studied Italian, Latin, and Spanish by herself [4].

The parents tried to train their daughters to be teachers. All sisters took the whole world as a big school in which they had to give lessons. So H. More differed from other children by her interest in books, good deeds and her inclination to make people happy.

When Hannah was twelve years old, she entered a “boarding school” in Bristol, which had been opened by her eldest sister. This school was intended for the daughters of the middle class parents.

The approach to the girls’ education was a new one. According to that approach, the girl should become a loving and caring mother, a faithful wife and a reliable companion of her husband. To reach this goal the girls had to acquire such practical skills as embroidery, knitting, sewing, needlework, as well as study history, languages, geography, etc. Among these obligatory subjects, theology was the most important one [5].

Hannah More visited performances at the Theatre Royale in Bristol as a part of her educational program. It was this theatre that made her recognisable among the eminent theatergoers of that time. In 1775 her first play “The Inflexible Captive” was performed in the Theatre Royale. A weekly magazine “The Bath Chronicle” declared that the play “was received with uncommon applause, and promises to be a favorite piece” [1, 154]. Bristol made it possible for H. More take many people’s fancy among their judge of culture. H. More’s talent and audience’s ability to appreciate it were joined in Bristol.

Hannah More moved in London when she was twenty years old. In the capital H. More became a member of a “bluestocking circle”, that had functioned since 1740 [1]. This society consisted of women mainly and several men, who met there to discuss literary and intellectual themes. The members of this circle thought that a woman was able to search for intellectual work as well as a man [5]. H. More made friends with Elizabeth Montagu, Sir Joshua Reynolds and his sister, and Dr. Samuel Johnson, who reportedly found More's enthusiasm and manner “genuine and unaffected” [2].

She became highly influential among the members of the circle and a famous artist of that time Richard Samuel included her in his picture “*The Nine Living Muses of Great Britain*”. Among the muses H. More is standing and lifting up a chalice. *The Nine Muses* was also included in *The Ladies' Pocket book*, published in 1778 [3].

Women of the “bluestocking circle” believed, that the distance and class distinction should not interfere with friendship. Basics of friendship were of common interests and the way of looking at things. Also More changed gender boundaries, taking part in the meeting of the social circles that were otherwise exclusive to men, such as the so-called “Sourcroust Party,” a weekly men's meeting which derived its name from the main course [1]. This idea about religion, class divisions and gender boundaries was the main in Hannah More’s life and her works.

As a social, political and moral conservative, Hannah More believed that individuals needed to make changes in themselves in order to bring improvements to society, not that changes in society would cause improvements in individuals. More found women to be "capricious" and "unstable" and in other writings placed much of the blame for that on the typical education of girls, which encouraged them to be such. In her works, she focused on responsibilities rather than rights. More believed in different roles and duties for men and women. However, More found that a woman was able to achieve success where a man could be defeated.

H. More opened schools for poor and girls. For example, in Cheddar sixteen schools were founded by H. More. About two hundred children visited this school on the first Sunday. More believed that learning was the second important thing after religion. In 1788 Hannah More was included in the list of 500 famous contemporary British authors [3, 31].

Hannah More died on September 7, 1833 after a long illness. Hannah More was a unique woman for the eighteenth – nineteenth centuries. Her main idea – spreading of education for poor and girls – was incarnated in her papers. She was a bridge between the rich and the poor.

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I.Yu. Starostina

Saratov, Lyceum №15

ANALYZING THE 7TH FORM HISTORY TEXTBOOK ISSUED BY "THE VENTANA - GRAPH PUBLISHERS"

(BASED ON THE LESSON OF RUSSIAN CULTURE IN THE 1730s-1750s)

Today the reality is quite difficult for Russian education. The reform of education system can often be rather painful for the society, because it causes breakdown of historically adapted standards and norms. The system of secondary education is the main basis that allows pupils form not only their interests but practical skills as well as moral and ethic values. In this case history becomes the head line that coordinates and determines moral and mental points.

There are a lot of different methods for teaching this discipline. Several factors can influence successful presenting and understanding. They are the peculiarity of the topic, the type of a lesson

and the audience. Surely the main aspect of studying is schoolbooks. Nowadays there are so many texts and guidelines. Thus the problem of choosing the optimal ones appears.

It is important to note that The Federal State Education Standard is approved by many educational institutions and it provides the necessary recommendations for making a high-level lesson. According to The FSES pupils are supposed to be immersed into the topic, they should also point out the main problematic tasks and find the answers to these questions by themselves.

Being a young teacher I haven't got a lot of experience around a huge amount of school textbooks. But I should underline that the textbooks issued by "The Ventana-Graph Publishers" are a good choice for history studying. This publishing office is focused on the modern FSES that is also adapted in our school. The pupils are vividly interested in the book's content, especially in its design and the abundance of colorful illustrations. It is noteworthy that the schoolbook includes different kinds of assignments from revision of the previous material to reconstruction of the events to make students better feel the atmosphere of the studied period. Another important attribute of the book is motivating pupils to make problem questions by themselves before studying the topic. In addition, they have to organize their independent research for collecting and systematizing more information from historiography and original sources.

I would like to illustrate my own experience about the lesson's realization in the cultural context [1]. Culture used to be "a weak element" in the material of Russian and Universal History. That is why the topics of culture and everyday life capture the attention of modern auditorium. As compared with earlier issues of other school textbooks that I have already used in my work [2] "The Ventana's schoolbook" is more informative and solid. There is a huge amount of different exercises that let pupils study debatable questions and also analyze the fragment of history within the framework of the epoch and realize its imperishable significance.

Certainly this topic should be represented with visual elements that basically organize the lesson. The teacher has had an experience of making a presentation structured with the help of the slides. At first the pupils got the pictures of the main rulers and monarchs from Catherine I to Catherine the Great. The children had a short period of time to identify every person. They brilliantly determined everyone. Then according to their analysis of the illustrative material the pupils made a conclusion about the portraits as an important element of cultural heritage inside the epoch deserving studying. Having realized that culture is storage of collective memory throughout the history, the children were to demonstrate the connection between Peter the Great's epoch and the period of interregnum. It is noteworthy to underline that The Ventana's schoolbook on this topic consists of different sections. There are education section, science and technology achievements section, the eminent persons of culture and their heritage section [1, 211-212], art section, the history of the first public theater section [1, 216], etc. The authors of the schoolbook designated the

central problem components of the topic without going into details. The pupils noticed that fact at the end of the lesson. It allowed the children to collect and select additional material by themselves for an open-class lesson. They were particularly interested in the history of Russian classical art and theater. The fragment of "personal history" was studied through the famous portraits of Lomonosov M.V., Shuvalov I.I. and Pospelov I.I. Thus the main purpose of the schoolbook's authors was fully realized, because the children could use their own possibilities for doing research. Taking into consideration the above-mentioned facts, the textbook should be characterized as a "navigator" that motivates pupils to study the cultural component of history. During the lesson the children were demonstrated a big amount of visual materials, they commented on the fragments of literary sources, which belonged to Kantemir A.D and listened to Beresovskiy's sonata. Then they made a conclusion of the global character and extra-complexity of the topic.

We should underline the advantages of The Ventana's textbooks. Firstly, they are interesting form of well-structured educational material, which is quite informative and logically connected with the previous material. Secondly, the exercises are worked out for young researchers and lead them to their own way in history as a science. There are many rubrics as "Studying a source", "Inside the historian's manufactory" and "A historian's opinion" [1, 3]. Finally, it is noteworthy to say that The Ventana's text implies patriotic upbringing. Today a young citizen who is proud of the historical heritage of his homeland as a real patriot becomes a strong social element of stable society.

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I.N. Startseva

Saratov, Saratov State University

THE IMAGE OF THE RUSSIAN MILITARY ON INTERNATIONAL SCENE

A powerful and efficient army is the guarantee of considerable weight in the international arena. Modern Armed Forces of the Russian Federation were established on 7 May 1992; however, the history of the defensive ability of our country began long before that. Russian leaders, military geniuses such as Peter the Great, Rummyantsev and Suvorov; outstanding generals Kutuzov and Skobelev and talented generals Weisman, Repnin, Prince Bagration, Kondratenko left us great wealth in the field of military art [1, 47]. According to the latest data Russia now occupies the second place in the ranking of the armies in the world, thus demonstrating the superiority of the

power weapons in all military branches – air, land and sea, with the number of 798 000 people (the personnel reserve is 2 485 million people), and all this is provided by the budget of \$76 billion [2].

Historians have considered that the total number of years when Russia was protecting its territory from the XIV to the XX century is 329. The Mongols, Poles, Swedes, Turks, the French, Germans tried to conquer Russia, but all of them failed to do it. Russia has many times offered a helping hand and a shoulder to lean on to the neighbouring states, and has always been the first to protect the weak.

The honour of the victory over Napoleon's army in the Patriotic war of 1812 belongs to the Russian soldiers. English soldiers and officers spoke enthusiastically about the military honour of the Russian army [3, 58]. Despite the crushing defeat in the Russo-Japanese war, the Japanese Lieutenant Takeuchi Sakurai said: "...despite our anger against the Russians, we recognize their courage and bravery; such stubborn defence deserves deep respect and praise." [4, 76] During the First World War, the strategic plan of the German army to defeat the Russian front collapsed due to the concerted actions of the Russian defence. The consequences of this war were tragic for Russia. However, the German generals admired the Russian cavalry and called it a worthy opponent. According to the memoirs of veterans, the Russian savvy often helped soldiers in the first days of the Great Patriotic War. Unlike the German army, the Soviet army was mostly poorly trained. Therefore, they had to learn in the process. Some of them worked brilliantly. So, the crew of the KV-1, under the command of Lieutenant Zinovi G. Kolobanov destroyed 22 enemy tanks in a three hour battle on 19 Aug 1941.

Nevertheless, leaving the historic aspect aside and analyzing events that occur in the international relations now, it is possible to trace the distinctive features and the defence abilities of our country. On 30 September 2015, the President of Russia Vladimir Putin's request to use the Armed forces of the country outside its territory was given the unanimous approval by the Federation Council and the operation of the aerospace forces of the RF against terrorist groups "Islamic state" and "Dzhebbat EN-Nusra" (banned in Russia) began in Syria at the request of President Bashar al-Assad. Using the most modern helicopters and multi-functional fighter-bombers, Russia has managed to halt the territorial expansion of terrorist groups and to launch the offensive in the provinces of Hama, Idlib and Aleppo. In addition, due to Russian attacks, the terrorists lost more than half of their proceeds from illegally mined oil on the Syrian territory.

The scientific-business program of the International military-technical forum "ARMY-2016" in which the participants discussed a lot of issues is worth mentioning. The topics for discussion included the main directions of the construction and development of the Land forces, Navy, Airborne and Strategic Missile Forces of the Russian Federation, the development of military medicine, the use of microsatellites for earth remote sensing, creation of weapons based on new

physical principles and nanotechnology. It should also be noted that on 13 August 2016, Russia became the winner of the International military games, having the largest number of representatives in all 23 contests.

The current staffing of the armed forces is 92%. The Ministry of defense is predicted to increase the figure annually: next year the number is expected to go up to 94% [5, 107]. In Russia the system of military education has been restored and now it fully operates: there are 26 high military educational institutions. The annual intake of cadets is about 11 thousand people, and for the first time in decades competition in some military schools is really high: there can be eight or nine applicants per vacancy [6, 124].

Nowadays, the state and military leaders of Russia are also concerned about how the Armed Forces are perceived by the population of Russia and foreign countries. Taking into consideration all the above mentioned factors and the current events, in which the Armed Forces of the Russian Federation are involved, the British newspaper Telegraph reports that over the past 15 years, the Russian army has received the best technical equipment since the Cold war [7]. It is emphasized that the Russian military spending is increasing, the technique of the army is regularly modernized and, in general, the capabilities of the Russian army have become totally surprising for the whole world. The magazine Business Insider notes that the Syrian campaign has allowed Russia to test new military aircraft that have never before been in combat; and to launch cruise missiles, covering the distance of more than 1.5 thousand kilometers, from the Caspian Sea. "That's more than American counterparts can overcome ". The American military expert Tyler Rogoway on the pages of Foxtrot Alpha "condemned" the U.S. and NATO to defeat in case of a non-nuclear war with Russia.

Summing up, it should be noted that, firstly, the image of the armed forces has a historical aspect that is developed for decades, therefore, strengthening of the identity of the country with its army leads to strengthening of the country's positions in the international arena [8]. In addition, the image of the armed forces is influenced by many social actors, foreign states and private citizens that are able to represent and to promote the image of the army in the information space. Finally, these images can positively or negatively characterize the level of protection of the country and influence mass consciousness.

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A.A. Tulegaliev

Uralsk, Zhangir khan West Kazakhstan Agrarian Technical University

POLYLINGUAL POLICY IN THE SYSTEM OF HIGHER EDUCATION OF THE
REPUBLIC OF KAZAKHSTAN

Polylinguism is the mechanism of the humanization of social life and the empowerment of self-determination and freedom of the individual. Humanism of multilingualism is the highest meaning of life while respecting the freedom of each individual. Multilingual culture affects the diversity of human vitality, providing opportunities for professional and social self-determination adaptation; enhance creativity in the process of communication.

The definition of polylinguism is a subject of debate in the very same way as the definition of language fluency. On one end of a sort of linguistic-continuum, one may define multilingualism as complete competence and mastery in another language. The speaker would presumably have complete knowledge and control over the language so as to sound native. On the opposite end of the spectrum would be people such as tourists who know enough phrases to get around using the alternate language [1, 7].

Polylinguism is a resource. At the individual level, it refers « to the speaker's competence to use two or more languages ». In fact, learning more than one language shows a great deal of benefits for individuals who are part to whatever society. A multilingual person is capable of developing creative thinking and building up greater cognitive flexibility. This person would have a stereoscopic vision of the world from two or more perspectives, enabling them to be more flexible in their thinking. Polyglots, therefore, are not restricted to a single world-view, but also have a better understanding that other outlooks are possible. Being multilingual can also offer better professional life and opportunities especially when having to cooperate with business partners or colleagues speaking different languages, or going on business trips abroad. It can even make them better communicators, and help them interact more easily with people especially if they are living in a multiethnic community or family.

One of the most important aspects in Kazakhstan in the sphere of economic and social modernization is the language policy. Attention of President Nursultan Nazarbayev to this policy is obvious and deserves the most careful study and analysis, as a unique project - the triunity of languages was initiated by him. Today in multilingual and multicultural world, the problem of contingency of languages, the search for effective and sustainable programs in the field of

languages consolidation is evidently important. The government issued a number of laws and other normative documents concerning educational reforms in the country. Among the priorities identified in them there are: changes in the content of secondary and higher education, modernization of higher education and post-graduate studies, extension of non-governmental education, introduction of new standards and technologies, etc.

The basic features of the education reform in the Republic of Kazakhstan can be presented in the following ways: the structure of educational facilities is being transformed under consideration of the condition and needs of a market economy; new educational structures are going to be setup; the approach to the transformation of diverse stages of education is differentiated to a considerable extent, much more attention being paid to the reformation of its higher stages; the economic base of education is changing; international student exchange is being actively supported by the Government of Kazakhstan. So, multilingual education takes place as the new educational structure in Kazakhstan. What is the purpose of multilingual education? The purpose of multilingual education is the general education focused on formation of an individual capable of creative activity in developing multicultural and multinational environment, preserving its cultural identity, striving to understand other cultures and full of respect to other ethnic communities and knowledge of three languages enables students to obtain systematic information about the world since the language reflects the vision, perception and value of the world.

Foreign language proficiency is a valuable asset for those searching competitive international and also internal job opportunities. Today, English as the international language, the language of the 21st century plays the great role in the lives of all professionals who seek for prestigious jobs. American English is internationally accepted as the language of business and technology. But business communication requires more than the standard vocabulary and trade jargon. The goal of language education is not to learn the target language code only but to develop cross-cultural perception of similarities and differences and to find their common meaning. Cultural strategies are an integral part of business communication and business transactions. At present our professionals in the field of their activity acquire knowledge in various aspects.

In his speeches and appeals the President Nursultan Nazarbayev has spoken about the importance and significance of multilingualism for multinational Kazakhstan society. The idea of the triunity of languages in Kazakhstan was announced by the President in 2004, he has been subsequently repeatedly returning to it. In October 2006, on the XII Session of the Assembly of the people of Kazakhstan the President reiterated that the knowledge of at least three languages is important for the future of our children. And in 2007 in his message to the people of Kazakhstan “New Kazakhstan in the New World,” the Head of the State proposed to begin a phased implementation of the cultural project “Triunity of languages.” It is the time of beginning of a new

language policy of independent Kazakhstan which can serve as a model for other countries now in the degree of popularity in society, and its level of effectiveness [2, 17].

“Kazakhstan has to be perceived in the world as a highly educated country, emphasized President, its’ population should use three languages . They are: Kazakh - official language, the Russian language - the language of international communication and the English language - the language of successful integration into the global economy”. The idea of the triunity of the languages is especially important as the head of state was formulated as a response to the challenge of time, as a solution to the vital needs of society, actively integrating into the global world. Kazakhstan's integration into the world community now depends on the awareness and implementation of a simple task: the world is open to anyone who can master new dominating languages.

Zhangir khan West Kazakhstan agrarian-technical University is one of the leading technical universities of Kazakhstan. The university currently has agreements with foreign partner universities from the Netherlands, Austria, Germany, Czech Republic, Sweden, Serbia, Romania, China, Spain and Slovakia, Russia, Latvia and the Republic of Belarus.

The University is also a member of the consortium on the program “Erasmus Mundus: CASIA”. As part of the development of academic mobility the teachers and students are trained at the above universities. For example last year two teachers were trained at the Czech agrarian University, 1 - at the agricultural Universities of Slovakia, Serbia and Latvia. Last year 54 post graduates of our university have conducted scientific training and research practices in foreign countries: Russia, Estonia, Serbia, Belarus, etc.

It has become a tradition to hold at the beginning of each academic year the Day of the languages of Kazakhstan. Every year Chair of foreign languages within a week of educational activities carry out various educational activities such as Abai and Pushkin readings in three languages, quiz-game “Polyglot”, “Knowledge is power”, “Do you know English well?”, “Language - path to everywhere”, “English around the world”, etc. Much work is carried out to involve the students to get additional education on the specialty “Translator in the field of professional communication”.

International professional experience and intercultural competence of university graduates are highly valued by western employers and investors in the country. Excellent job opportunities and competitive salaries are offered to young people with western experience in joint ventures, companies, non-governmental organizations, etc [3, 42].

The knowledge of three languages gives possibility to the students to take systematic information about the world. We follow the development of creative interests and abilities of each student by training them. We develop the individual with linguistic consciousness by developing

the speech of students. We follow conceptions based on the technology of teaching languages: communicative-oriented method of teaching language; communicative study of foreign culture; cultural-active and individual-oriented method of teaching languages. Realizing communicative-active method, we try to develop general educational intellectual skills –to grasp the idea of speech, main thought, the objective of communication, to control the logics of development of thought. In conclusion, we'd like to say, that upbringing a multilingual individual will facilitate the development of the next generation of our Republic [4, 10].

It is obvious that Kazakhstani higher education system is developing fast. The educational reconstruction and reforms, creation of new universities and programs, joint international projects and students' mobility will all work for the image strengthening and recognition of the national higher educational establishments. As a result Kazakhstani scholars will have possibility to share their knowledge and expertise with their foreign colleagues for the universal benefit, national students will get more freedom in choosing programs and universities for their studies, foreign teachers and students will strive to Kazakhstan and will be attracted by their institutions.

Anyway, the process of changes in technical higher education of Kazakhstan will not happen in a minute. It needs time, facilities, governmental and international support. But the fact is that it has already begun and gaining momentum. The rapid economic development, political stability, national unity of all nations and nationalities of Kazakhstan will facilitate the process of Kazakhstan's integration into the world educational community.

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I.M.Vasina

Saratov, Saratov State University

MARRIAGE IN THE UNITED STATES: DEFINITION, TYPES AND LEGAL PROBLEMS

The institution of marriage, including its different forms, is gaining popularity in the society. Currently there are many varieties of marriage, its offshoots. For some it is quite difficult to understand the types of marriage, to interpret their characteristics and to identify differences from a legal marriage.

Statistics show that the percentage of people living in an actual unregistered marriage is increasing worldwide and has not strongly pronounced dependence on the standard of living in each country. At the same time, the percentage of adults in traditional registered marriage is declining. Does this mean that other forms of marriage affect the institution of the family or destroy the concept of marriage, the very idea behind it?

The number of married couples in the United States totaled some 60 million couples in 2016, an increase from past decades such as the 45.5 million couples in 1990. Although the number of married couples has increased, this may just be a reflection of the growth in the U.S. population and legalization of same-sex marriages. The rate of marriage has decreased from 9.8 per 1,000 of the population in 1990 to 6.8 per 1,000 of the population in 2016. Nevada has one of the highest marriage rates in the country at 35.1 marriages per 1,000 people as of 2012 while Connecticut had one of the lowest rates in the country with 5.2 marriages per 1,000 population.

Divorce rates in the U.S. have increased from 4.36 divorces per 1,000 population in 1990 to 5 divorces per 1,000 population in 2016. Marriage rates are expected to continue its decline as the millennial generation is less likely to get married than the previous generations. Some have stated that higher number of unskilled men, lack of belief in lasting marriages, and a decrease in religious affiliations are all contributing to a decline in married couples.

In June 2015, same-sex marriage became legal nationwide under the Supreme Court which ruled that state-level bans on same-sex marriages were unconstitutional. The percentage of Americans who believe that same-sex relationships should be legal has increased from 52 percent in 2005 to 69 percent in 2015.

After viewing statistics the question arises: why the number of marriages is inferior to extramarital relationships? What awaits humanity if the institution of family and marriage will lose its importance and relevance? In this paper we will try to find the answers to these questions, analyzing different forms of marriage.

Let us return to the definition of marriage. Marriage is a free and voluntary Union of a man and a woman, concluded in the established procedure in accordance with the requirements of the law. It is an important legal fact giving rise to family and legal ties.

Marriage in the United States is a legal, social, and religious institution. The legal recognition of marriage is regulated by individual states, each of which sets an “age of majority” at which individuals are free to enter into marriage solely on their own consent, as well as at what ages minors are able to marry with parental or judicial consent.

Reasons for marrying may include a desire to have children, love or economic security.

Marriages can be terminated by annulment, divorce or death of a spouse. Divorce laws vary by state, and address issues such as how two spouses divide their property, how children will be

cared for, and support obligations of one spouse toward the other. In the last 50 years, divorce has become more prevalent.

As a rule, marriage has more legal ratifications than other types of bonds between consenting adults. Let us consider other forms of marriage.

A civil union is a formal union between two people of the same or of different genders which results in, but falls short of, marriage-like rights and obligations, such as right to inherit upon the death of one spouse.

Domestic partnerships is a version of civil unions. Registration and recognition are functions of states, localities, or employers; such unions may be available to couples of the same sex. Some researchers said that a Civil Union and domestic partnerships are the same, but others tried to explain the difference. But the information about it is very scarce.

Cohabitation is thought to denote a situation when two unmarried people who are in an intimate relationship live together.

Common-law marriage is an informal marriage where the couple consider themselves married with respect to a legal framework in a limited number of jurisdictions. The marriage is however not recorded formally, that is by a state. It is not to be confused with a cohabitation where the couple refuses to consider each other as a spouse and also are not recognized as married by any framework. A common-law marriage is not registered as a civil marriage, but there is a common-law doctrine which gives some benefits to spouses, for example, the right to inherit or the right to a special support (Alabama, Colorado, Kansas, Iowa).

Same-sex marriage is a marriage between two men or two women, such marriages have become legal throughout the U.S. since June, 2015.

Among the various types of marriage researchers differentiate between monogamy and polygamy. Monogamy is when one person marries another person, and it is the most common and acceptable form of marriage. Polygamy is a form of marriage in which someone marries multiple people at a given time. Polygamy is illegal throughout the U.S.

It is important to know that only some legal varieties of marriage in the U.S. need Marriage License. They are traditional marriage, same-sex marriage and civil union. Accordingly, the law gives certain safeguards for these varieties. But what about the rest?

The legal rights of an unmarried couple, if any, depend entirely on jurisdiction. In some places, couples who have lived together for a certain period of time and have held themselves out as married are presumed to be married under what is known as common law marriage doctrine. Other places will afford domestic partnership rights, which are typically parallel to many marriage rights, to the couples in committed relationships.

In most places, marriage automatically carries with it a host of benefits and responsibilities. Spouses are usually able to have legal and medical responsibility for each other; to be viewed as one in the eyes of the state, for taxation and other purposes; and to enjoy joint ownership of any property acquired during the marriage, among other things. These benefits are not typically attached to couples who have elected cohabitation rather than marriage, or who for reasons of local law cannot get married, as was often the case with same-sex partners. The law is generally more concerned with binding contracts than with personal commitment.

Despite the fact that the law gives more guarantees of the registered marriage, not all unmarried couples want the permanence of marriage or a civil union. Couples often decide to begin living together before marriage as a way to “test run” compatibility, and many believe that either marriage or living together is a sign of commitment that is permanent enough for the present. For many couples, living together in an unmarried state is the way to remain free of commitment. Many of these relationships persist for years, however, and couples often share property, houses, debts, and sometimes even children. Legal rights may not be an issue for these couples when things are going well, but they become increasingly important when relationships hit problems.

If an unmarried partner becomes terminally ill or incapacitated, for instance, the other may face a legal battle to earn the right to make decisions. Similarly, if an unmarried partner dies without a will, the other may find that the deceased’s biological relatives stand to inherit everything. Couples who simply elect to end their relationships may also run head-on into the law when they discover that there is no divorce equivalent for unmarried people.

A couple that is unmarried and has not filed for any marriage-like protections with the government will, more often than not, be afforded no special privileges or rights at law. Members of these sorts of couples will still have some rights, of course, but they will be the rights of individuals, not the rights of a married couple. It is exceedingly rare for the courts to intervene in the personal disputes of individuals who have never sought legal protection for their union.

Three of the main differences in which any informal union and marriage differ are taxes, legal protections, and health issues. Under the U.S. tax system, married couples can file jointly or separately, thereby proving themselves to be a family unit, which allows for additional deductions, credits, and often a reduction in tax liability. Despite the fact that those in a civil union are also a family unit, they are ineligible for these same benefits, and often end up paying more in taxes than a married couple with similar finances.

In many countries, when one member of a married couple passes on, any assets left to the surviving spouse may be considered tax free or subject to reduced taxation. A surviving partner in a civil union, in most cases, will have to pay taxes on anything left behind. In the U.S., a surviving partner of a civil union is also ineligible to collect the deceased partner’s Social Security benefits,

something married couples may be entitled to. While a marriage often provides each spouse with assurances that, with a proper will, all marriage assets, retirement funds, and life insurance policies will be turned over to the surviving spouse, those in a civil union are left vulnerable to lawsuits for the same assets from other family members, even if the deceased had a will.

In a marriage, when one spouse works for an employer that provides health insurance, he or she can often add the spouse to the policy. In the majority of cases, this same benefit is not extended to partners in a civil union. This difference between an informal union and marriage can make it exceedingly difficult and expensive for those in a civil union to carry health insurance, especially in cases where one partner chooses to stay home with children, thus making that partner ineligible for employer-covered health insurance.

Nearly every country recognizes the marriages of other countries, to the point that many governments allow citizens to get married in another country without completing any additional paperwork other than obtaining a translation of the marriage certificate, if applicable. This is not the case with an informal union. In order for a couple entering into a civil union to have their limited rights recognized, they can only live in an area that recognizes civil unions. These localities are often few and far between, thereby limiting job opportunities and travel.

As a conclusion, it can be noted that despite the diversity of unregistered forms of relations between people, legal marriage is not going to end within the next century as a minimum, because many people prefer to have guarantees that the state provides in the event of a divorce. Also families like to pay taxes together, because in this case the taxes are lower. For some people is important to believe that after the death of a spouse they will not be left with nothing, and they will assume the owner's rights of property under the will. For others it is necessary to realize that their children will grow up in marriage. In addition to these, there are many aspects of facilities in a registered marriage, for example, confidence in the longevity of the marriage union or health insurance for the whole family. Marriage is the beginning of the family, and the family is a support of the state and its hope. Registered marriage is a guarantee of a strong family; spouses feel more confidence in each other and in the longevity of marriage.

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A.A. Vogel

Eichstätt, Catholic University of Eichstätt-Ingolstadt

UNDERSTANDING THE HISTORICAL CONTEXT OF INTERNATIONAL CLIMATE CHANGE NEGOTIATIONS

International environmental negotiations on climate change have a comparatively long history and date back to the late 1970s. Despite the fact that the global climate change issue was widely discussed among scientists in the 1970s and 1980s, general political awareness about it did not emerge until the mid-1980s [10, 63]. The UN Scientific Conference, also known as the First Earth Summit, Held in Stockholm in 1972 first addressed climate change as a serious environmental threat. Two important meetings took place in Villach, Austria in 1985 and 1987, and in Bellagio, Italy in 1987 [5, 54]. In 1987 the United Nations Commission on Environment and Development (UNCED) with the chair of Dr. Gro Harlem Brundtland prepared and published the report *Our common Future*, also known as the Brundtland Report, dealt with the climate change issue. All these led to the foundation of the Intergovernmental Panel on Climate Change (IPCC). It was formed jointly by the World Meteorological Organization (WMO) and the United Nations Environment Programme (UNEP) to present a broad scientific assessment of current knowledge in time for the UN General Assembly [5, 57].

The IPCC responded quickly and completed in a matter by presenting an elaborate report to the UN General Assembly in late 1990 [4]. It became clear during the UN discussions that the international community needed to react to the threats of global climate change and the political dimensions of this issue required further attention. An Intergovernmental Negotiation Committee (INC) was established and tasked with proposing a text for a Climate Convention to the UN Conference on the Environment and Development scheduled for June 1992 in Rio de Janeiro, Brazil [9, 63].

On the basis of the First IPCC Assessment Report, the INC was able to produce an agreed text for Framework Convention on Climate Change (FCCC) and 156 countries signed it in Rio. Ratification of the Climate Convention proceeded quickly during the next two years, and the Convention entered into force in 1994 [Fig.1]. The first Conference of the Parties to the Convention was arranged in Berlin the following year, where it was agreed that a protocol with binding commitments for the first period 2008-2012 should be a first step toward slowing down and ultimately braking climate change.

Kyoto was the venue for the Third Conference of the Parties (COP3), and an agreement on a protocol was reached there [10, 32]. It is important to underline, that the adoption of the Kyoto Protocol, the Bonn Agreement at COP6 and the Marrakesh Accords at COP17 would not have been possible without the political level becoming involved.

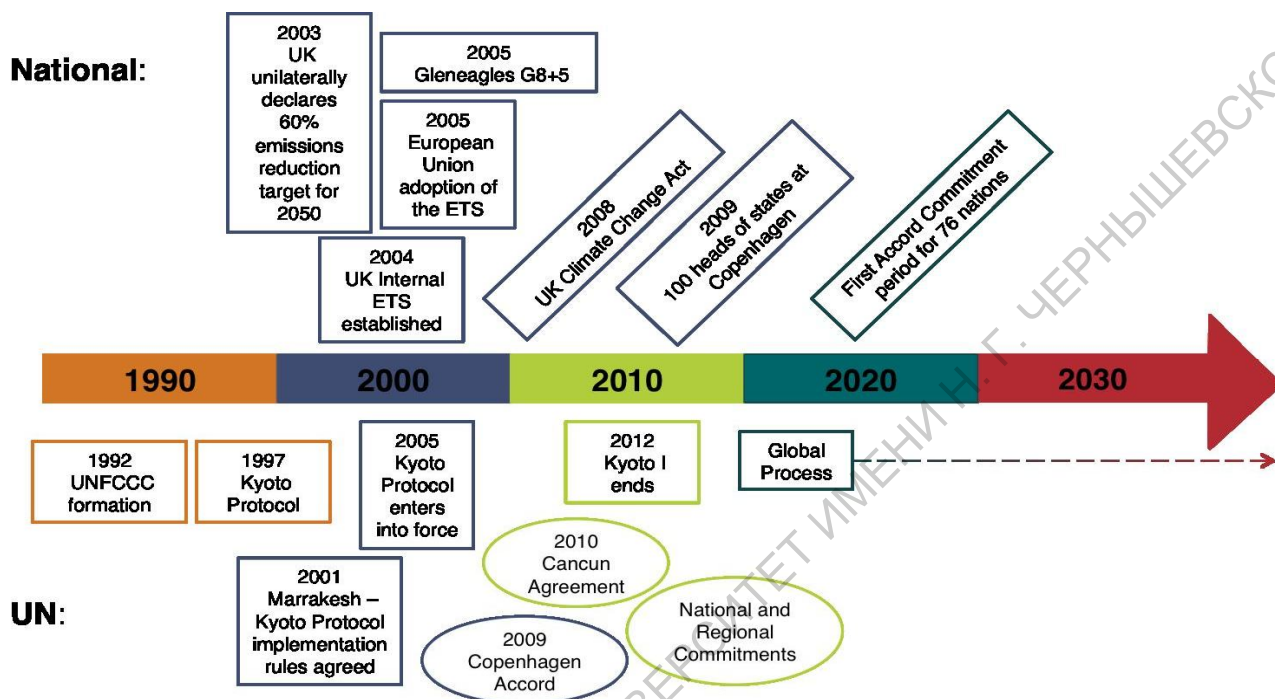


Figure 1 Timeline of climate change related political actions

The Copenhagen Climate Conference (COP15)

In this paper, we would like to pay more attention to the case of the Copenhagen Climate Change Conference in December 2009 (COP15). This Conference is regarded as an element of a much wider understanding of the overall climate negotiation in the United Nations, which includes a multitude of other meetings and activities. The Copenhagen Climate Conference was an example of how the climate negotiation unfolds at a particular time and in a particular setting.

The Climate Conference in Copenhagen that took place on the 7–19th December 2009 needs to be especially highlighted, for several reasons. Firstly, it was the first attempt to achieve a binding agreement on climate change to come into force after the first commitment period of the Kyoto Protocol would end in December 2012. Secondly, Copenhagen was seen as a point of departure for the future negotiation and regime-building process. Thirdly, its political importance was high, as indicated by the presence in Copenhagen of more than 100 heads of states or governments. Finally, it created a common awareness that the climate negotiations will need to be of long duration if they are to have a positive slowing down effect on global warming.

The Conference produced the Copenhagen Accord, which expressed clearly a political intent to constrain carbon and respond to climate change, in both the short and long term. The Copenhagen Accord contained several key elements on which there was strong convergence of the views of governments. This included the long-term goal of limiting the maximum global average temperature increase to no more than 2 degrees Celsius above pre-industrial levels, subject to a review in 2015. There was, however, no agreement on how to do this in practical terms. It also included a reference to consider limiting the temperature increase to below 1.5 degrees – a key demand made by vulnerable developing countries.

Cancun Climate Change Conference (COP16)

The Cancún Agreements import the essential elements of the Copenhagen Accord into the UNFCCC, including mitigation pledges and operational elements such as a new Green Climate Fund for developing countries and a system of “international consultations and analysis” to help verify countries’ actions. The Agreement hinged on finding a way to finesse the more difficult questions of if, when, and in what form countries will take binding commitments. The outcome leaves all options on the table and sets no clear path toward a binding agreement.

The Paris Climate Change Conference (COP21)

The Paris Climate Change Conference was tasked to set the world on a path to address the greatest challenge to ever face humankind, by adopting a new climate agreement. The outlook for the conference was rather bleak. The laborious and increasingly frequent meetings of the body entrusted to draft the text of the Paris Agreement, the Ad Hoc Working Group on the Durban Platform for Enhanced Action (ADP), had made limited progress [8, 16]. These negotiations had eloquently demonstrated the futility of technical negotiations, without political consensus on the core elements and features of the new agreement. Yet, to the surprise of many, the Paris Conference was completed on 12 December 2015, with the adoption of a new climate treaty – Paris Agreement. It adopts a collective long-term goal on climate change mitigation, to be supported by efforts from all Parties. It establishes a periodic process for the submission of information on Parties’ efforts, as well as a process for their review, both at the individual and at the aggregate levels. It has dismantled the differentiation firewall, replacing it with a more flexible approach, which arguably still hinges on equity. The agreement furthermore for the first time recognizes the role of non-state actors in addressing climate change, and raises the profile of adaptation, albeit only incrementally [11, 46].

Perhaps more importantly, the Paris Agreement seemingly marks a new season in international climate diplomacy, with the emergence of a cooperative spirit that will hopefully continue in the years to come. The Paris Agreement, nevertheless, leaves unaddressed a series of

difficult questions. To mention just a few, the agreement sheds no light on the future of the Kyoto Protocol [7, 3].

In conclusion, the United Nations negotiations on climate change remain complex and difficult, as they have been for thirty-odd years. The preparatory work was carried out for the negotiations in the capitals of the states that are parties to the climate negotiating process. Such groundwork for future climate talks may often develop from an evaluation of an earlier negotiation round, joining forward linkages to backward couplings.

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V.I.Volkov

Saratov, Saratov State University

THE ROLE OF CULTURAL ANTHROPOLOGY IN PREVENTION AND SOLUTION OF CONFLICTS

Famous sociologist Pitirim Sorokin once said that civilisations keep conservation about constantly changing balance of “otherness” and “identity”. The globalization process should make the world one, but there is strengthening of certain ethno-cultural associations, which are far away from their traditional habitat. Interesting fact that when the modern world faced with difficulties in finding common solutions, people often unwilling to start a dialogue and ready build opposition to “others”. Social and cultural anthropology studies, among other things, the archetypes of perception of different culture media representatives of the other - those mythological features, which were formed in ancient times and inherited certain socio-cultural mechanisms up to the present, the specificity of which is largely determined by the processes of globalization, military conflicts such inevitable consequences as refugee flows and migration crisis.

According to many anthropological studies, the relationships between people line up in the chain "ours-other-alien-enemy-monster" in order of increasing danger to the existence in the era of primitive society, during the formation and existence of archaic, traditional communities [1, 353]. This problem - namely sustainable playback of such models in some modern societies - became the subject of interdisciplinary study sciences such as anthropology, ethnology, political science, psychology, cultural studies, and several others. The issue of "foreign" is very interesting from the point of view of psychology. As a rule, "alien" are attributed only negative qualities, it reflects our fears with respect to the problem of preservation of stability and the stability of its own model of socio-cultural unit, its own traditions and values - the problem was particularly acute in the period of globalization. Refusing "stranger" or its acceptance does not always speak about the lack of development of social consciousness. Much more important, in our view, to analyze the image of the "foreign", formed in a given society, because there are hidden ones archaic fears, which will allow to understand the process and the specifics of the formation of public consciousness in the society at the present stage.

An important role in this case is the study of the socio-ideological attitude toward "stranger": the presence of radical slogans and movements are constantly talking about the threat posed by "outsiders". In itself, the image of the nomination of a "foreign" to the fore going on in certain periods: economic decline, the formation of national states, a change of political regime, dissident movements, finally the war that causes a large number of refugees and migrants [2, 37]. Western society of the 21st century, solving the problem of "foreign" and living among other ethnic groups, resorted to the policy of multiculturalism. Theoretically, it was an attractive option,

in practice, do not completely resolve the problem of "alien". "Alien" in Europe - is a migrant or a refugee, fleeing from developing or war-torn countries in search of a better life. He is willing to work for low wages and live in "ghettos". However, he does not fit into the cultural landscape of the country in which lives, and it alien values of Western civilization. As the recent experience of Western Europe, there lies the main danger of ethnic and cultural identity and political stability: the growing number of "outsiders" leads to the fact that they, as demonstrated by the last decades in a multicultural Europe, aggressively impose their culture and values of indigenous peoples living in their ethnic enclaves tight for learning traditions, customs and traditional way of life and values of the country where time moved to a permanent residence. On the one hand, Europe has been able to integrate into themselves and grow in a generation immigrants who were brought up on European values and still maintain some connection with the traditions of their ethnic ancestors, and being part of the local ethnic and religious communities. It should be emphasized that, according to the observations of Emil Pain, the first generation of migrants has such a feature as the desire to master the language and actively grasp the socio-cultural, political and social values of the country in which migrated to a more successful socialization and enculturation. The downside lies in the so-called "third generation" law. The harder it is composed of descendants of immigrants living in the more and more they idealize the great ancestral home or native culture and the more manifest their alienation from the hated for the host country and the unwillingness to integrate into it, hence the desire to join any other community. Adaptability "foreign" to the other conditions largely depends on the desire to be integrated into another world. The dominance of "outsider" of the crisis begins with (any) when the state turns to the representatives of other companies for help. And society, steadily developing economically, politically and culturally, it is necessary to pay maximum attention to thoughtful programs competent of inculturation and socialization of migrants and refugees, based on humanistic traditions of loyalty to democratic values and the correct practical application of scientific knowledge related to the study of ethno-political science, ethnography, intercultural communication, Conflict, and others. disciplines, exploring this perspective. Any modern society based on democratic traditions must give tribute to the host culture and, at the same time, of course must be able to preserve and protect the legitimate means of their own cultural heritage represented by traditions, customs, way of life, values (including political), which form unique cultural character of the state and its people, providing a stable existence for all citizens living in it.

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S.P. Vyskubov

Saratov, Saratov State University

ΝΑΟΣ, ΖΩΝΗ AND ΚΟΣΜΟΣ: THE TEMPLE OF ZEUS AT OLYMPIA IN
PAUSANIAS' WORK

Pausanias' *Periegesis* contains extensive mentioning of Greek temples of the 6th -5th centuries BC. These passages allow comprehending many semantic aspects of the Greek sacred architecture monuments. The description of the Temple of Zeus at Olympia (Paus. 5.10-11) is the most significant text in this regard. In this chapter the ancient author gives detailed analysis of the Temple's main parts such as frieze (*zone*), pediments (*aetoi*), metopes (*metopai*) and interior.

According to the tradition the Ancient Greeks associated the right side as bringing fortune and success and the left side as bringing disaster. This circumstance impacted also on the orientation of the temples. F.C. Penrose and A. Podosinov have noted that in the Mediterranean culture's area the eastern orientation was usual and a sacrificer stood back to the main entrance facing the sun during his ritual [3, 5].

Similar perception reflected in the order of description of Greek temples' elements in Pausanias' text. Pausanias began their description from the eastern pediment with Zeus' statue in the center and the head of the god turned to the right to Pelops who will defeat his opponent (Paus. 5.10.7). This view is possible if a man stands back to the eastern entrance as well as a sacrificer. In the description of western pediment with a Lapith's battle against Centaurs Pausanias says that the main figure depicting Pirithous turned to the right to his protector Theseus. On both pediments the heads of the main statues turned to the right and the other statues' poses indicate to the sides of the world according to the movement of the sun [2, 9].

Then Pausanias examines the temple's metopes and its subjects above the eastern side of cella. The total number of the metopes matches to the number of the Olympian Gods. In the Doric order the metopes were the part of the temple's frieze. Pausanias called it a *zone*. A series of the metopes in the Temple of Zeus at Olympia are placed above two entrances of naos. This is a unique case for such Doric temples of the 6th -5th centuries BC. The metopes were placed in such a way that they formed a circle inscribed in a square. A definition *zone* correlated with the frieze by Pausanias (V.10.5) and also the term could mean a certain sacred circle of the gods encircling the ordered space (*kosmos*). The ratio of *zone* with *kosmos* suggests that a Greek temple was a model of human perception of the world in Antiquity and it was not just the model of the real world but it was such a philosophical and mythological worldview [8, 11].

The definition *kosmos* is mentioned in *Periegesis* more than thirty times and its contexts are very different. Pausanias used this term to emphasize a *special delicacy* and *beauty* of some of the most famous architectural monuments. These were Propylaea of the Athenian Acropolis (I.22.4),

the gold apparels of Athena by Phidias (I.25.7), decoration of the statue of Apollo in Amicles (III.10.8), the peristyles of the temple of Athena at Tegea (VIII.45.5) and some statues made “by all the rules of a Greek *techne*” (IX.38.1). *Kosmos* in Olympian sanctuary was mentioned in connection with the description of Panaenus’ pictures on the barriers around the statue of Zeus by Phidias (V.11.5-6) and the plinth of his throne (V.11.8).

The numerous semantic was also important for building and attendance of a temple. In Zeus’ temple the total number of columns was 52, because the peristyle has 6 x 13. If you draw mentally a dividing line on the temple’s plan from the west side to the east side, you can see that the *naos* has 17 columns in the southern and northern parts and 9 columns in two rows (7 around the main statue and 4 in *pronaos* and *opisthodomos* entrances). All the numerals are odd.

The other Olympian temple is Heraion and it has a different plan. This temple was more ancient than the temple of Zeus. Heraion’s peristyle has 20 columns in two rows and cella 10. In this example, all the numerals are even. The temple is also oriented to the east. The number of columns in Doric *peripteros* conformed of the Olympian god’s hierarchy. For example, the temple of Apollo Delphinus (6x15 columns) and the temple of Hera (II) at Pestum (6x14) were dedicated to the god and goddess. Parthenon has 8x17 and the temple of Artemis at Brauron combined the odd and even numerals and they were dedicated to goddess-virgins. The similar combinations were typical also for a temple’s rituals (V.7.9; V.16.4; V.16.2; VI.24.9).

On the one hand, the Greek temple has a square form that means “stability, order, man and state down, a symbol of space”. On the other hand, the temple is a circle that implies “movement, dynamics, incompleteness, a temporary cyclical, infinity and perfection [4, 10]”. The combination of odd and even, male and female with perfect proportions to ideal figures permeates the structure of a Greek temple. Connecting their orientation to the cardinal is a simplified model of the cosmos.

Consequently, the Greek temple was not only a fruit of architectural and building thoughts of ancient architects, but also the most important sacred object with a well-defined and organized space, expressed in terms of shape, color, and number. The structure of the temple, sculptural decoration and the interior had a strong impact on the feeling and the mind of man. This fact confirms the idea about the construction of the sanctuary according to the religious space of harmony, which arises from antagonism.

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G.V. Yatsenko

Saratov, Saratov State University

CURRENT STATUS OF AUSTRALIAN-AMERICAN PARTNERSHIP

The article analyzes the current US-Australian relations. The key areas of interaction and points of convergence of national interests are considered. The attention to cooperation between the countries within the bloc ANZUS is paid. The question about the prospects of military and economic partnership between Canberra and Washington is raised.

Key words: the USA, Australia, regional security, partnership, ANZUS.

In 2011, the US President Barack Obama announced a "shift" in the country's foreign policy towards the Pacific region. In the conditions of China's growing power, the USA - instigated by the allies (especially Japan), as well as old enemies (mainly Vietnam) - reinforces its presence in the Asia-Pacific region in order to restore the balance of power and the return of the dominant American position, which, in their opinion, would ensure peace and prosperity in Asia for many generations. Due to the fact that under the protection of NATO there are mainly Atlantic countries, one of the priorities in the Pacific "shift" of the American government foreign policy is the creation of a new collective security system in the Asia-Pacific region, in which a key position is given to the United States. However, such ambitious plans to be implemented without allies cannot be afforded even by such a powerful country as the USA. Considering the fact that the European members of NATO do not show their self-interest in resolving political and military crises and other problems in that part of the Eurasian continent, located close to the Pacific Ocean, Washington is seeking support from regional actors directly interested in maintaining stability in the Pacific region [1, 2]. So, the USA sees Australia as a reliable support in the indicated region.

In connection with the renewed political course of the White House, studies of American-Australian relations belong to the category of the most urgent issues. Thus, the aim of this work is a

thorough analysis of the partnerships between Washington and Canberra at the present stage. The aim of this work was concretized in the following tasks:

- to consider key areas of interaction and points of convergence of the national interests of the two countries;
- to analyze the cooperation of the countries within the bloc ANZUS;
- to predict the prospects of military and economic partnership between Canberra and Washington;
- to draw a conclusion about the impact of the alliance between the USA and Australia on the security of the Asia-Pacific region.

To better understand the features of the American-Australian partnership at the present stage it is necessary to address the sources of their contacts.

With the legislative embodiment of the Statute of Westminster in 1931, Australia has entered in the world stage as a new independent player from the British Empire. There was a need of expansion of contacts and establishment of diplomatic relations with the leading countries of the world. In pursuing this goal, the Australian government begins to actively develop a system of foreign diplomatic missions. In January 1940, RG Cassey was sent to Washington as the accredited Ambassador [2, 5]. This mission was the first Australian diplomatic mission outside of the Commonwealth. Three years later the Embassy of the United States in Canberra was opened. In 2015, the country celebrated the 75th anniversary of the establishment of diplomatic relations. Australia is a vital ally of the United States for many years, giving the first place only to the UK. So what is the secret of such a strong friendship? Let us consider the basic directions of the US-Australian partnership.

Of course, similarity of cultural traditions and shared democratic values have contributed to the development of the relationship, however, historically, a fundamental factor for the rapprochement of the two states was the lack of resources and experience of the Australian government in the defense sector.

The first contacts in this field were established during the Second World War. After the capitulation of the British troops on the island of Singapore on 15 February 1942, the Australian Government with horror realized its defenselessness in the face of Japanese troops. In this regard, the Prime Minister of Australia John Curtin announced the transition of Australia under the custody of the United States: "...I make it quite clear that Australia looks to America, free of any pangs as to our traditional links or kinship with the United Kingdom..." [3, 136]. At the end of the Second World War, there was a need to consolidate the established order in the Pacific region. For this reason, on 1 September 1951 between the United States, Australia and New Zealand an agreement on collective security ANZUS was signed, which provided for the exchange of advice and

provision of armed assistance in the event of a threat to the security of one of the participating countries of the agreement. The strategic agreement became, for many in Australia, a reassuring symbol of strong relationship with the only strong defender of the United States. According to Australian inhabitants, the Alliance with Washington within the framework of the bloc ANZUS has an overall positive assessment: "... we are very pleased to Americans, and are ready to provide any necessary military base ..." [4, 8].

The United States is a decisive factor in the Australian defense policy for over 60 years, during this time the two countries were able to create a whole system of treaties and agreements concerning defense policy. For example, military cooperation with the USA based on a policy of extended nuclear deterrence pursued by Washington in Europe and Asia (the nuclear umbrella). Moreover, as the Australia's Defense White Paper 2000 runs, "... As long as nuclear weapons exist, we rely on the US nuclear force as a means of preventing a nuclear attack on Australia," [5, 7].

In 2003, the Australian Government has demonstrated its willingness and readiness to participate in the US program to develop a missile defense system in order to create a strong mechanism to ensure the safety of the "Green continent" from ballistic missiles armed with nuclear, chemical and even bacteriological warheads. Despite strong statements about the building up of an independent national security strategy, Canberra recognizes the authority of Washington [6, 21].

In November 2011, the US President Barack Obama and the former Prime Minister of Australia Julia Gillard signed an agreement on the deployment of the US Marine Corps on the base near the Australian city Darwin. There will also be deployed US combat and support aircraft, ships, and service logistics. The first group of the US Marines, numbering 200 people, arrived in Darwin in 2012. By now, its number is 1.1 thousand, in the plans – to increase the number of up to 2.5 thousand [7, 4]. Signed in 2014 the document on expansion of military cooperation between the two countries provides for the participation of Australian navy ships in the implementation of US missile defense and provides wide power to the US air force on the airfields of the Northern territory [8, 3].

We can hear the statements about the possibility of establishing a US-Australian naval base on the Cocos Islands in the Indian Ocean. In addition, Canberra, using Washington's aid, plans to form a unit, similar in composition and solve problems with the US Marine Corps by 2016. It will conduct operations to seize opponent bridgeheads using new amphibious ships, landing-craft units, combat helicopters and heavy armored vehicles [5, 11].

It is difficult to talk about the obvious advantages of such a close political and military alliance, because it adversely affects the sovereignty of Australia. It is difficult to talk about independent armed forces if Canberra traditionally buys its main weapons systems in the United States. One of the latest acquisitions were two strategic transport aircrafts Boeing C-17 [9, 17]. In

addition, this cooperation may affect its international reputation and reduce the credibility of the neighbors in the region. It has already happened, for example, after E. Snowden's revelations that Australia's special services in cooperation with their colleagues from the United States bugged telephone conversations in Asian countries through diplomatic agencies. Some countries in Southeast Asia have expressed concern that Canberra becomes a "deputy sheriff" and openly have said: "Australia - is a huge springboard of Pentagon".

Bilateral relations between Washington and Canberra have never been limited by military operations within the bloc ANZUS or consultations on security issues. One should not forget that American investment is more than 1\4 of all the total foreign investment in Australia [10, 6]. Furthermore, according to the official data for 2014-2015 the USA took the third position in the list of the main economic partners after China and Japan [11, 17].

One of the achievements of American-Australian relations is the Free Trade Agreement (AUSFTA), according to which since January 2005 97% of non-agricultural Australian exports to America are not subject to trade duties. However, if we look at the assessment of the agreement in terms of efficiency, the Australian newspaper «The Sydney Morning Herald» informs us about the uselessness of this agreement, in particular to Canberra, and all the promised benefits only calls " a list of El Dorado" [12, 11].

Another equally ambitious economic project "Trans-Pacific Partnership", signed in October 2015, also has disadvantages on a par with the benefits. According to the research and evaluation of the World Bank, the increase of the GDP of the participating countries will vary from 1.1% to 10% by 2010. In the best position there will be less economically developed countries (Vietnam, Malaysia), rather than the US and Australia [12, 145].

Besides the aforementioned contracts for the past 68 years, there is an American-Australian Association, created to promote cooperation and understanding between the United States and Australia. It is an important platform for information exchange between political and business leaders of both countries. American-Australian Association holds charity events for expressing gratitude to individuals who have made significant contributions in business development, economic, social and cultural relations between the United States and Australia, and collected funds go to joint education fund.

Analyzing all these provisions, it can be concluded that in the future the development trend of the strategic partnership will continue and even intensify. The main impetus for the development, as before, will be a security threat emanating from outside. If during the Cold War the threat was expected from the Soviet Union, in the modern realities the image of an aggressor country is created around China. It is known that China poses a threat to Washington's hegemony in the world economy, and in recent years persistently claims historical right to the islands in the

South China Sea, defiantly rejecting the decision of the International Tribunal. The Chinese factor in making a mess into the perfected USA-Australia alliance. Canberra is disadvantageous to be in a confrontation with Beijing, because of this, the Australian economy could suffer serious losses. However, being dependent on the United States armed forces in the field of security, the Australian leadership is not ready to sharp change of policy; therefore, it will remain a faithful ally of the US.

Summing up the results it should be said about the influence of the Australia-US alliance on security in the Asia-Pacific region. On the one hand, this cooperation has a long history and has proven its viability, but the existence of contradictions with China may lead to aggravation of the situation in the region and resumption of the bloc confrontation.

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AUDIO-VISUAL TEACHING AIDS

In the process of teaching foreign languages a modern High School uses lighting and acoustic means. Lighting equipment (VCRs, TVs, overhead projectors, multimedia projectors and computers) provides visual information, which can perform a variety of functions in the course of learning:

- 1) to serve as a basis for understanding the structure of the speech;
- 2) to be a link between the meaning and the sound of a word and thus facilitate memorization;
- 3) to project a variety of situations for learning speaking on the screen;
- 4) to act as a feedback in the form of keys.

Non-technical teaching aids include the so-called traditional means of training as hand-outs and demonstrations.

Hand-outs include a textbook, a workbook for learners, didactic materials for group work, reading books. Nowadays these learning tools, with the exception of materials for the group forms of work, are used almost in all the teaching sets of a foreign language, issued by any company. In addition, a mandatory component of a set has become audiocassettes, which can be used as a demonstration mean (in the classroom), and as the hand-out to use at home while completing individual tasks. Teachers are also well aware of the value and benefits of such demonstration tools as tables, pictures, which are also non-technical teaching aids.

Visual training equipment, teaching material resources are used during the learning process for the formation of students' knowledge and skills, manage their cognitive activities, the overall development and education [1, 152].

There are three main groups of visual equipment: natural objects; image and display of objects and phenomena of reality; descriptions of objects and phenomena of the world with the help of signs, words and phrases of natural and artificial languages.

The first group (natural objects) includes objects and phenomena of objective reality for the direct study (minerals, rocks, raw materials, intermediate products and products of production, plant and animal products, etc.); natural objects and technical means to reproduce the events and subsequent demonstration and laboratory studies of them (reagents, instruments, etc.); material and technical resources for work, graphic and excursion-tourist activity of pupils (wood, metal, plastic, glass, etc.; measuring, testing equipment, accessories and tools for drawing and painting, machines, and technical devices, tour, camping and expedition equipment) [2, 149].

The second group (the image and display the objects and phenomena of reality) combines threedimensional training manuals - layouts, models, molds, globes, etc.; planar manuals - tables, paintings, photographs, maps, diagrams, drawings.

The third group (written descriptions) includes scientific, informative, and other methodological literature for teachers; books, collections of tasks and exercises, laboratory and human studies, programming and others, printed materials.

Technical training aids comprise special group: informative (used for transmission and reception of information, recorded on records, etc.) - movie cameras, tape recorders, TV sets, etc.; supervisory - punch cards, various types of machines, etc.; training - language laboratories devices, teaching machines, closed televisions, electronic computers, etc.

The equipment is imposed by versatile functional and pedagogical, ergonomic, aesthetic and economic requirements as well as requirements of safety and health.

Most efficient use of training equipment is achieved with the cabinet system of the organization of training sessions.

Acoustic sound equipment (tape recorders, record players and language laboratories devices) allows supplementing all kinds of sound clarity when teaching pronunciation, has the ability to provide educational information in the form of natural speech in teaching listening and speaking, contribute to the intensification of the educational process.

Over the past decade nomenclature of teaching aids has radically changed. Educational films, filmstrips, records are no longer available. They were replaced by modern electronic means of video trainings, audio tapes, CD-ROM drives, Internet. Before giving the characteristic of modern means of teaching a foreign language, we need to refer to their classification, in order to identify some of the essential features with the help of which these teaching aids can be selected. Then, referring to their natural features, it is important to show their didactic properties and functions, i.e. the role and place in the learning process. Only then we can surely say which teaching aids necessary in solving various problems of teaching used in accordance with the concept of learning and goal listed above.

The basis of proposed classification consists of attributes essential to the learning process:

1. A method of perception (visual, audio, audiovisual, multimedia);
2. A method of displaying the information (technical, non-technical);
3. A nature of the visual image (static, dynamic);
4. A method of application in the classroom (demonstration, handouts).

Audio-visual teaching aids include broadcasting, educational film and television training, overhead projector, language laboratory equipment. These tools are used for the presentation of educational information within a given stage of education (lecture, lecture series), and to enhance

the visibility of the information during various forms of training activities. Audiovisual aids can also be used successfully in self-studying. The electronic computing devices can also be used as audio-visual teaching aids.

There are some of them:

Training movie, one of the types of scientific movie, used as a supporting aid in the learning process. It is usually applied in those cases when the teaching material is not comprehensible in normal learning conditions. With film, you can slow down the rapid processes and thus make them visible, to get inside the phenomena hidden from the eyes, increase the smallest object, move the viewer into the other country, to make generalization and abstraction visible through the moving image (animation). Educational films are categorized depending on the subject of the discipline and its particular technique, age of the students, the degree of scientific preparedness (if an adult audience) and a didactic purpose. In connection with the latter, there are different films, performing the function of short film references; holistic films, main task of which is to explain this or that question of the curriculum; movies, which help learn production skills; instructional videos that explain the meaning and value of production rules; opening or introductory - to get acquainted with the basic problems of the discipline, its goals and objectives; final (across the discipline or its section) - is used for repetition of the material relating mainly to the most difficult questions of learning. The cycle of educational films (film courses) is used to illuminate all the main issues of the discipline [3, 28].

Terms of real communication in a foreign language require the use of all the wealth of the native language, which includes all the features of the informal conversational style, by foreign partner in view of the fact that each person has his/her own individual style of speech. Thus, communication with foreigners is happening due to the possession of complex grammar, phonetic, lexical skills by learners at various levels. Note that in the productive and receptive levels possession of auditory skills, in our opinion, should be perfect.

Despite the obvious importance of the audiovisual aids as a kind of foreign language communicative activity in the educational process, it is often viewed as a companion process. Work on the development of auditive abilities has often episodic, non-system character.

The educational process becomes more attractive and varied with the direct use of these audiovisual aids that we have described in this article.

After analyzing the exercises offered by different methodists, we came to the conclusion that modern audio-visual media are both objective and means of formation of communicative skills of students and they play an important role in learning English.

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E.A.Zhigalina

Saratov, Saratov State University

IRONY AS A MEANS OF EVALUATION AND EXPRESSING ATTITUDE IN POLITICAL DISCOURSE

“Probably, the language began to be used for the purpose of influence and manipulation since its moment of origin. And our ancient ancestor, who guessed to use the word as an influence tool, but not as a cudgel, was, undoubtedly, one of the first manipulators” [1]. And these first manipulators were the first politicians. Every politician tries to influence people through the speech. Politician’s speech includes not only formal, content and manipulative features; through their speech they also evaluate the subject of speech. Almost every human speech is a process of evaluating. The act of evaluation reveals the system of values of the speaker and reflects politician’s real intentions.

Evaluation as a linguistic category has become a very popular sphere of research. The category of evaluation is considered within the framework of the theory of axiology, pragmatics, and semiotics. It is an important and relevant issue in scientific research works of linguists, logicians, philosophers. Some researchers believe that evaluation is a complex process of qualifying what is “good” and what is “bad”. Others think that evaluation is a verbal result of the qualifying work of our consciousness or sensory activities of the human mind [2]. There are two main categories of evaluation that can generalize others: “good” and “bad” or “normal” and “abnormal”. The key aspects of human life are always under social “evaluation” and “re-evaluation”.

The expression of evaluation of some important social events and actions is one of the basic components of political discourse. Discourse is a broad term with various definitions which “integrates a whole palette of meanings” [1], covering a large area from linguistics, through sociology, philosophy and other disciplines. According to Fairclough, the term refers to “the whole process of interaction of which a text is just a part” [4]. According to Schaffner, political discourse is a sub-category of discourse in general and can be based on two criteria: functional and thematic. Political discourse is a result of politics and it is historically and culturally determined. It fulfills different functions due to different political activities. It is thematic because its topics are primarily related to politics such as political activities, political ideas and political relations. Discourses can be used for asserting power and knowledge, and for resistance and critique [5]. American

researchers G. Thompson and S. Hunston distinguished three main pragmatic functions of evaluation in political discourse, they are:

1. to express the speaker's or writer's opinion or reflect the system of values of the person and the community;
2. to construct and maintain relations between writer and reader;
3. to organize the discourse [6].

Sometimes such situations occur when a person cannot express his/her negative meaning publicly due to the policy of political correctness. Then politicians use some implicit means for expressing their negative attitude to somebody or something. As a rule, these means are used for criticizing an opponent in political discourse. Irony is one of the best stylistic devices for implicit expression of negative evaluation. Irony is a stylistic device based on the simultaneous realization of two logical meanings—dictionary meaning and contextual, but the two meanings stand in opposition to each other [7]. It may also be a situation that may end up in quite a different way than what is generally anticipated.

There are two main types of irony according to its direction: introverted and extraverted. Extraverted irony is directed at the others to highlight their imperfection. One of the best examples for illustrating this kind of irony is a talk of two parties after the president election:

- *“Republicans: “Obama would not have won without **blacks, Hispanics, gays or Jews**”*

- *Democrats: “Or as we like to call them: **Americans**”*. [New York Daily News].

In this example we can see how republicans expressed their negative attitude to a new president and to his “doubtful” electorate and it is supported by the intonation and emotions. They tried to blame the Democrats for excessive anti-discrimination policy. Through irony the Democrats turned this attack into their benefit, highlighting that all these “doubtful” electorate was the American citizens. Their answer sounds like an insight into the opponents’ policy and reveals their true attitude to such minorities.

Introverted irony is more commonly known as self-irony. Self-directed irony (self-deprecation) is directed on the ironic with the aim to exalt him and to emphasize some of his qualities by way of self-criticism but this self-criticism hides self-praise. Hillary Clinton’s statement about herself is perfectly illustrative of this type of irony.

*“I cannot imagine anyone being more of an **outsider** than the first woman president, I mean really, let's think about it”*. [YouTube – CBS News Face the Nation]

It is a very controversial statement. Hilary Clinton has been in politics much longer than her opponent and has a great experience; she has a thoroughly prepared election program; she knows how a politician should behave. She is an “outsider” on the base of her gender but she is running for President. The contrast is evident when she says:

*“I know what you're asking, 'Do we want people **who have never been** elected to anything, **who have no** political experience, **who've never** made any hard choices in the public arena?' Well, voters are going to have to decide that”.* [YouTube – CBS News Face the Nation]

Through the repetition of “*who never/no* “with negative evaluation that is directed to D. Trump, she intends to demonstrate her strong sides. She evaluates herself higher than her opponent.

Another example of self-directed irony is Mitt Romney’s answer to the journalist:

*“In his first interview since losing the election, Mitt Romney says it kills him to not be in the White House. He said he’ll always think of it **as the one house he couldn’t buy**”.* [Washington Post].

Under this self-deprecation irony M. Romney concealed his real sad feelings about losing the race. This is one of the positive examples of self-directed irony.

Irony is considered to be one of the most important attributes of verbal behavior, the universal trope which is used in almost every culture. In the linguistic definition irony combines two features: on the one hand, it involves the function of "distortion value"; on the other hand, it contains a mockery as an integral component of its structure [8]. In political discourse irony is often used as a mean of verbal aggression, which primarily serves the invective function. Irony itself does not contain a defamatory nature, but this tool is characterized by considerable stylistic expressiveness, since it has an emotional and estimated perlocutionary effect. In speech irony always has bright expressive meaning [9]. One more type of irony in political discourse is irony of the image. In this meaning irony is wider and it takes into consideration all extra- linguistic factors. Irony of the image characterizes a politician at several levels. There are three main levels:

1. verbal (the manner and the content of speech);
2. active (what is done according to promises);
3. personality (the behavior in everyday life and a lifestyle).

Mr. Donald Trump, like no one else, embodies the irony of image at several levels.

“Mr. Trump, let me follow up with you. In 2008, you wrote in one of your books that the most important characteristic of a good leader is discipline. You said, if a leader doesn’t have it, quote, “he or she won’t be one for very long.” In the days after the first debate, you sent out a series of tweets from 3 a.m. to 5 a.m., including one that told people to check out a sex tape. Is that the discipline of a good leader?” [YouTube. Presidential Election 2016: Donald Trump].

We see that his behaviour and his words are in conflict. We see irony that shows the contrast between the real and ideal or image sides of his life. He evaluates and poses himself as a leader but his actions refute it completely. The following example supports this statement:

*“Cooper: Secretary Clinton, does Mr. Trump have the discipline to be a good leader?
Clinton: No.*

Trump: I'm shocked to hear that. (laughter)

Clinton: Well, it's not only my opinion".

[YouTube. Presidential Election 2016: Donald Trump].

Unfortunately, in this type of irony it is hard to decode motives and real evaluation but it depicts the real personality of the politician and destroys an ideal image of a perfect person.

To conclude, it is necessary to indicate that political interests is the source of irony, which can be defined as a means used to influence the consciousness of social groups and individuals in understanding current political affairs. In other words, the goal of irony is not to describe but to blame and impose certain ideas and opinions in order to manipulate the masses.

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A.D. Zotova

Saratov, Saratov State University

EXPLORING ENGLISH LITERATURE WITH MOOCs

Information processes, which are currently taking place in modern society, have significant impact on many social and cultural aspects of life, including education. An easy access to the Internet and prevalence of computer technologies have caused an increase in attention to the distance e-learning. One of the most significant use of the e-learning technologies is Massive Open Online Courses.

Massive open online courses (MOOCs) are the online courses aimed at unlimited participation and open access via the web [1]. They represent a new form of online education: in addition to traditional materials that students can easily find in every “common” course (such as videos with lectures, topics and problem sets), there is much more interactivity in the form of user forums for supporting the connection between students and teachers. Some MOOCs emphasize the

open-access features for everyone, such as open licensing of content, and the others use closed licenses for their course materials, but the main thing is maintaining free access for students.

Every researcher who turns to analyzing MOOCs claims that they are controversial.

The proponents of this form of education emphasize the following characteristics. Most of the courses are free or nearly free – sometimes there is an option to get the proof of the work and student can buy the certificate after finishing the course for his/her portfolio, but the price is not very high. The person who wants to do the course just has to register on the most preferable website. The MOOCs are universal, and it can give people of different ages from different countries a chance to participate in discussions in a friendly form. It is very important: they do not just let the educational process alone happen, but they also encourage cultural exchange. They provide “flipped classroom” opportunity. This means that teachers send students their recorded lectures with assignments to watch or listen to, and join the discussion after doing this in the most preferable time. The students can watch or listen to the recordings as many times as they want. MOOCs create a dynamic archive. Actors, musicians, and standup comedians record their best performances for broadcast and posterity, Within a variety of MOOCs college teachers do the same. The MOOCs are dynamic things and the best ones are short and informative at the same time. The teachers face the issue of analyzing every piece of information they want to give their students [2].

The opponents highlight the other qualities of the courses. First, they emphasize their high drop-out rates. The special form of distance education itself makes it easier to skip some classes or ignore one or another teacher assignment, or stop participating in the course at all. Different in all spheres of life users are the main source for generating content, and this is leading the participants of the course to the situation where the right and impartial estimating of students’ knowledge is difficult. The work with the digital study materials leaves less opportunity to get the “real-life” experience. Face-to-face interactions between students is a very important part of the education, according to the some of MOOCs opponents [2].

I do not want to support either opinion, I would like to give you the quotation that reconciles the fighting parties. Justin Pope, a former higher-education reporter for the Associated Press and the chief of the staff at Longwood University in Virginia, said: “Online courses may not be changing colleges as their boosters claimed they would, but they can prove valuable in surprising ways” [3].

J. Pope helps me move to the second part of the article. One of the most valuable ways to use MOOCs is to study American and British Literature. Anybody who would like to try MOOCs for his purpose has a variety of opportunities: for example, all kinds of courses on Edx, Coursera, Udacity, etc. However, I only focus on the book clubs and literature courses offered by Edx that was established in 2012 as a joint initiative of Harvard and Massachusetts Institute of Technology. Nowadays, top universities all over the world teach MOOCs with Edx [4].

For my research, I have chosen 6 different courses offered by EdX:

1. "A Study in Scarlet" by Doyle: BerkeleyX Book Club;
2. "Adventures of Huckleberry Finn" by Twain: BerkeleyX Book Club;
3. The Divine Comedy: Dante's Journey to Freedom, Part 1;
4. "Dracula" by Stoker: BerkeleyX Book Club;
5. Shakespeare on the Page and in Performance: Tragic Love;
6. The American Renaissance: Classic Literature of the 19th Century [4].

Upon studying these MOOCs, I can highlight the following points:

1. The average duration of the courses is five weeks (4 weeks minimum and 8 weeks maximum).
 2. Regarding the effort needed, we can speak about 4 hours per week (for most of the courses, the amount of time is 3-5 hours per week, and students should pay maximum attention to "The Divine Comedy" that usually takes 8-10 hours per week)
 3. The courses are free, but students can get the Verified Certificate if they want and if this option is available, its cost is about 50\$.
 4. The language level is introductory in all the cases, except for the last one (The American Renaissance: Classic Literature of the 19th Century) that is designed for intermediate students.
- From the foregoing, we can conclude that the literature courses are aimed at students who are not native speakers of English.

Every course has the common structure and includes:

1. Background information: the courses provide some "basic" information about the book to introduce this exact work to learners or just refresh the plot and author's ideas.
2. Cultural references: while studying literature in the English course, participants should not only read the particular book or its parts, but also may get some extra information from the articles or find it themselves and share it with other participants in the form of discussion.
3. Vocabulary: every reading assignment includes some new words and phrases to be learned.
4. Quizzes: students can check themselves doing quizzes and see their progress.
5. Homework: similarly to a traditional university course, students have to do homework that takes different forms: participants have either to do the quiz or reading assignment to learn new vocabulary or find some extra information to share it with others, etc.
6. Discussions: talking about discussions, I want to quote the words of Dr. Maggie Sokolik (the tutor of the most of the courses) about the very meaning of the book club: "It is when a group of friends stick together, read the same book and talk about it" [5].

After going through the whole course students have to pass the final test. Moreover, students can watch his or her progress in the individual schedule of assessment (what he/she did, how good he/she did it etc.).

In conclusion, it is necessary to say that some people can think that one day MOOCs can replace “traditional” courses in universities because of their advantages. However, I think it is unlikely. Established institutions make judicious use of learning technology where it demonstrably helps students, they gain credibility to insist that most of what else they offer on campus is a qualitatively different experience—one that technology cannot replace. MOOCs alone cannot meet the oversized expectations of early boosters, who claimed the MOOCs as the brand new way of getting the education. For better or worse, traditional methods of higher education showed remarkable persistence as those models emerged.

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M. V. Zotova

Saratov, Saratov State University

QUEST-ROOM AS A NEW KIND OF ENTERTAINMENT

Today the entertainment industry is very important both for development of a person, and of a society. Professionals who are working on animation projects carry out the organization of this form of recreation. This type of service is entertainment service. The main purpose of any entertainment activity is to create a special impression on the consumer by the work of the animators and the organization.

Quest-project is a good example of animation service. Today it is one of the most popular kinds of entertainment for people of different ages. The idea of a quest involves a search. There are different types of quest: children's quest, family quest, car quest, interactive quest, etc. In this article, we would like to talk about quest in reality.

Quest is a modern alternative to the logic computer games. However, in the quest the player can pull all doors, touch all the items or does not allow "enemies" to prevent the players to escape to freedom. Quest rooms represent one or several rooms, where players must find the exit. The

organizers carefully worked out by the plot of quest rooms to allow players to get a lot of pleasure from their game.

Budapest was the capital of the reality quests in Europe for a long time [1]. More than 20 different companies offered their rooms with puzzles in 2013. In Budapest, the Russian Bogdan Kravtsov participated in a few quests and realized that this kind of entertainment would have success in Russia. So, he made the first quest project in Russia called "Claustrophobia". The team of 2-5 people have to solve puzzles in a specially prepared room for one hour, find caches and to leave the room only with the help of their intellectual abilities and without using the rower.

The project "Claustrophobia" has become an example, followed by the organizers of quests and players. Many quest-projects are opening nowadays all over the world. There are over 100 quests in Saratov [2].

We think that everyone who has visited several quest rooms, thinking about how to open the quest project. In this article, we will try to explain how to do it and describe the risks and points of "failure".

The first step, of course, is writing the script. You should think it over because the number of quests increases every day and new players become more experienced. So, it is harder to surprise them.

There are six genres of quests in reality:

- Escape the room (or how to get out of the room)

The team is locked in the room. Using the tips and items in the room, they need to find the exit for a limited time. Usually it is only one hour.

- The quest in reality

The team does not have to find an exit. The players can save the Universe, protect one ring from the attacks of the dark forces, or Rob a Bank. The main idea is to live through a situation as close to the script as possible.

- Quest-performance

This genre means the presence of actors in the room and they can steer the game in one direction or another. They can help or hinder players to carry out task.

- Action Game (or sports quest)

The main difference from other types of quests is need for the physical skills. The players should be ready to use their power and, of course, not to forget about intellectual tasks.

- Morpheus quest

In this quest, the game takes place in your imagination. All players have to be blindfolded for the game. There is the actor here. He/she helps the players to get deeply involved into the situation. Players will only hear, feel and touch.

- Horror quest

Perhaps the most unusual genre of the quest. As a rule, the quest stories of the genre are based on horror films, thrillers, mystical stories and legends. This genre has an age restriction of 16+ because of sharp objects and dark basements in a quest-room.

We decided to learn, what genre of quests is the most popular in Saratov. The results of the interviews are in the diagram below.

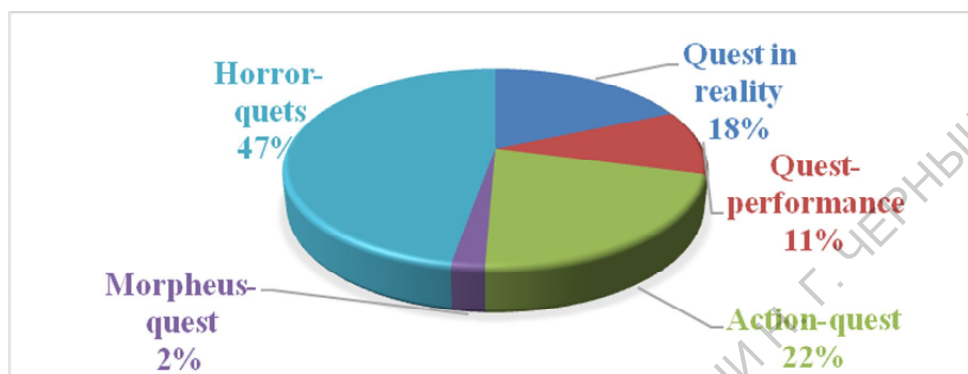


Diagram 1. The distribution of popularity among the genres of quests which are well-known in Saratov.

We interviewed 223 people and found out that the most popular type of quests in Saratov is horror-quest. "Agony", "Curse", "The Mysterious house", "Cradle of fear" – these are the horror-quests in Saratov. The organizers of the quest projects have told us about the players' age.

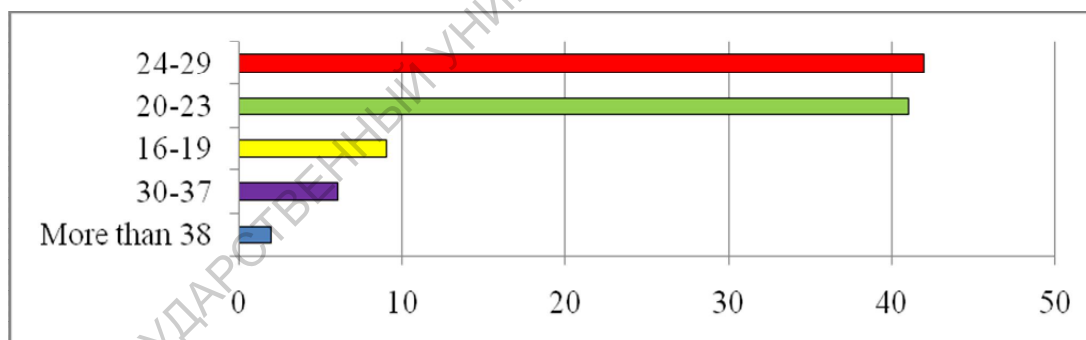


Diagram 2. The players' age

Young people aged 20 to 29 are the main consumers of quest rooms' services because the players have outgrown that time when they were interested only in computer quests. For example, there was one young man aged 11 in the one of Saratov's quest. He was bored and not interested. Therefore, we can say that quest-room is an entertainment for older people. On the other hand, there was a man aged 43 in the other quest. He was doing the tasks without any problems but was nervous when something did not work. Therefore, we can say that quest-room is an entertainment for patient people.

There is the calculation of the organization of one horror-quest in Saratov. There are the costs for opening a quest-room in the Table 1.

Table 1. The costs required by the organization to open the quest-room in Saratov

The opening	The price	Month 2	Month 3	Month 4	Month 5
A rent	40 000,00 □	40 000,00 □	40 000,00 □	40 000,00 □	40 000,00 □
A registration	6 500,00 □	- □	- □	- □	- □
An equipment (cameras, radios, locks, etc)	53 940,00 □	- □	- □	- □	- □
The taxation	25 000,00 □	15 000,00 □	15 000,00 □	15 000,00 □	15 000,00 □
The utility costs	15 000,00 □	15 000,00 □	15 000,00 □	15 000,00 □	15 000,00 □
The permission of the fire inspection	26 000,00 □	- □	- □	- □	- □
Total (446 140,00 □)	166 440,00 □	70 000,00 □	70 000,00 □	70 000,00 □	70 000,00 □

The one-time costs are rent, registration, equipment and permission of the fire inspection. The other costs are monthly. So we need 446 140,00 rubles to open quest-rooms in Saratov.

Then we will calculate the demand to play in the new quest-room. The cost of the game is 3000 rubles (2500 rubles for teams with the discount card) for one team. It is important that there are more teams at weekends than on workdays. This difference is presented in the diagram 3.

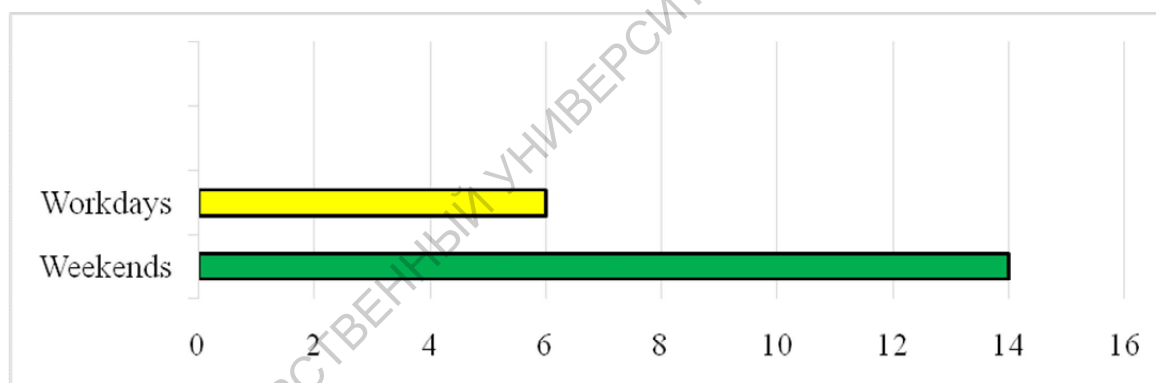


Diagram 3. The frequency of visits of one quest-room of Saratov

In conclusion, we would like to note that quest, as the kind of entertainment service, is an innovation but every month it attracts more fans. Today it is a peak of popularity of the quest-projects. When we visited the website with Saratov's quest, we saw that 3-5 quests are opening every day. Quest-projects in «rooms» are not developed completely, so this kind of business has a chance to be successful.

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