

2023 год педагога и наставника

**Актуальные проблемы
профессиональной сферы в современном мире**

МАТЕРИАЛЫ

X международной научно-практической конференции
молодых ученых на иностранных языках

16 марта 2023 года

Часть I

Министерство просвещения Российской Федерации
федеральное государственное бюджетное
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Н. Н. Сергеевой

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Абрамова С.В.

Екатеринбург, Россия
**ОБУЧЕНИЕ ИНТЕРНЕТ-
ОБЩЕНИЮ НА АНГЛИЙСКОМ
ЯЗЫКЕ СТУДЕНТОВ
КОЛЛЕДЖЕЙ И УЧАЩИХСЯ
СТАРШИХ КЛАССОВ**

Аннотация. В статье рассматривается понятие Интернет-коммуникация, которая на сегодняшний день является основным средством взаимодействия подростков. Изучается вопрос обучения Интернет-общению студентов неязыковых колледжей, а также учащихся старших классов общеобразовательных школ. Исследуются особенности англоязычной Интернет-коммуникации на молодежных сайтах и форумах.

Ключевые слова: интернет-коммуникация; интернет-технологии; интернет-общение; интернет-сайты; английский язык; методика преподавания английского языка; студенты; старшеклассники; колледжи; общеобразовательные учебные заведения

Сведения об авторе: Абрамова Светлана Владимировна, аспирант.

Место учебы: Уральский государственный педагогический университет.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: abramovasvetlana1408@mail.ru

Код ВАК 5.8.2

Abramova S.V.

Ekaterinburg, Russia
**TEACHING INTERNET
COMMUNICATION
IN ENGLISH TO COLLEGE
STUDENTS AND HIGH
SCHOOL STUDENTS**

Abstract. The article discusses the concept of Internet communication, which today is the main type of interaction of adolescents. The issue of teaching Internet communication to students of non-linguistic colleges, as well as high school students of secondary schools, is being studied. The features of English-language Internet communication on youth websites and forums are investigated.

Keywords: Internet communication; Internet technologies; Internet communication; internet sites; English language; methods of teaching English; students; high school students; colleges; general educational institutions

About the author: Abramova Svetlana Vladimirovna, Postgraduate Student.

Place of study: Ural State Pedagogical University.

It is impossible to deny the fact that today the Internet, even with all the sanctions and restrictions, remains the main channel of interaction for most people, especially for university students, college students and secondary school students.

An English teacher cannot teach only a “book” language without taking into account live communication with its peculiarities in the lexical and grammatical spheres.

The “book” language, especially a foreign one, is very different from its “live” counterpart, since many lexical units, phrases, phrasal verbs, idioms and other language elements in the textbook do not always correspond to the actual ones that native speakers use in their everyday communication at the present time.

According to O. Y. Usacheva, **Internet communication** is “communication in a special (global electronic) environment that arose as a result of combining personal computers into a single network and providing high-speed information flows” [2].

Any language has certain features that appear in written or oral speech. Since Internet communication can be in written and oral form and it is a special type of communication, that is different from face-to-face communication, it has a number of **features**, among which the following can be distinguished: grammatical, lexical as well as nonverbal features [1].

We analyzed several popular youth social networks and forums and came to the conclusion that Internet communication has its own **lexical features**:

- abundance of neologisms (for example, “flu hunter” – a scientist who looks for new strains of flu so that an effective vaccine can be developed; “dark store” – a large shop that is not open to the public but is used to process online orders; “treat brain” – a state of mind where someone constantly wants to buy things because doing so makes them feel good etc.);

- the use of obscene vocabulary;

- abundance of colloquial vocabulary (for example, “fancy” – a soft desire for something, including people, food and/or objects, activities, things; “nuts” – crazy in a good or bad sense; “score” – 20, often 20 GBP (Great British Pound) etc.);

- the use of words formed by blending two other words, the so-called “blends” (for example, “vertiport” – “vertical” + “airport”, a place where an aircraft such as a drone or a helicopter can take off and land vertically, “proplifting” – “propagating” + “shoplifting”, the activity of picking up stems and roots that are lying on the floor of a plant shop, garden centre etc. and taking them home to try to grow them into new plants; “stresslaxation” – “stress” + “relaxation”, a feeling of stress that you experience when you try to relax etc.);

– a large number of acronyms that allow you to write a word or a whole phrase faster and shorter (for example, “FOMO” – fear of missing out, “JOMO” – joy of missing out, “WFC” – working from cafes etc.);

– incorrect spelling of words (for example, “realy” instead of “really”, “conciuous” instead of “conscious”, “basicly” instead of “basically” etc.);

– the use of abbreviations, which is typical for the informal style of language, which is dominant in Internet communication (for example, “exam” – examination, “RSVP” – please reply, “ad” – advertisement etc.).

The textbook considers partly or does not consider at all the lexical features of the English language, which were listed above. Thus, when faced with real communication on the Internet, the student may experience some difficulties in understanding a particular statement. Online translators do not always help in solving this problem because most words in English are polysemantic and the learner simply cannot independently choose the translation he/she needs in the list. The translation of a whole phrase in the same online translators is also not always successful because, for example, the translation of neologisms, blends, abbreviations or acronyms appears in the online dictionary database much later than it comes into common use among native speakers. That is why a teacher of any foreign language needs to teach his students a “living” language, with modern, up-to-date vocabulary [3].

Internet communication also has its own **grammatical** features:

– simple sentences (for example, “It was great” etc.);

– elliptical (incomplete) sentences in which the predicate or the subject is missed (for example, “love it” instead of “I love it” etc.);

– parallel structure, i.e. similarity of parts of the sentence, word order in a sentence, etc. (for example, “I like walking with my friends. I like listening to music” etc.);

– inversion, i.e. an indirect word order in a sentence (for example, for example, “Little did he know!” etc.);

– violation in the use of tenses (for example, “She does her tasks now” instead of “She’s doing her tasks now” etc.);

– solecism, i.e. an ungrammatical combination of words in a sentence (for example, “between you and I” etc.);

– lack of subject, auxiliary verbs or articles (for example, “I not want” etc.).

Grammatical features of Internet communication do not always interfere with the understanding of the message text as a whole, but nevertheless make it difficult for students to perceive it [4].

Among the **nonverbal** features of Internet communication, the following can be distinguished:

- using a large number of emojis;
- using an exclamation mark to enhance the emotional coloring of the sentence. Moreover, the more exclamation marks – the more emotionally colored the sentence (for example, “I hate it!!!!!!!!!!!!!!!!!!!!” etc.);
- using punctuation marks for emojis (for example, “^_^” etc.).

Nonverbal features of Internet communication in English are similar to the Russian language, so their understanding, in our opinion, should not cause any difficulties for students.

Thus, teaching English to students of non-linguistic specialties and high school students should take into account the peculiarities of the modern “living” language. In real life, in Internet communication, which a modern young person uses every day, students will encounter a completely different language if the teacher uses only school textbooks in teaching. The teacher needs to take into account the linguistic (lexical and grammatical) features of modern English in his/her work.

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Азмиева Н.А.

Екатеринбург, Россия
**ДЕТИ С ТЯЖЕЛЫМИ НАРУ-
ШЕНИЯМИ РАЗВИТИЯ
В ОБРАЗОВАТЕЛЬНОМ
ПРОСТРАНСТВЕ**

Научный руководитель:

Алмазова О.В.

Аннотация. Статья посвящена проблеме включения детей с тяжелыми множественными нарушениями развития (ТМНР) в образовательное пространство. Анализируется определение и содержания понятия «тяжелые множественные нарушения развития», проводится сравнение схожих терминов и понятий (сложный дефект, сложное нарушение, сочетанное нарушение, комплексное нарушение, множественное нарушение). Описаны особенности психофизического развития детей с тяжелыми множественными нарушениями развития, специфика их особых образовательных потребностей.

Ключевые слова: дети с тяжелыми множественными нарушениями развития; тяжелые множественные нарушения развития; умственная отсталость; интеллектуальные нарушения; нарушения интеллекта; умственно отсталые дети; особые образовательные условия; особые образовательные потребности; специальные индивидуальные программы развития; индивидуальные учебные планы; инклюзивное образование; понятийный аппарат

Сведения об авторе: Азмиева Наталья Александровна, аспирант.

Место учебы: Уральский государственный педагогический университет.

Azmieva N.A.

Ekaterinburg, Russia
**CHILDREN WITH DEVELOP-
MENTAL DISABILITIES IN THE
EDUCATIONAL SPACE**

Professor: Almazova O.V.

Abstract. The article is devoted to the problem of inclusion of children with severe multiple developmental disorders (TMD) in the educational space. The definition and content of the concept of “severe multiple developmental disorders” is analyzed, a comparison of similar terms and concepts (complex defect, complex violation, combined violation, complex violation, multiple violation) is carried out. The features of the psychophysical development of children with severe multiple developmental disorders, the specifics of their special educational needs are described.

Keywords: children with severe multiple developmental disorders; severe multiple developmental disorders; mental retardation; intellectual impairment; intellectual disorders; mentally retarded children; special educational conditions; special educational needs; special individual development programs; individual study plans; inclusive education; conceptual apparatus

About the author: Natalia Alexandrovna Azmieva, Postgraduate Student.

Place of study: Ural State Pedagogical University.

Алмазова Ольга Владимировна, Almazova Olga Vladimirovna, Candidate of Pedagogy, Professor, Head of the Department of Special Pedagogy and Psychology
кандидат педагогических наук, профессор, заведующий кафедрой специальной педагогики и психологии
Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26, к. 387; e-mail: malyffochka@yandex.ru

A child with special needs is primarily a child. People often look away when they see a disabled child, parents forbid playing and being friends with such a child, most try to step aside if they see an attack in a child with developmental disabilities. All this comes from the fact that people are simply afraid of such children, they do not know how to behave correctly with them. The acceptance of the integration of the population by each person is a long process of educating the whole society. This is the cultivation from early childhood of a new generation (perhaps not one), for whom integration will become part of the worldview. The key point in this case should be the conviction that children with special needs do not adapt to the rules and conditions of society, but are included in its life on their own terms, which society accepts and takes into account.

The causes of such severe disorders may be hereditary syndromes suggesting severe intellectual disability complicated by sensory and motor disorders; the consequences of intrauterine diseases leading to a complex of severe disorders in the child; the results of premature birth for unknown reasons; the consequences of diseases or injuries after birth. A. M. Tsarev draws attention to the fact that severe multiple developmental disorders are a set of psychophysical disorders, usually caused by organic damage to the central nervous system and having a high degree of severity (primarily, a high degree of intellectual defect) [8]. Another definition relating to the term “severe multiple developmental disorders” is given by I. L. Ryazanova, referring to foreign authors: “TMNR (severe and multiple learning disabilities) is defined as a complex syndrome, an obligatory part of which is severe or profound mental retardation, combined with blindness or low vision, severe behavior disorder, deafness or hearing loss, musculoskeletal disorders or somatic disorders in various combinations...” [7]. The study of special literature on this problem shows that a number of authors use the concepts of “complex violation”, “multiple violation”, “complex violation” as interchangeable. At the same time, it should be noted that at present there is a pronounced tendency to replace the above concepts with the term “severe multiple developmental disorders”.

Children with severe multiple developmental disabilities occupy a special place among children with disabilities. They are a heterogeneous

group. As a rule, these are children with severe intellectual disabilities: moderate, severe, deep mental retardation. Mental and intellectual underdevelopment are combined with other systemic or local disorders. These are disorders of the musculoskeletal system, vision, hearing, emotional and volitional sphere. Severe multiple developmental disorders are not just the sum of two or more developmental disorders, but a qualitatively new defect structure that differs from the structure of each disorder included in the complex of severe multiple developmental disorders. The peculiarities and peculiarities of the psychophysical development of children with moderate, severe, profound mental retardation, with severe multiple developmental disorders, determine the specifics of their educational needs. This category of children is characterized not only by a significant underdevelopment of mental activity, which does not allow them to master subject-specific educational knowledge, but also by violations of basic mental functions: attention, memory, perception, thinking. Children with severe multiple developmental disorders have a peculiar development of all structural components of speech, up to its complete absence. In the latter case, children are taught the use of non-verbal communication, alternative or additional communication. Attention is extremely unproductive, unstable. Children are quickly distracted, restless. The weakness of active voluntary attention prevents the solution of even simple tasks of cognitive content associated with the formation of educational actions. Purposeful and prolonged correctional work gives certain results in the delayed future, especially positive dynamics is noticeable with moderate underdevelopment of mental activity. Psychophysical underdevelopment is characterized by impaired coordination, accuracy, pace of movements, which complicates the formation and development of not only precise and subtle movements, fine motor skills, but also simple physical and labor actions. This category of children has a slow pace, inconsistency, awkwardness of movements or increased excitability, chaotic non-directional activity, disinhibition. Mastering skills that require more subtle and differentiable movements, for example, holding a pencil, pen, lacing, buttoning, grabbing a spoon, causes significant difficulties in children with severe multiple developmental disorders. Some children with severe multiple developmental disorders are completely dependent on the help of others during hygiene procedures, dressing, undressing, feeding. Age norms are not applicable to children with severe multiple developmental disorders. The cause of combined disorders is an organic lesion of the central nervous system, as well as sensory functions, communication and movement. All this creates difficulties in social adaptation, development of independ-

ent life activity of the child. The dynamics of the development of children in this group is determined by a number of factors: etiology, pathogenesis of disorders, the time of occurrence and timing of detection of deviations, the nature and severity of each of the primary disorders, the specifics of their combination, as well as the timing of the onset, volume and quality of correctional care provided. Due to pronounced disorders of cognitive processes and higher mental functions, approaches to correction that require the formation of abstract logical thinking will be unproductive. In this regard, it becomes impossible to assimilate the “academic” component of educational programs. The motivational sphere of children of this category is not developed, the interest in activities is unstable and short-term, which complicates the educational process.

The special educational needs of children with severe multiple developmental disorders require the creation of a special individual development program (SIPR) for them [7]. The result of mastering such a program by a student is the acquisition of various life and social competencies that allow him to become as independent and independent as possible in solving everyday tasks, to join social life at a level accessible to him. The program is implemented in stages, as the child's capabilities expand. Also, an individual curriculum is being developed for this category of children, in which subject areas and remedial classes are prescribed in accordance with the capabilities and needs of each student with severe multiple developmental disabilities. Conventionally, such children can be divided into three groups, according to their characteristic features.

The first group includes children who have no pronounced disorders of movement and motor skills, movement is completely independent. The deficit of motor function is expressed in a slow pace, inconsistency and insufficient coordination of movements. Children may have stereotypes, destructive behavior, impaired communication and social interaction. Children of this group have moderate mental retardation. Children have elementary speech: they understand speech at the everyday level, answer simple questions. For children of this group, the individual curriculum includes basic academic subjects and remedial classes. The second group of children is characterized by a more pronounced violation of intelligence, behavior. It is difficult for children to provoke a response to the actions of an adult, there is no interest in activity, they often do not respond to verbal instructions in any way, show aggression, demonstrate destructive behavior. For these children, the individual curriculum includes mainly remedial classes in various areas: motor and motor development, sensory development [1], subject-practical activities. If the child

is able to master the methods of alternative communication, then this direction of study is also included. Children belonging to the third group have complex forms of cerebral palsy, as well as the specifics of development associated with genetic syndromes. They are completely dependent on the help of an adult, they cannot move independently, drive a wheelchair, or serve themselves. Most of these children cannot hold their bodies in a sitting position on their own. Organic damage to the speech apparatus and the inability to master speech significantly complicate the process of their communication with the social environment, even within the family. In this case, the individual curriculum includes remedial classes that correspond to the capabilities and needs of a particular child (motor and motor development, sensory development, self-service methods, the development of elementary subject-practical activities, etc.). When drawing up an individual curriculum of a student, it is necessary to determine his level of formation and accessibility of activities. The purpose of educational activity in the implementation of an individual curriculum is the transition from the level achieved by the child to what has yet to be mastered. At the moment, the problem of evaluating the learning outcomes of children with severe multiple developmental disorders remains the most difficult.

When interacting with a child with severe multiple developmental disorders, it is important to take into account their capabilities, give them time to use them, and also help in expanding their boundaries. Consideration of the individual characteristics of the child should be reflected at all stages of psychological and pedagogical assistance. For successful development, such children must acquire social experience. The actions of all people involved in working with the child must be coordinated. It is necessary to form a team of specialists taking into account the actual needs of the child, discuss these actions with all team members, jointly determine further goals of correctional and developmental work. A certain experience of individual support has already been accumulated, which shows a significant improvement in their condition under conditions of attentive attitude to their peculiarities and mandatory respect for their feelings.

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Архипова А.П.

Екатеринбург, Россия

**К ВОПРОСУ О ИСТОРИИ
ВОЗНИКНОВЕНИЯ ЭМОЦИЙ****Научный руководитель:****Васягина Н.Н.**

Аннотация. В данной статье рассматривается «возникновение эмоций» с философской стороны. Времена Аристотеля, Платона, Полибий, Фукидида эмоции проходили различные этапы и играли для истории важную роль. В наше время «эмоции» посвящается множество трудов, проводятся многочисленные конференции.

Ключевые слова: эмоции; средневековье; античный период; гнев; страхи; разум; чувства; эмоциональные состояния

Arkhipova A.P.

Ekaterinburg, Russia

**TO THE QUESTION OF THE
HISTORY OF THE ORIGIN
OF EMOTIONS****Professor: Vasyagina N. N.**

Abstract. This article examines the “emergence of emotion” from a philosophical perspective. The times of Aristotle, Plato, Polybius, Thucydides emotions went through different stages and played an important role for history. Nowadays, many works are devoted to “emotion” and numerous conferences are held.

Keywords: emotions; Middle Ages; antique period; anger; fears; intelligence; feelings; emotional states

Сведения об авторе: Архипова Алена Петровна, аспирант.

Место учебы: Уральский государственный педагогический университет.

Васягина Наталья Николаевна, доктор психологических наук, профессор, заведующий кафедрой психологии образования

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26, к. 387; e-mail: alena.petrovna3654@gmail.com

About the author: Alena Petrovna Arkhipova, Postgraduate Student.

Place of study: Ural State Pedagogical University.

Vasyagina Natalya Nikolaevna, Doctor of Psychology, Professor, Head of the Department of Educational Psychology

It is impossible to talk about “emotional intelligence” without knowing the history of emotions. If we turn to a psychological dictionary, we see the following definition: “Emotions (from Latin *emovere* – to excite, worry) are a special kind of human mental processes or states related to instincts, needs, motives and reflecting in the form of direct experience (satisfaction, joy, fear, etc.) the significance of phenomena and situations acting on an individual for the implementation of his life activity. And, indeed, the child comes into this world immediately manifests his or her emotions. Recently I had to get acquainted with the work “Expression of emotions” by Darwin (1872) where he described the first observations of

his four-month-old son's experience of anger. Of course, anger should not be categorized as an exclusively positive emotion or an exclusively negative emotion. Anger is more about pain and the expectation of sweet revenge. One of the first extant definitions of emotion was given by Aristotle (384–322 B.C.). Aristotle viewed anger as a temporal dimension – anger passes, whereas hatred is infinite in time. And of course, revenge is sweet, the expectation of sweet revenge is imaginary; here expectation flourishes in the realm of fantasy.

Studying the literature, I encountered that Aristotle associated many feelings with the world of fantasy, thus preparing the ground for further reflections on ethics and feelings. Aristotle believed that feelings unrelated to reality, that is, pure products of fantasy, are weaker than feelings related to the real world [1].

Later, however, in the writings of the philosophy of Plato (424/423 – 348/347 B.C.) and his disciple Aristotle, feelings came to be seen as a state, as a source that is in man himself.

One cannot help noting that, emotions, as Aristotle understood them, can be changed not only in oneself, but also in others, especially younger people. And young people, as the philosopher believed, need a school of the senses, which would help to memorize correct judgments and turn them into a habit [5].

Another point of view, in my opinion interesting, is that of the historian Thucydides (454 – c. 399 B.C.), where he described emotions as the main driving force behind people's actions in the past. In his works, he wrote that it was anger, fear, and some other strong emotions that made Athenians and Spartans go to war with each other in 431–404 B.C., and out of fear of the growing power of Athenians, Spartans broke the peace and started the war, and Corinthians acted “out of hatred towards Cercirians” [2].

Turning to the works of Polybius (c. 200 – c. 120 B.C.) we see that emotions were becoming a factor that determined decision-making. Especially the feelings of kings had many implications – “Personal feelings in kings turn into history”, Polybius thought hard to get at, and many times he wondered, “How could the monarchy descend into tyranny?” And when it comes to collective subjects like the “Roman Senate” or the “Carthaginians”, it turns out that their actions were driven by emotion, and it was easier for the historian to see because they were not dependent on one individual subject, the king. Thus, two ancient historians, considering the power of feeling as the main driving force, drew the first history of emotion in the ancient world.

Turning to the Middle Ages, we would like to note that judgments about emotion have not been sufficiently studied, much better is the case with the ancient period; moreover, the ancient reflection about emotion has not influenced subsequent eras. And here we can find something really new, appearing only in the work of René Descartes (1596–1650). Descartes is considered the most influential philosopher of the New Age, as well as the founder of all dualisms – and above all, soul-body dualism as well as the mind vs. feeling opposition. However, what was new and unheard of about Descartes – let us say, when he declared in *The Passion of the Soul* that he was going to study emotions “not as a speaker or as a moral philosopher, but as a physicist” (en physician) and separate them from the soul in order to study them, like all living organisms (except the human soul), as mechanisms [1].

Turning to history – with whom the history of emotion began – we can safely single out one person: it was Lucien Fevre (1878–1956). In 1941, Fevre published his paper *Sensibility and History: Approaches to the Emotional Life of Past Epochs*, which was an appeal to his colleagues to put emotion at the center of historical research and to overcome the shy detachment from psychology in the study of feelings in the past. His article was a call to study the history of emotion in spite of all the objections of critics. And to all those who said that such a history had no right to exist, Fevre replied that they were writing their history with emotion in mind anyway, only doing so unknowingly and anachronistically, imposing on past eras modern notions of feeling and not thinking that concepts of emotion might have changed over the centuries. Fevre was the first to define the contours of those fields of inquiry whose development constituted a significant portion of emotion later on.

When we study the literature on the history of emotions, starting from the ancient world, we can see how many works have been written and devoted to this question. Even nowadays the history of emotions is booming, as evidenced by the conferences that are taking place all over the world and the research groups that are working on three continents: America, Australia, and Europe. The everyday topic of emotion is now present everywhere.

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Беляева А.А., Ярина Е.Г.

Екатеринбург, Россия

ПРОБЛЕМЫ ПУНКТУАЦИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. Статья посвящена проблеме недостаточного внимания к изучению пунктуации английского языка в школах и высших учебных заведениях.

Ключевые слова: пунктуация; знаки препинания; правила правописания; английский язык; методика преподавания английского языка; школьники; студенты

Сведения об авторах: Беляева А. А., учащаяся.

Ярина Екатерина Геннадьевна, магистр педагогических наук, заведующая кафедрой иностранных языков.

Место учебы и работы: Специализированный учебно-научный центр Уральского федерального университета.

Контактная информация: 620137, г. Екатеринбург, ул. Данилы Зверева, 30; e-mail: 2520769@gmail.com

Код ВАК 5.9.6

Beliaeva A.A., Yarina E.G.

Ekaterinburg, Russia

PROBLEMS OF MODERN ENGLISH PUNCTUATION

Abstract. The article is devoted to the problem of insufficient attention to the study of English punctuation at schools and higher educational institutions.

Keywords: punctuation; punctuation marks; spelling rules; English language; methods of teaching English; pupils; students

About the authors: Beliaeva A. A., Student.

Yarina Ekaterina Gennadyevna, Master of Pedagogy, Head of the Department of Foreign Languages.

Place of study and work: Specialized Educational Scientific Center of Ural Federal University.

English is one of the most popular and high demanded languages in the world because more than 60 countries speak it. Also, English is one of the UN's official languages. Many people choose it as a foreign language because of its simplicity and laconism. Moreover, students start learning English since primary school. Unfortunately, education system focuses on studying grammar and vocabulary, considering these sections more important, and forget about punctuation. That is why some people are unaware about its existence.

The punctuation problem worried and still worries people who study English, in particular, school and university students. Because, as it was said earlier, English study program do not focus on the learning of the placement of commas and other punctuation marks. This article aims at distribution and solving this problem by analyzing and distributing the rules of punctuation, which will help all those interested in in-depth study of English.

The statement of some basic punctuation marks (such as question mark or full point) are clear for most English learners, because their native language has the similar rules for their application. However, the rules for setting other, more complex punctuation marks, such as commas and colons, are not always clear and logical for foreigners. The situation is also aggravated by some punctuational differences in the British and American versions of the language.

The following are the most common and, at the same time, non-obvious rules for setting various punctuation marks.

Comma

1. To set off introductory elements. “Accordingly, I believe it is right and proper to make an apology to you on behalf of the government” (BBC News).

2. To connect two independent clauses. “It might have been worse, but Amy considered it bad” (“Little women and good wives” L. M. Alcott).

3. To isolate information if it is not essential and can be omitted. “Amy felt anxious, as well she might, for when Jo turned freakish there was no knowing where she would stop” (“Little women and good wives” L. M. Alcott).

4. After the subordinate clauses, facing the main sentence. “If parents favour one of their adult children by giving them more money than the others, it can create emotional havoc in the whole family” (The Guardian).

Question mark

1. Question mark is put in rhetorical question¹. “Marriage is a wonderful institution, but who would what to live in an institution?” (H. L. Mencken)

2. In dialogues after affirmative sentences to show uncertainty. “You don’t mean that, I am sure?” (C. Dickens, “A Christmas Carol”)

Exclamation mark

1. After the appeal, separated from the subsequent sentence by a pause. “...and Tom! – where’s Tom? Tom, you come here...” (Jerome K. Jerome, “Three men in a Boat”)

2. After an interjection, if a pause is implied after it. “...but in the night, when out Mother Earth has gone to sleep, and left us waking, oh!” (Jerome K. Jerome “Three Men in a Boat”)

¹ It is important to pay attention to the fact that after rhetorical questions, a full stop or an exclamation mark can be put. The statement of the sign depends on the emotional coloring of the sentence.

3. In order to make the phrase expressiveness or enhance the drama. “They upset salt over everything, and as for the butter!” (Jerome K. Jerome “Three Men in a Boat”)

Colon

1. After the generalizing word before the same-native members. “That hasn’t stopped them pledging a great deal: Ukip’s manifesto for the local elections centres om immigration, foreign aid and the EU...” (The Guardian).

2. After the author’s words before the quote (mainly the British version of punctuation marks). If you had watched her, her hymn book dropped to her side, her glance directed straight before her into space, you would have said: “Well, here is one who, whatever her defects, probably does what she believes as nearly as possible” (“An American Tragedy” T. Dreiser).

Semicolon

1. A semicolon is used in enumerations when the enumerated elements have a complex structure. “They had decided to fight back: peacefully if we may, said Dr King; liolently if we must, replied Stokely Carmichael and Malcolm X.” (The Guardian).

2. Separate participial construction and construction with gerund. “It’s time to consider the possibility that the system is part of the problem, dragging down standards rather raising them” (The Guardian).

3. A semicolon can be placed between sentences connected by a union. “I wanted the violet silk; but there isn’t time to make it over” (“Little women and good wives» L. M. Alcott).

To conclude, it is important to note that the presented rules for setting punctuation marks are only a small part of the entire punctuation of the English language. The purpose of this article – to highlight issues related with punctuation by demonstrating them with an example – was successfully achieved and, hopefully, it became a start for further research in this area.

*Бородина Е.М.**Borodina E.M.*

Екатеринбург, Россия

Ekaterinburg, Russia

ПРАВОВАЯ КУЛЬТУРА ЛИЧНОСТИ В СИСТЕМЕ ОБЩЕГО ОБРАЗОВАНИЯ**LEGAL CULTURE OF THE INDIVIDUAL IN THE GENERAL EDUCATION SYSTEM****Научный руководитель:****Сергеева Н.Н.****Professor: Sergeeva N.N.**

Аннотация. В статье рассматривается проблема развития и формирования правовой культуры личности на каждом уровне общего образования в Российской Федерации

Abstract. The article explore the problem of the development and formation of the legal culture of the personality at each level of general education in the Russian Federation.

Ключевые слова: правовая культура; дошкольники; школьники; правовое образование; методика преподавания права; правосознание

Keywords: legal culture; preschoolers; pupils; legal education; methods of teaching law; sense of justice

Сведения об авторе: Бородина Екатерина Михайловна, аспирант кафедры педагогики и педагогической компаративистики.

About the author: Borodina Ekaterina Mikhailovna, Postgraduate Student of the Department of Pedagogy and Pedagogical Comparative Studies.

Место учебы: Уральский государственный педагогический университет.

Place of study: Ural State Pedagogical University.

Сергеева Наталья Николаевна, доктор педагогических наук, профессор кафедры профессионально-ориентированного языкового образования.

Sergeyeva Natalia Nikolaevna, Doctor of Pedagogy, Professor of the Department of Professionally-Oriented Language Education.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26, к. 387; e-mail: Kate1302112008@yandex.ru

Legal culture is an integral part of the life of each of us. At birth, a child is endowed with legal capacity, at the age of fourteen, partial capacity, and upon reaching eighteen, full capacity. Tracing an individual's varying rights and duties throughout his life, we can conclude that every person, regardless of his desire, is constantly in the legal "framework" that regulates every sphere of public life. In this regard, being a direct participant in the system of law, a person needs to know, be able to use, and put into practice his rights and obligations.

Legal culture is one of the constituent elements of the general culture of a person and society as a whole. The term "culture" has many definitions. For instance, in Ozhegov's dictionary we find the following definition: culture as a set of social and spiritual values of a person; culture as a

high level of possession of something, akin to mastery. We are closer to the second meaning of the term “culture” [4]. Accordingly, the term “legal culture” means the quality of the legal life of society, and the degree to which the state and society guarantee human rights and freedoms, as well as knowledge, understanding and observance of the law by every member of society.

Legal culture, like any culture, is a dynamic and self-developing system, which is why the rules of law change along with society, and its views on certain problems. Of course, there is also an opposite opinion, according to which the legal culture is static, since the culture of law exists within the framework of specific legislation, which means that the system cannot “go beyond what is permitted”.

Legal culture, like any culture, originates in the primary institution of socialization – in the family – and continues to develop throughout life, including through the education system.

So, at the stage of preschool education, the main task of the Federal State Educational Standard for Preschool Education (approved by order of the Ministry of Education and Science of the Russian Federation dated October 17, 2013 № 1155), is to shape children self-respect and respect for the members of society around them, and to learn to communicate with peers and elders [3]. At this age, students learn the basics of tolerance, learn to be responsible citizens, and to respect other people’s rights.

As part of school education, students receive interdisciplinary training and acquire legal competency in the following subjects: world affairs, history, social science, law and others.

We consider it necessary to focus on the interdependence and multidimensionality of legal culture at the individual and social levels. In particular, we proceed from an understanding of the concept of “legal culture” as a three-tiered structure: everyday, professional and theoretical [1].

The everyday level of legal culture is achieved from the non-systematic assimilation of legal knowledge from various information sources. It does not provide for practical legal experience or professional legal training. It is inherent in the general population, and most importantly, its content is a blend of traditional values, legal stereotypes, attitudes, customs and habits. This “everyday” level stems from one’s own life experience and empirical knowledge about the current law and other legal phenomena [2].

The professional level of legal culture is based on the legal knowledge and skills acquired through specialized legal education.

The theoretical level is acquired through a scientific comprehension of legal issues. As a rule, this group includes lawyers- scientists, and teachers of higher educational institutions. This level of legal culture is inherent in the theoretical level of legal consciousness.

Legal culture can be expressed in the following:

- The level of development of legal activities, legal acts and state regulatory documents.
- The degree to which the state guarantee the freedoms and rights of man and citizen.
- An individual's level of legal consciousness, namely, in his knowledge of the legal foundations, respect for the law, and the law itself, and conscious observance of the rule of law, understanding of legal responsibility, knowledge of one's rights and obligations, and a firm approach to offenses.

The concept of legal culture includes many elements: ideas, traditions, norms, ideas and beliefs, a certain level of legal thinking and perception of legal reality, the population's awareness about the law, a high level of respect for the rule of law, a qualitative process of making laws and implementing them, the work of law-enforcement agencies, the system of legislation and judicial practice.

The role of legal culture in the life of society is as follows:

1. Legal culture is a distinct part of a person's harmonious development, through which general social progress is achieved. It is associated both with the creation of legal values that enrich the individual, and with the provision of the necessary legal conditions for a society's calm and orderly development.

2. Legal culture is a concentration of acquired human legal values: legal norms, monuments of law, ways of resolving conflicts, various precedents, etc.

An individual's legal culture is comprised of the following: legal awareness, law, legal relations, law and order, lawful activity of the subject, state legal institutions, legal science, legal acts.

Legal consciousness is a particular form of public consciousness, a system of legal views, theories, ideas, beliefs, assessments, moods and feelings, which express the attitude of individuals, social groups, and society as a whole to the existing and desired law, to legal phenomena, to the behavior of people in the field of law. In short, it can be defined as the way in which people subjectively perceive legal phenomena.

It is believed that legal consciousness consists of two elements: legal psychology and legal ideology. The first is the experience that a citizen

experiences in relation to the law. The second is expressed in the scientific expression of legal views, principles, societal requirements and individual social groups.

Thus, a high level of legal culture goes hand-in-hand with a rule-of-law state. This is one of the reasons why it is so vital to engage in the process of forming a legal culture as early as possible. Raising the level of legal culture of minors is imperative, since it is at this age that adolescents are very interested in legal issues.

Legal education is a process of assimilation by students of specialized knowledge (legal, political science, economics, etc.), the acquisition of crucial skills – critical thinking, the ability to cooperate and analyze – and of values – respect for human rights, tolerance, compromise, dignity, civic consciousness – necessary for the assimilation of positive social experience, and the development of basic social competencies.

Legal education can be divided into legal education and legal training. Legal education is a purposeful, planned and organized process of training and professional development in the legal field. Legal education involves the transmission of moral and legal ideals, values, and experience of lawful behavior in order to form and develop an individual's legal activity. It is important to note that rigorous legal education and training are indispensable if a society hopes to produce legally literate citizens. Society, as a whole, should be interested in educating a cultured and knowledgeable citizen who would be able to defend his rights, and observe his duties. This means respecting public safety, being a law-abiding citizen, and not interfering with the state's natural development.

Today, pedagogical experience demonstrates the great need to stabilize the legal education of schoolchildren, with the aim being to bring about a democratic legal culture. It is important for teachers to ensure that students have a solid grounding in moral and legal values and principles, and to instill in the young generation a respect for legal literacy – and the law itself [5].

To achieve this goal, it is necessary to create conditions for young people's active participation in the educational process. Accordingly, legal education and training should be designed in such a way that the transmitted legal knowledge provides a foundation for the individual's values. Moreover, the legal knowledge gained by the student as a result of interaction with the teaching staff should lay the groundwork for the student's life-long legal habits and professional methods.

In the modern school, the passive mode of learning gives way to active methods. The latter represent a democratic form of interaction between the

student and the teacher, in which the role of the student segues from that of passive listener, to active participant in the educational process.

To form the legal culture of a student, the teacher is recommended to use innovative teaching technologies:

- Interactive technologies (work in pairs, groups, one-on-one conversation with the teacher and peers).

- Game technologies (games: role-playing, business, didactic, educational, etc.).

- Problem-based learning technology (“heuristic” learning – the acquisition of knowledge, skills and abilities, the development of methods of independent activity and of cognitive and creative abilities).

- Technology of advanced learning.

- Technology for the development of critical thinking [2].

Many of the listed technologies are aimed at getting a student more actively engaged, awakening the student’s internal dialogue, and ensuring a better understanding of the information being taught. They also seek to individualize the teaching process, and make the child feel that he is the subject of learning, while also ensuring that students communicate with one another as a critical part of the learning process.

The crisis of modern legal consciousness is largely a product of the low level of legal culture. It can be remedied with carefully thought-out legal propaganda in the media, wide access to the legal framework, and the development and implementation of more effective ways of involving citizens in law making and law-enforcement activities. To disseminate knowledge about law and order, the state must use all the means at its disposal: literature, art, school, press, and mass media.

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Горева М.В., Ярина Е.Г.

Екатеринбург, Россия

**РАЗРАБОТКА И СОЗДАНИЕ
МОЕГО СОБСТВЕННОГО
ТАРТАНА**

Аннотация. Работа посвящена изучению истории тартана и созданию собственного на основе полученных знаний.

Ключевые слова: тартан; история тартана; орнамент; дизайн; Шотландия; цвета

Сведения об авторах: Горева Мария Владимировна, ученица 10 «А» класса.

Ярина Екатерина Геннадьевна, магистр педагогических наук, заведующая кафедрой иностранных языков.

Место учебы и работы: Специализированный учебно-научный центр Уральского федерального университета.

Контактная информация: 620137, г. Екатеринбург, ул. Данилы Зверева, 30; e-mail: mashagorevaa@gmail.com

Код ВАК 5.10.3

Goreva M.V., Yarina E.G.

Ekaterinburg, Russia

**DEVELOPMENT AND CREA-
TION OF MY OWN TARTAN**

Abstract. The work is devoted to the study of the history of tartan and the creation of my own based on the knowledge gained.

Keywords: tartan; history of tartan; ornament; design; Scotland; colors

About the authors: Goreva Maria Vladimirovna, Student of the 10th “A” class.

Yarina Ekaterina Gennadyevna, Master of Pedagogy, Head of the Department of Foreign Languages.

Place of study and work: Specialized Educational Scientific Center of Ural Federal University.

What is tartan anyway? Tartan is a design for cloth traditionally associated with Scotland, and which has a number of distinctive types. The design is made up of lines of different widths and colours crossing each other at right angles. Tartan is also used to refer to cloth which has this pattern.

However, tartan is actually an ancient textile design which has been known for almost 4,000 thousand years all across the Atlantic and Central Europe. The first mention of tartan dates back to the third century AD. The age of the oldest tartan found is more than 1700 years old. It has a characteristic pattern in a cage, but is made of dark sheep wool. One of the very first recorded mentions of Tartan was in 1538 when King James V purchased ‘three ells of Heland Tartans’ for his wife to wear. Tartan only started to be used as a means of Scottish clan identification during the 19th century. Despite this some historians believe that in ancient times people could tell what area of Scotland someone was from by the shade of the dyes that were used in their clothing. Initially, this pattern had no special purpose and symbolism.

Of course, there is a huge number of varieties of tartan, but the following are particularly distinguished among them: ancient tartans, chief tartans, clan tartans, district tartans, hunting tartans, fashion tartans, mourning tartans and universal tartans.

However, developing your own tartan design is the most interesting part of the whole project, because it is here that you can show all your skills acquired in the course of all the work.

Now, the first thing to start with is the choice of colours. It is already clear that colours have an important role in the history and composition of tartan. Even at the beginning of the existence of this fabric, the colour was the “face” of the owner and could tell a lot about him. Colour is an essential part of everything around us, which is able to influence the emotional and mental state of people. And based on this, it is easier and much more fortunate to combine some colours with each other in clothing and decoration and even come up with your own designs, which is exactly the purpose of this work.

Well, the main colours of my design will be maroon, grey and yellow. Maroon always represents its admirer as a person belonging to the elite class, and self-confident. Negative associations such as a heavy, depressing colour are also possible. For some, it may be associated with the colour of antiquity, but in combination with grey it becomes an indicator of prosperity and solidity. Then grey is the colour of intelligence, it relaxes, helps to feel calm. It is versatile. Thus, a yellow or even more golden colour will play the role of an accent in the tartan. This colour is bright; it increases concentration, improves memory, organises and even promotes quick decision-making and conservative, and can be used almost everywhere to create conciseness and sophistication. So, these three are directly related to the way I feel. Since I chose the option of weaving tartan with a lot of stripes, and I did not want to take other colours so as not to break the idea, I used various shades of yellow and grey to make my tartan look better.

The next stage of the development was the selection of the colour combination closest to me in order to avoid any inconsistencies. To speed up and simplify this process, I used a special website [3] that, just the same, more clearly shows the interlacing and the difference between them, as well as the colours themselves. As a result, I made four different versions of the tartan for this, which still remains similar to each other.

And the final stage was to choose one of the four invented designs. It was the most difficult for me, because, firstly, the differences between all the patterns are insignificant, and secondly, I spent a very long time selecting different options to eventually get each of the four. Still, I can say

that design number four attracts me a little more than the others; therefore, it is the final, main product of my work.

I initially set the goal to develop and create a personal tartan for my school. In conclusion, I can say with confidence that I have achieved my goal, based on all the knowledge gained during the work. Those are:

- I got to know more about the history and the ornament itself.
- I learned about what varieties of tartan exist in general and how they differ from each other.
- I have also delved into the topic of the influence of colour on a person.

All in all, working on the project seemed very interesting to me, especially the practical part, even though there is no huge benefit from the final product. The main thing is that the work done broadened my horizons in the field of Scottish traditions and gave me great pleasure.

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Исхакова К.А., Ярина Е.Г.

Iskhakova K.A., Yarina E.G.

Екатеринбург, Россия

Ekaterinburg, Russia

ЗАГАДКА СТОЛЕТИЯ.

THE MYSTERY OF THE CENTURY. THE DYATLOV PASS

ПЕРЕВАЛ ДЯТЛОВА

Аннотация. Статья посвящена теориям, объясняющим таинственную гибель группы студентов в 1959 году.

Abstract. The article is devoted to the theories explaining the mysterious death of a group of students in 1959

Ключевые слова: горные перевалы; студенты; гибель студентов; тайна гибели студентов; несчастные случаи; расследование

Keywords: mountain passes; students; death of students; the mystery of the death of students; accidents; investigation

Сведения об авторах: Исхакова К. А., ученица.

About the authors: Iskhakova K. A., Student.

Ярина Екатерина Геннадьевна, магистр педагогических наук, заведующая кафедрой иностранных языков.

Yarina Ekaterina Gennadyevna, Master of Pedagogy, Head of the Department of Foreign Languages.

Место учебы и работы: Специализированный учебно-научный центр Уральского федерального университета.

Place of study and work: Specialized Educational Scientific Center of Ural Federal University.

Контактная информация: 620137, г. Екатеринбург, ул. Данилы Зверева, 30; e-mail: done4ka_74@mail.ru

On 23 January 1959, a group of tourists led by Igor Dyatlov set off on a hike in the Ural Mountains, from which no one returned...

The death of nine tourists has become one of the mysteries of the century.

The mystery of Igor Dyatlov's group death raised a lot of speculations and theories, from the most logical and pragmatic to the most outrageous. It only remains to be amazed at the human imagination engendered by this aura of mysticism. The Ural tragedy has become an integral part of modern folklore: there are many horror stories, YouTube tapes are bursting with horror stories, documentaries and television series are made, and books are written.

1. *The murder of tourists by the KGB and special agents*

When the cover-up over the death of Dyatlov's group broke out, opinions about the involvement of the government in the tragedy spread among the public. According to this theory, the Dyatlovs were liquidated because they had got too close to secret government facilities for developing new missile weapons. There is a version according to which there was a

firing range near the Dead Men's Mountain, the place of death of the tourist group and in 1959 there would be missile tests of a new weapon, timed for the 21st Congress of the CPSU.

The Myth of the Missile Range. Perhaps one of the most controversial points in the whole already murky "missile version" is the assumption that a secret testing ground once existed at the location of Dyatlov Pass. Stranded on the perimeter of the forbidden area, the tourists unwittingly became involuntary participants in military tests, which eventually led to the tragedy.

There is another version of the "missile theory" according to which the tourists simply fell into the trajectory of a missile, the impact and chemical emissions of which hit them. The bodies were found to have high levels of radiation on their clothing and their injuries were of a nature consistent with a severe wave impact. Chemical pollution, caused by gas emissions from the rocket trail, caused the Dyatlov's men to flee the tent in a hurry. Chemical poisoning may be the cause of Dubinina's missing tongue.

Another popular theory was that the Dyatlov men could have fallen victim to poachers or even officers of the Ministry of Internal Affairs, who were poaching in the vicinity.

A version that the band members may have been killed by escaped convicts or even members of a detective search party looking for fugitives became very popular among those who took an interest in the tragedy.

2. The murder of the Dyatlov group by local Mansi

Some internet researchers have suggested that the Dyatlovs were killed by the Mansi. This was revenge for the desecration of ritual places of great importance to the natives. There is a photo which shows an unusual structure of strange construction and unclear purpose. There are photos of group members looking at Mansi symbols, and this is also noted in their diaries.

3. One of the more "down-to-earth" versions was ***an attack by wild animals***. Four members of the group (Thibault-Brignol, Zolotarev, Slobodin and Dubinina) had severe bodily injuries as a result of an attack by wild animals. At the same time, far less severe injuries were found on the bodies of all the Dyatlovs: broken noses, abrasions on cheekbones, bruises and so on.

4. Intervention by otherworldly forces

The most intriguing theme that has found expression in numerous horror stories. The human imagination has created a wealth of variations: the curses of Mansi shamans, the punishment of disturbed spirits, demonic

creatures living in those places. One of the most popular theories is that Bigfoot was involved. One of the last photos taken by the Dyatlov group, showing a blurred, large-scale silhouette, has been circulating on the World Wide Web for years. According to this theory, Bigfoot was disturbed by the hikers because the Mansi did not come near Dead Mountain, and decided to kill the people, attacked their tent, then, without letting them return for warm clothes, brutally killed all the participants of the hike.

It is important to realise that each of these theories does not explain the true causes of the tourists deaths. None of the theories has solid evidence and sometimes even contradict the facts known about the tragedy. The official conclusion of the investigation is: “The hikers encountered a natural force that they were unable to overcome”.

The mysterious story of Dyatlov’s group continues to attract people to this day. Travel agencies offer adventure lovers to visit the site of the tragic events. In fact, the place is iconic. People go very often also in winter, more often in summer, because you can pitch a tent wherever you want, whenever you want and the hiking conditions are not as harsh as in winter. But people do hike in winter too. In 2015, Sverdlovsk Governor Evgeny Kuyvashev signed a decree “On Approving the Strategy for Development of Domestic and Inbound Tourism in the Sverdlovsk Region until 2030”, which specifies Verkhoturye, Oleniye Ruchey, but not a single word about Dyatlov Pass, although the number of tourists is increasing every year. Nevertheless, the route is still gaining popularity and increasing tourist interest in the nature and culture of the Urals. Everyone can choose a theory, in his/her opinion, that fits these facts most accurately, or even make up his/her own. It seems to me that this is one of those mysteries that must remain unsolved, wait for myths and legends and theories. It will probably never be possible to find out what happened to the Dyatlovs, but many people like to try to solve this great mystery of the century.

*Карташев С.И.**Kartashev S.I.*

Екатеринбург, Россия

Ekaterinburg, Russia

ЛИЧНОСТНЫЕ ДЕТЕРМИНАНТЫ ПРАВОВОГО САМОСОЗНАНИЯ**PERSONAL DETERMINANTS OF LEGAL SELF-AWARENESS****Преподаватель: Васягина Н.Н.****Professor: Vasaygina N.N.**Аннотация. В статье рассмотрены факторы и условия, влияющие на формирование уровня правосознания личности.Abstract. The article considers factors and conditions influencing the formation of the level of legal consciousness of the individual.Ключевые слова: правовое самосознание; правосознание; индивид; правовые нормы; правопорядок; правовая позицияKeywords: legal consciousness; legal awareness; individual; legal norms; law and order; legal positionСведения об авторе: Карташев Сергей Иванович, аспирант.About the author: Kartashev Sergei Ivanovich, Postgraduate Student.

Место учебы: Уральский государственный педагогический университет.

Place of study: Ural State Pedagogical University.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов. 26, ауд. 481

Legal consciousness is a certain qualitative level of knowledge of law, understanding of its necessity and its participation in the internal motivation of actions and deeds. An individual with a developed legal consciousness is aware of his duties to society and other people, and also understands the value of his rights and does not allow their violation [3, p. 1].

Legal consciousness does not belong to a person from the moment of birth, its formation occurs over a long period of time under the influence of a number of factors, conditions and circumstances, which can be classified according to various characteristics. They can be divided into two groups: external and internal. Internal factors are represented by psycho-physiological features of the human body and the level of professional education. Psycho-physiological features as factors influencing the formation of legal consciousness, in turn are divided into: constants, which are properties that do not depend on the will of an individual and serve as a foundation of personal legal consciousness (for example, the level of intellectual development, which determines the quality of knowledge about the law and legal phenomena or the presence of certain diseases of mental nature that completely exclude the possibility of any reasonable activity, etc.); properties and features that can change either themselves or

due to external factors (for example, willpower, temperament, etc.). External factors affecting the formation of legal consciousness are represented by a great variety due to the fact that they consist in the activity of subjects of legal consciousness, the diversity of which, in turn, determines the number and variability of external factors that form the legal consciousness of society. Thus, the group of external factors influencing the formation of legal consciousness is represented by public authorities and their officials, and not only Russian, but also foreign and international, educational institutions, media and entertainment industry, both public and private, confessional affiliation, socio-demographic group, family, work team, friends, etc.

The family is the first factor influencing the formation of a person's legal consciousness, because it is here that the foundations of a person's consciousness are laid, which further form the legal consciousness. The importance of this factor in the context of forming anti-corruption legal consciousness is due to the fact that parents, being a model of behavior for their children, lay in them such qualities as respect for the law, lawful behavior, intolerant attitude towards illegal behavior. In the future, the formation of personal legal consciousness occurs under the influence not only of the family, but also other environment (friends, school, university, team at work, etc.), as well as religious, socio-demographic and other identity of the person. Educational institutions have a significant impact on the legal consciousness of the individual, since it is here that further socialization and legal education take place. The educational system is responsible for forming a high level of personal legal consciousness. Educational institutions through their activities are designed to instill positive spiritual orientations, moral norms and values in children, to educate them a strong-willed person who respects the law [1, p. 91-93]. An important external factor in the formation of personal legal consciousness is the media, designed to disseminate legal knowledge, demonstrate methods of legal regulation, as well as law enforcement activities, disseminate legal culture, contribute to the formation in society condemning and intolerant attitude to illegal behavior [5, p. 1-3]. Ensuring law and order in society is traditionally seen as the fight against crime and other offenses, which in practice focuses on identifying unlawful acts and bringing perpetrators to justice, and also includes a list of some measures to prevent offenses. The strategy of preventive activity is based on the principle of eliminating the causes and conditions of unlawful acts, as crime is seen as a phenomenon secondary to other social phenomena that act as its determinants.

Individual legal perceptions are formed not only as a result of personal assessment of the state of law and order, crime and other compo-

nents of legal reality, but also as a result of orientation to the relevant perceptions of others. An individual forms perception of legal consciousness of other people, first of all representatives of the social group to which he attributes himself and on which he is oriented [2, p. 25-29].

It is possible to distinguish such structural elements of individual legal consciousness as:

1. Knowledge of legal prescriptions defining duties, prohibitions, the order of realization of legitimate interests. Lack of sufficient legal knowledge is a prerequisite for offenses.

2. Attitude towards legal prescriptions. It may be positive or negative.

3. Attitude towards lawful ways of satisfying needs or solving problem situations: lawful labor, finding compromises in conflicts, resorting to lawful means of protecting personal interests, etc.

4. Ideas and attitudes about a law-abiding person.

5. Attitude to illegal ways of satisfaction of personal interests (selfish, violent, etc.).

6. Perceptions of and attitude towards a person who commits an unlawful act (of a certain nature).

7. Attitude to social values protected by law. Such attitude may be respectful or selfish.

8. Perceptions of legal positions of other people. The subject of social behavior is characterized by orientation to other people, first of all to those with whom he identifies himself, who represent a reference social group for him.

9. Social and legal expectations, express ideas about the consequences of unlawful behavior and the success of lawful ways to meet the interests. These expectations concern, on the one hand, the occurrence of legal responsibility for the commission of unlawful actions (its inevitability or the possibility to avoid it), on the other hand, the success of lawful ways of satisfaction of certain interests.

10. Attitude towards the unlawful behavior of others. On the one hand, in this attitude, our own attitude towards unlawful deeds projectively manifests itself. On the other hand, this attitude acts as a basis for an individual position on performance of a civil duty of participation in maintenance of law and order.

11. Attitude towards law enforcement activity of state bodies, which expresses attitude towards legal control of law enforcement bodies, identification of unlawful acts and perpetrators, application of legal sanctions and legal liability measures, as well as attitude towards law enforcement officers.

12. Attitude towards the fulfillment of civil duty to participate in the maintenance of law and order, namely, to participate in the protection of law-protected social values, in the suppression of unlawful acts, in the exposure of criminals and in justice over them. This attitude is concretized as an attitude towards various forms of participation in the maintenance of law and order, which are a legally established obligation (for example, participation in criminal proceedings as a witness) or act as a moral civic duty (for example, to prevent illegal actions, report to law and order bodies).

13. Attitude towards criminogenic influences of other persons that induce to commit unlawful deeds. The most important component of legal consciousness is a critical attitude to such influences, awareness of their own responsibility for their actions, the need for legal self-determination [6, p. 6-18].

In addition, in the legal consciousness we can distinguish the ideal and pragmatic levels. In the individual legal consciousness the ideal level represents a set of value-normative ideals of a personality, which are based on opinions and attitudes concerning legally significant behavior. They determine which deeds and ways of solving life tasks are right, fair, and which are, unworthy. The individual in his actions seeks to meet the ideal notions of what he should be and how to act, but this desire does not always act as a dominant internal factor in motivation and decision-making to perform certain actions, because motivation and goal-setting are also influenced by other factors, both internal and external. Based on value-normative ideals, a person evaluates the actions of other people and their own, feels a sense of pride for themselves when their actions correspond to personal ideals or remorse in the opposite case [4, p. 7-11].

Being in specific social conditions, the individual is forced in one way or another to adapt to them and focus on those opportunities that actually exist, on the social impact that is on him. In accordance with such adaptation, the pragmatic level of legal consciousness is formed. They can be realized by an individual or the majority of representatives of the social group as not worthy, but forced and justified in these conditions due to the lack of real opportunities to meet needs and interests in a legal way in accordance with the value-normative ideals [7, p. 15-17].

Thus, the main personal determinants of legal consciousness include: value orientations of a person, aimed at compliance with the law and following the norms of society; morality of a person, expressed in the awareness of duty; emotional-volitional determinants, represented by a responsible attitude and emotional background; level of knowledge in the field of law and intellectual abilities of a person.

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Коротаяева В.В., Ярина Е.Г.

Екатеринбург, Россия

**ФЕНОМЕН КОРЕЙСКОГО
КИНО: МЕДИАКУЛЬТУРНЫЙ
АСПЕКТ**

Аннотация. Статья посвящена истории развития корейского кино и его влиянию на европейскую киноиндустрию.

Ключевые слова: кинофильмы; корейское киноискусство; кинематограф; медиакультура; международный уровень

Сведения об авторах: Коротаяева В. В., ученица.

Ярина Екатерина Геннадьевна, магистр педагогических наук, заведующая кафедрой иностранных языков.

Место учебы и работы: Специализированный учебно-научный центр Уральского федерального университета.

Контактная информация: 620137, г. Екатеринбург, ул. Данилы Зверева, 30; e-mail: vasilisk-05@list.ru

Код ВАК 5.10.3

Korotaeva V.V., Yarina E.G.

Ekaterinburg, Russia

THE PHENOMENON OF KOREAN CINEMA: MEDIA AND CULTURAL ASPECT

Abstract. The article is devoted to the history of the development of Korean cinema and its influence on the European film industry.

Keywords: movies; Korean cinematography; cinema; media culture; international level

About the authors: Korotaeva V. V., Student.

Yarina Ekaterina Gennadyevna, Master of Pedagogy, Head of the Department of Foreign Languages.

Place of study and work: Specialized Educational Scientific Center of Ural Federal University.

Before analyzing the features of Korean cinematography, it is necessary to pay attention to the film industry in Korea as a whole. The standard model of filmmaking is based on commercial interest: the more likely it is that a film will pay off, the more likely it is that a film will be made. And how to understand that the film will pay off? To do this, there must be three fundamental elements in the film.

1. **The story** of a hero who goes out of his comfort zone and goes through trials undergoes changes.

2. **The action** – task of the operator and the editor, which accompanies the hero's journey, and also enhances the emotions and delight of the viewer.

3. **A cast** that will help attract viewers not only through the plot.

After the onset of the presidential republic in South Korea, the film industry was freed from a large number of censorship bans. The market is instantly filled with Hollywood products: blockbusters, action movies and other films. However, American films have not found success in Korean

society. The reason for this was the law in South Korea to show domestic films at least 106 times a year. This law has been revised many times and the number of days has changed. Thus, the Korean government could be sure that the films would be shown regardless of audience demand. On the one hand, this is a planned economy, but on the other hand, it is a good way to protect domestic films.

However, this is not the only reason for the loss of American cinema to local. Hollywood has its own formula for commercial success, which did not work in Korea. The hero of American cinema and his values are not understood by Korean society. All this is happening due to the great differences in the Asian and European way of life. Korea is a country with a huge history that is unlike any other, so many images and heroes that we understand will not resonate with Koreans.

Many film critics consider the Korean film industry to be one of the leading in the world. However, if it took Hollywood films a century to achieve fame and worldwide popularity, then Korea is young and new in this area. How did Korea achieve such success?

Now, Korean cinema is associated with the film “Parasites”. However, do not forget that before “Parasites” there were other films that received nominations at important film festivals. Parasites are just the tip of a huge iceberg of films that have formed a unique Korean cinema style.

The 2003 film “Oldboy” won the Grand Prix at the Cannes Film Festival and became Quentin Tarantino’s favorite film. In 2013, Korean director Bong Joon Ho signs a contract with the American industry and will shoot his first western “Snowpiercer”. The main role was played by the Marvel movie star Chris Evans. The world press highly appreciated the picture, even included it in the list of the best films of the year. A year later, a new blockbuster is released in Korea. The film collects almost twice as much as “Snowpiercer” and chained to the taps of cinemas already 2/5 of the country’s population or more than 17 million people. Kim Han Min’s film “The Battle of Menryan” instantly became a national hit and the first film of this scale made entirely in Korea. The fees exceeded the budget by 10 times, and the film itself did not leave cinemas for several months.

Thus, it took Korea less than 15 years to catch up with European cinema at festivals and American box office receipts and the scale of battles.

And finally in 2019, Pong Joon Ho’s film “Parasites” is released. The film, which, with a budget of \$ 12 million, collected \$ 266 million, thus paying off more than 20 times. The film that won the Palme d’Or at the Cannes Film Festival, that is, the main European film award, and six

months later wins the main Oscar nominations: best director, best original screenplay, best foreign language film and best film. The phenomenon of “Parasites” has been talked about for almost two years. The purpose of the article is to study the phenomenon of the Korean industry, to trace the path from the first open movies in the field of a completely new country to an industry that is ready to demolish Hollywood from Olympus, the leading film industry in the world.

What role did “Parasites” play in this process? Since the beginning of the noughties, the main leitmotif of Korean films has been the theme of the fusion of two cultures: traditional – ascending Confucianism and Buddhism, and Western – based on the freedom of the individual from any dogmas and prohibitions, giving everyone the opportunity to create an individual value system. The reflection of this struggle in cinema was the reason why Korean cinema so quickly gained world attention. If you look at it, the crisis of ideologies is a fundamental problem that goes far beyond the borders of South Korea. Now the market acts as a regulator and a kind of tyrant. The director of the film, Bong Joon Ho, has been the main link between the industries of Korea and the West for ten years. His latest films “Snowpiercer” and “Okcha” are a synthesis of two cinematic machines, two cultures, and “Parasites” has become the same link in cinema. The film united the conflicts of the two sides of the world and brought it to a new level. The film “Parasites” has become a combination equally understandable for both the West and the East. “Parasites” was not created as a deeply philosophical work. The purpose of the film is to raise the pressing issue as widely and acutely as possible. That is why both Europe and America recognized the picture as the best.

Korea does not use Western cliches: the characters are new and unusual, the plot is sometimes difficult to predict, and the idea of the films is rather not to solve the problem, but to formulate it. It is the use of its own potential that helps Korea to surprise viewers again and again. What kind of movie masterpieces will Korea give us next time? One can only guess, however, the fact that Korean films have already entered history and largely predetermined the further development of the film industry cannot be disputed.

УДК 37.016:811.161.1

Лю Лэй

**СОВРЕМЕННОЕ СОСТОЯНИЕ
МЕТОДИКИ ОБУЧЕНИЕ
ИНОСТРАННЫМ ЯЗЫКАМ
В КИТАЕ**

Научный руководитель:

Сергеева Н.Н.

Аннотация. Статья посвящена преподаванию русского языка в Китае. Практика преподавания русского языка, как иностранного в китайских учебных заведениях находится в постоянном развитии и совершенствовании.

Ключевые слова: русский язык как иностранный; методика преподавания русского языка; китайское образование; методы обучения

Сведения об авторе: Лю Лэй, аспирантка.

Место учебы: Уральский государственный педагогический университет.

Сергеева Наталья Николаевна, доктор педагогических наук, профессор кафедры профессионально-ориентированного языкового образования.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: 445942146@qq.com

Код ВАК 5.8.2

Liu Lei

**DIFFICULTIES ENCOUNTERED
BY GRADUATES STUDYING
RUSSIAN AFTER
GRADUATION**

Professor: Sergeeva N.N.

Abstract. This article is about Russian teaching in China. In Chinese educational institutions, the practice of teaching Russian as a foreign language is constantly developing and improving.

Keywords: Russian as a foreign language; methods of teaching the Russian language; Chinese education; teaching methods

About the Author: Liu Lei, Postgraduate Student.

Place of study: Ural State Pedagogical University.

Sergeyeva Natalia Nikolaevna, Doctor of Pedagogy, Professor of the Department of Professionally-Oriented Language Education.

Взаимоотношения России и Китая имеют очень давнюю историю. Увеличивающаяся тенденция к сближению российской и китайской культур обусловила повышение интереса к русской культуре со стороны китайского народа. **Преподавание** русского языка в Китае зародилось еще в далеком XVIII столетии, вместе с появлением первого учебного заведения, на базе которого реализовалось обучение по этой специальности [4].

С тех пор, практика преподавания русского языка, как иностранного в китайских учебных заведениях находится в постоянном развитии и совершенствовании. После образования Нового Китая преподавание русского языка получило еще более стремительное развитие. На протяжении истории в Китае складывались свои тради-

ции обучения русскому языку, однако сегодня китайские ученые, педагоги и исследователи начали подчеркивать, что традиционные методы преподавания совершенно не соответствуют современным требованиям, выдвигаемым к специалистам. После того, как между Китаем и Россией были установлены дипломатические отношения в XXI столетии, процесс и практика преподавания русского языка стала еще более качественной [7].

В контексте современных экономических, политических и культурно-исторических условий изучение русского языка в Китае приобрело особую значимость и актуальность. В практике преподавания русского языка в Китае преподаватели сталкиваются с различными проблемами [5].

1. По состоянию на сегодняшний день отсутствует как таковая четкая и ясная концепция развития преподавания русского языка в Китае. В большинстве учебных заведений Китая концепция преподавания до сих пор не до конца определена концепция преподавания, сложившиеся способы и модели преподавания оказываются оторванными от реального положения дел.

2. Русский язык в системе современного китайского образования занимает сегодня достаточно нестабильное положение. Реальная практика свидетельствует, что в настоящее время изучение русского языка вытесняется изучением ряда других иностранных языков, прежде всего английского, японского.

3. Фактическое отсутствие инноваций в практике преподавания русского языка, как иностранного на базе китайских учебных заведений. Многие студенты владеют хорошим уровнем знаний правил грамматики русского языка, сдают на отлично все экзамены, однако, в реальной жизни испытывают трудности и по факту не способны полноценно осуществлять коммуникацию непосредственно с носителями русского языка. Это обусловлено прежде всего тем, что модели обучения, принятые в китайских вузах, являются в большинстве своем устаревшими. Они предполагают достаточно слабое вовлечение студентов в процесс коммуникации, маленькое их участие в учебной деятельности. Такие традиционные методы отнюдь не способствуют повышению интереса современных студентов к изучению русского языка, а во многих случаях и вовсе вызывают неудовлетворение. В рамках данной статьи нами осуществляется систематизация сведений, касающихся современных подходов к преподаванию русского языка, как иностранного в высших учебных заведениях Китая. Актуальность рассматриваемой проблемы в современной науке до-

статочно сложно переоценить. Сегодня университеты Китая выдвигают в качестве своей новой цели не повышение уровня владения языком, посредством совершенствования навыков у заинтересованного учащегося, а обучение языку с самого базового уровня, прививая интерес к нему, как к неотъемлемой составляющей русской культуры в целом.

Если в современных китайских учебных заведениях оставить прежние старые модели обучения, то данная цель не сможет быть достигнута, что обязательно негативно повлияет на подготовку высококвалифицированных кадров со знанием русского языка. Говоря другими словами, после окончания университета студентам так и не удастся достичь такого уровня, который обозначен в рамках программы обучения русскому языку [2].

Практика обучения русскому языку как иностранному (далее – РКИ) выступает важнейшей и неотъемлемой составляющей образовательных программ как в средних, так и в высших учебных заведениях Китая. Современные методы обучения русскому языку в Китае в качестве своей цели выдвигают повышение уровня владения навыками и умениями по аудированию, говорению, чтению и переводу. Как правило, в рамках практических занятий по русскому языку сегодня принято использовать комплексную методику, состав которой представлен разговорной практикой, обучением грамматике, чтению и письменной речи. Известный китайский лингвист-практик Лю Сюцзюань в своих научных трудах подчеркивает, что сегодня существует острая необходимость обновления подходов к преподаванию русского языка как иностранного в Китае [3].

Говорится о том, что традиционно в Китае иностранный язык, в том числе и русский, изучается в соответствии с типовыми учебными пособиями, которые сегодня оказываются устаревшими не только по их содержанию, но также и по формам представления материала. Помимо этого, в занятия по русскому языку проводятся под строгим руководством преподавателей, которые выдвигают перед студентами четкие инструкции, в соответствии с которыми они должны действовать, без предварительного анализа и последующего критичного оценивания их содержания. Во многом из-за такого подхода у китайских студентов отсутствует мотивация к тому, чтобы самостоятельно изучать язык. В связи с этим мнение современных преподавателей в Китае сходится в том, что эти традиции следует изменить. Лю Сюцзюань подмечает, что в наше время в процессе обучения как можно более часто должны использоваться новые технологии препода-

давания русского языка, Интернет и мультимедийные возможности. Однако, это отнюдь не значит, что все традиционные методы и пособия совершенно утратили свою значимость и сегодня оказываются просто бесполезными. В процессе оптимизации образовательного и воспитательного процесса следует учитывать, что традиционные методы все же должны быть преобладающими, а современные технологии выступать в качестве дополнения и расширения их возможностей. Мы соглашались с мнением исследователя и хотим сказать о том, что на наш взгляд такая образовательная модель оказывается в XXI веке наиболее соответствующей современным национальным условиям Китая.

В сложившейся практике преподавания РКИ в Китае в свое время был широко распространенным грамматико-переводный метод. Однако, в то же время, проведенный анализ, и систематизация существующего опыта ведущих китайских педагогов позволяет сказать о том, что такая методика не должна выдвигаться в качестве фундаментальной, поскольку она не является гарантом успеха в изучении русского языка. В качестве ведущего сегодня, должен использоваться коммуникативный подход. Это обусловлено тем, что ключевая цель преподавания РКИ в Китае сводится к обучению общению (коммуникации) на русском языке.

В состав практически занятий, направленных на развитие требуемых речевых навыков, должно быть включено моделирование коммуникативных ситуаций, игровые технологии (ролевые игры, игры со словами и тому подобное), всевозможные обсуждения на разные темы (дебаты, дискуссии), парная и групповая работа, комментированное чтение, пересказ, совместное обучение грамматике и тому подобное. Каждый современный преподаватель исходя из особенностей своей учебной группы должен выстраивать и находить свои способы повышения уровня разговорной речи учащихся, формировать свои собственные методические «находки» и систематизировать свой педагогический опыт. Основу практики преподавания русского языка, как иностранного, в большинстве современных китайских вузов составляет комплексный подход. В качестве его фундаментальных положений выдвигаются следующие принципы: активное участие студентов в процессе обучения и их совместная деятельность в рамках групповых занятий, вовлечение в происходящие действия всех присутствующих процесса обучения посредством повышения степени их заинтересованности и мотивированности.

Ключевым назначением такого метода является развитие ключевых языковых и речевых навыков в процессе живого и непринужденного общения. Главная цель сведена к тому, чтобы научить китайских студентов свободной разговорной речи на русском языке без использования при этом родного китайского языка, как промежуточного, без перевода мыслей с одного языка на другой и без обращения к словарям. Для того, чтобы это обеспечить, в китайских вузах преподавание лексики и грамматики русского языка осуществляется в контексте реальных, эмоционально окрашенных ситуаций, которые обеспечивают достаточно быстрое и крепкое запоминание материала.

Как нами уже было отмечено, в современной методике преподавания РКИ в китайских учебных заведениях особо важное значение уделяется парной деятельности и работе в мини-группах. В качестве ключевого принципа выдвигается принцип совместной, коллективной деятельности. Так, за счет обсуждения предложенных тем или вопросов, студенты не просто пробуют свои силы в рамках реальных ситуаций общения, но также и настраиваются на то, чтобы внимательно воспринимать речь собеседника, ориентироваться на работу по исправлению ошибок, стремиться к самостоятельному построению как можно более понятных и четких фраз, оказывать помощь другим в правильном выражении мыслей. Ведущие китайские педагоги отмечают, что сегодня первостепенное значение отводится целеустремленности, творческому подходу к знаниям и высокой познавательной деятельности студентов.

В результате анализа также было выяснено, что китайские преподаватели также в рамках РКИ большое значение уделяют внедрению в образовательный процесс таких форм обучения, как ролевые игры, сценки, спектакли. На начальных этапах студентам предлагаются для обыгрывания разные бытовые, обыденные ситуации (покупки в магазине, поездка в общественном транспорте, поход в библиотеку и тому подобные), которые так или иначе предполагают практическое применение навыков владения русским языком. Ключевая задача, которая выдвигается перед учащимися, состоит в необходимости поиска логического решения с использованием лексики исключительно русского языка, а также невербальных средств общения, которые характерны для представителей русской культуры (к примеру, с ориентацией на фильмы). Используя такие задания, преподаватель стремится к тому, чтобы максимально приблизить участников занятий к условиям реального общения.

На продвинутых этапах изучения русского языка как иностранного в китайских вузах студенты способны под руководством преподавателя успешно инсценировать разные известные сказки, басни, песни и другие, учитывая национальный колорит русской культуры. Методические разработки, сделанные китайскими преподавателями, свидетельствуют о том, что большой интерес у китайских студентов вызывает работа над инсценировкой русских народных сказок, среди которых «Колобок», «Теремок» и тому подобные. Прежде всего это обусловлено их простотой и доступностью представленного в них сюжета. Систематизируя сведения, полученные нами в ходе анализа и работы над проблемой исследования, мы хотим охарактеризовать три ключевых подхода, которые оказываются преобладающими в течение последних десятилетий в практике преподавания русского языка как иностранного в Китае [6].

Во-первых, это сознательно-сопоставительный подход. В рамках данного подхода учитывается, как интерферирующее воздействие родного языка на иностранный язык, так и возможности использования переноса знаний, умений из родного языка. Во-вторых, сознательно-практический подход. Данный подход выдвигается сегодня в качестве ключевого способа изучения любого иностранного языка в Китае, поскольку он предусматривает применение знаний о языке в практике речевой деятельности. В-третьих, коммуникативный подход. Его главное отличие от двух предыдущих подходов состоит в том, что он ориентирован преимущественно на коммуникацию. Мы же полагаем, что процесс обучения русскому языку как иностранному в Китае должен быть прежде всего комплексным, то есть предполагать использование всех основных подходов — сопоставительного, сознательного, аудиовизуального, познавательного, несмотря на то, что два последних не так часто используются в практике китайских учебных заведений в процессе преподавания иностранных языков. Однако, не стоит игнорировать то, что эти два подхода способны обеспечить усиление коммуникативно-ориентированного обучения. Можно согласиться с мнением Ван Иешу, которым была описана комплексная методика, названная открытым коммуникативным методом. Исследователь-методист говорит, что для нее характерны некоторые специфические особенности [1].

1. Важно одновременно осуществлять контроль за грамматикой и коммуникацией, то есть использовать сознательно-сопоставительный метод при обучении грамматике, однако для того, чтобы обеспечить

закрепление знаний на практике, следует прибегать к использованию коммуникативного метода.

2. Для обеспечения уместного и эффективного общения, в практику преподавания русского языка как иностранного следует внедрять страноведческие разделы, которые будут посвящены не только России и русской культуре, но также и Китаю.

3. Необходимо стремиться к максимальному *использованию* современных информационно-коммуникационных технологий и возможностей, которые предоставляются глобальной сетью Интернет.

С помощью этого может быть обеспечено совершенствование коммуникативных компетенций обучающихся. Предложенный Ван Иешу новый образовательный метод видится нам в полной мере комплексным, открытым и гибким. В рамках данного метода, на наш взгляд, может быть обеспечено эффективное сочетание преимуществ старых традиционных подходов и всех возможных достоинств и преимуществ новых информационных продвинутых технологий. Резюмируя проведенный анализ, мы бы хотели акцентировать внимание на том, что в современных высших учебных заведениях Китая следует использовать комплексный подход к преподаванию и обучению студентов русскому языку как иностранному. Инновации и новые подходы не должны приводить к разрушению традиционных китайских образовательных подходов, которые обеспечивают создание основательного фундамента знаний русского языка у китайских студентов.

В первую очередь, как показало исследование, это требует от преподавателя большого искусства. Сочетание традиционных сложившихся форм работы и новых подходов должно быть сбалансированным и обоснованным с учетом требований, которые предъявляются к выпускникам современных китайских вузов. Следует осуществлять разработку новых образовательных методов и подходов, в рамках которых учитывались бы педагогические и методические инновации, соответствующие национальным и социокультурным особенностям китайской высшей школы. Большую значимость имеет и то, чтобы преподаватель был способен учитывать реальные условия, которые складываются в группе и возможности каждого студента в отдельности. При этом, мотивация студента к *изучению* русского языка должны быть сформирована не преподавателем или его родителями, а его собственным желанием к постижению языка, поскольку, как известно, от этого зависит как продуктивность работы, так и ее конечный результат.

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Новожилова Е.Г.

Екатеринбург, Россия

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ
ОБУЧЕНИЯ ПРОФЕССИО-
НАЛЬНО-
ОРИЕНТИРОВАННОМУ
АУДИРОВАНИЮ СТУДЕНТОВ
ГОРНЫХ СПЕЦИАЛЬНОСТЕЙ
В СИСТЕМЕ СРЕДНЕГО ПРО-
ФЕССИОНАЛЬНОГО
ОБРАЗОВАНИЯ**

Преподаватель: Сергеева Н.Н.

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Ключевые слова: федеральные государственные образовательные стандарты; ФГОС; профессионально направленное аудирование; социальный заказ; студенты; средние профессиональные учебные заведения; иностранные языки; методика преподавания иностранных языков

Сведения об авторе: Новожилова Екатерина Геннадиевна, преподаватель иностранного языка ГАПОУ СО УГК им. И. И. Ползунова, соискатель степени кандидат педагогических наук.

Место учебы: Уральский государственный педагогический университет.

Сергеева Наталья Николаевна, доктор педагогических наук, профессор кафедры профессионально-ориентированного языкового образования.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: brizhanova@hotmail.com

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Novozhilova E.G.

Ekaterinburg, Russia

**RELEVANT PROBLEMS
OF TEACHING STUDENTS
OF MINING SPECIALITIES
TO PROFESSIONALLY ORIENTED
LISTENING IN THE
SYSTEM OF SECONDARY
VOCATIONAL ADUCATION**

Professor: Sergeeva N.N.

Abstract. The article is devoted to the problems of teaching students of mining specialties to professionally oriented listening comprehension in the system of secondary vocational education.

Keywords: federal state educational standards; professionally directed auditing; social order; students; secondary vocational schools; foreign languages; methods of teaching foreign languages

About the author: Novozhilova Ekaterina Gennadievna, Teacher of Foreign Language SAPEI SR USC named after I. I. Polzunov, Applicant for the Degree of a Candidate of Pedagogy.

Place of study: Ural State Pedagogical University.

Sergeyeva Natalia Nikolaevna, Doctor of Pedagogy, Professor of the Department of Professionally-Oriented Language Education.

The basis for successful teaching a foreign language communication lays in understanding of oral speech. Listening skills allow the person to receive, possess and interpret the input, in order to interact effectively and exchange information in the target language.

According to I. L. Bim, listening comprehension is a complex skill aimed to perceive speech by ear, with its one-time presentation. The conditions for presenting information, in this case, are involved with the specifics of natural oral-speech communication. In the process of listening, students use their knowledge to understand the meaning and relevance of information given [1, p. 82].

Due to the requirements of the federal public educational standard, in the system of secondary vocational education, for training specialists in the sphere of “Underground mining mineral deposits”, after completing the course of “A foreign language for professional communication”, the student must demonstrate the following proficiencies: to have a knowledge of socio-cultural specifics of English-speaking countries and to be able to build their own verbal and non-verbal behavior according to the communicative situation; to acquire lexical and grammatical minimum at intermediate level of target language; to be able to use English as a means for obtaining information from authentic English sources for academic purposes and self-educational intentions; to be able to communicate orally and in writing, using a foreign language as the means to discuss everyday and professional topics, to translate professional texts; to improve oral and written speech independently, to extend vocabulary.

The social demand of the society for training the competent graduate in the specialty of “mining technologist” sets the goal of high quality training in the professional and linguo-cultural sphere, which is manifested in the ability to apply the target language in a real intercultural communication.

The success of listening process depends on a number of factors, such as: students’ age, their personal abilities, individual characteristics etc. It is also needs to be taken into account the fact that teaching foreign language is possible under condition of using materials taken from the life of native speakers or made with peculiarities of their culture and due to the norms and rules of the language studied.

After completing the course of “A foreign language for professional communication”, a student studying “Underground mining of mineral deposits”, must acquire sufficient skills in order to participate in the intercultural communication on such professionally relevant topics as: “Mining education in Russia”, “Earth’s crust”, “Types of rocks”, “Energy sources”,

“Types of minerals”, “Exploration and elaboration of deposits”, “Methods of mining”.

The analysis of syllabus for the academic discipline “A foreign language in the sphere of professional communication” has revealed a number of contradictions. Among which is the discrepancy between the level of organizational and methodological support, including the lack of specific requirements for the proficiency level in listening comprehension acquisition and modern requirements to graduate’s linguo-cultural qualification in system of secondary vocational education.

These contradictions are confirmed by the results of questionnaire conducted among teachers of foreign language, who work with the program of teaching English for professional needs. The purpose of the survey was to confirm or disprove the differences between the requirements, indicated in the academic syllabus for foreign language acquisition, federal public educational standard, and the real methodological grounds serving to develop professionally relevant competencies in listening comprehension.

Among the main disadvantages of existing syllabus in teaching foreign language for professional communication, teachers note the following:

- insufficient number of academic lessons;
- lack of appropriate material and technical base for conducting practical classes;
- low level of students’ motivation;
- lack of authentic audio texts for teaching English in professional communication to a number of technical and mining specialties, including the speciality of “Underground mining of mineral deposits”.

It is important to note that due to the teachers’ responses, existing academic syllabus for teaching a foreign language for the needs of professional communication, first of all, is based on the development of such types of speech activity as: reading, writing, and speaking. In this context, listening is considered as part of speaking activity, and only a few teachers, who participated in the survey, carry out listening comprehension as teaching an independent type of speech activity.

In the context of teaching foreign language communication, teaching professionally oriented listening appears as a goal and means of learning.

As a learning goal, listening realizes the ability to understand information of various content and complexity by ear, thereby contributing to the achievement of practical general educational and learning goals and thus contributing to the formation of a secondary foreign-language personality.

As a learning tool, listening serves to form knowledge, speech skills and abilities through interaction with such types of speech activities as: speaking, writing and reading, while preserving and maintaining the achieved level of foreign language proficiency [4, p. 135-142].

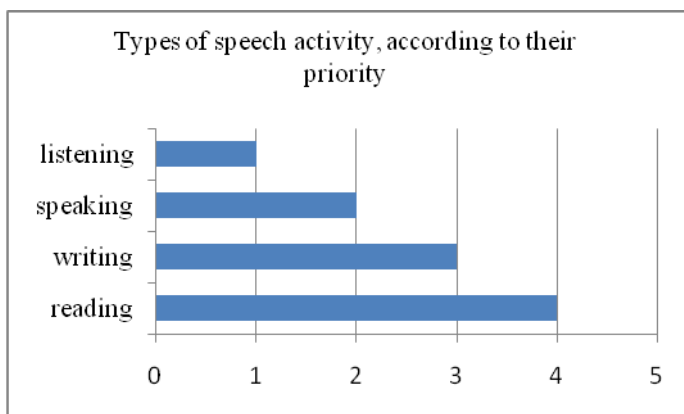


Diagram 1. The results of teachers' questionnaire on the priority, given to different types of speech activities due to the syllabus

Teaching listening comprehension becomes essential due to the fact that the syllabus for teaching English for professional needs is primarily focused on the development of professionally significant skills essential in real professional communication, also taking into account the importance of choosing the appropriate speech behavior in situations of real professional communication.

Therefore, teachers note the following possible effects of including professionally oriented authentic audio texts in teaching English for professional communication:

- developing of listening skills, expansion of vocabulary;
- overcoming the conceptual difficulties in translation of professionally oriented texts;
- formation and development the skills for foreign language communication vital in situations of real professional conversation;
- increasing the motivation level among students;
- training long-term and short-term memory;
- increasing the level and the depth of understanding the learning material.

Considering methodological requirements and contradictions in teaching listening comprehension for professional communication among students of secondary vocational education, theoretical and methodologi-

cal development of this problem becomes relevant. That will lead to achieving a higher level in students' listening skills thus to develop professionally significant competencies. Teaching listening for professional communication has great opportunities for implementation, due to the wide choice of forms and methods, as well as to the great variety of preferences for organizing the educational process. However, for the implementation of listening opportunities in teaching process, teachers of English should be provided with all the required means of education, including the range of authentic audio texts reliable to the specifics of particular profession and meeting the requirements of professional communication.

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УДК 78.087

Перминова Д.С., Ярина Е.Г.

Екатеринбург, Россия

СРЕДНЯЯ ШКОЛА

**ХИП-ХОПА: СОЦИАЛЬНЫЙ
АСПЕКТ**

Аннотация. Статья посвящена изучению средней школы хип-хопа как социального феномена.

Ключевые слова: хип-хоп; неравенство; протесты; социальный аспект; музыкальные жанры; музыкальное искусство

Сведения об авторах: Перминова Д. С., ученица.

Ярина Екатерина Геннадьевна, магистр педагогических наук, заведующая кафедрой иностранных языков.

Место учебы и работы: Специализированный учебно-научный центр Уральского федерального университета.

Контактная информация: 620137, г. Екатеринбург, ул. Данилы Зверева, 30; e-mail: dperminova4@gmail.com

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Perminova D.S., Yarina E.G.

Ekaterinburg, Russia

MIDDLE HIP-HOP SCHOOL:

A SOCIAL ASPECT

Abstract. The article is devoted to the research of Middle hip-hop school as a social phenomenon.

Keywords: hip-hop; inequality; protests; social aspect; musical genres; musical art

About the authors: Perminova D. S., Student.

Yarina Ekaterina Gennadyevna, Master of Pedagogy, Head of the Department of Foreign Languages.

Place of study and work: Specialized Educational Scientific Center of Ural Federal University.

This article examines the content of the creativity of iconic performers of middle hip-hop school, as a social phenomenon reflecting the racial oppression at that time. The value of this research lies in the analysis of the historical and cultural context, which allows us to see the problem of U.S. racial minority and reveal its mass psychology. The author systematizes the main ideas which hip-hop culture is based on. The “Golden Era of hip-hop” is a period of hip-hop evolution in the late 80’s – early 90’s of the 20th Century. The period is characterized by active experimentation with genres and rhymes, highlighting the social problems related to the discrimination of black people. The leading themes of that period were afrocentrism, political activism, open struggle against “enemies” (police, white population, members of hostile gangs, other areas etc.).

Thanks to musical compositions related to the “golden era” of hip-hop, we can immerse ourselves into the life of ghetto residents, who had to obey cruel street smarts since childhood, becoming a part of criminal environment. Low education level that black people traditionally had was the result of their need to get enough money to support their families. For

example, East Coast hip-hop legend Notorious B.I.G. dropped out of school at the age of 12 and started getting money by selling drugs. That caused a catastrophic unemployment problem; the rejection of black people as an equal stratum of society and social prejudice against black people despite of the abolition of racial segregation in 1964 which led not only to police but also white people violence against black people. All these tragic events have been reflected in songs of hip-hop artists, who kept their hopes up to be heard through the music.

Hip-hop has become the language of conflict. Its specific aggressive flow can be considered as heart cry of people being oppressed for centuries. In songs, hip-hop artists put themselves in contrast to Anglo-Saxon population, defiantly identifying themselves as representatives of a different culture – a culture of protest and fighting for justice. Therefore, performers unite black people around their creativity, being a voice of people. Creating the songs under the slogan “Black Power”, hip-hop artists became true fighters for equality. The influence of hip-hop culture, its special morality and style of clothing formed a specific slang. This is a sign of the desire of oppressed groups to renounce the culture of historical exploiters. The mentioned above explains the popularity and longevity of hip-hop culture that has gone beyond music (and involved such phenomena as graffiti, breakdance, DJing, etc.).

Let’s consider the conflicting nature of high school hip-hop on the example of the creativity of its representatives.

In the track “Black Steel in the Hour of Chaos” created by “Public Enemy” band, the point of the attitude of the authorities and police to black people is raised. The performers rap that the brutal treatment of the authorities to them causes a protest and a need to defend their interests with violence.

*I got a letter from the government the other day
I opened and read it, it said they were suckers
They wanted me for their army or whatever
Picture me giving a damn, I said never
Here is a land that never gave a damn
About a brother like me and myself because they never did
I wasn't with it, but just that very minute it occurred to me
The suckers had authority
Cold sweating as I dwell in my cell, how long has it been?
They got me sitting in the state pen*

2Pac in its immortal track “Changes” talks about the role of a black person in society and politics.

He calls on black people to change, to break out of poverty and crime, to stand on a new way and prove that they are able to change the reality around them.

“Let’s change the way we eat/Let’s change the way we live” – several hip-hop musicians focus on the importance of healthy diet and lifestyle (above and beyond not taking drugs) as an important part of Black empowerment.

In the song “You won’t Understand”, the hip-hop artist NAS talks about the cruelty of a world in which dark-skinned people cannot feel safe. Moreover, it reveals not only a conflict with a privileged stratum of whites, but also inside the dark-skinned society, in which everyone strives to occupy an advantageous position and gain influence. This environment forms a special type of mind among dark-skinned people:

Dedication, hard work, routine builds character

In a world full of snakes, rats and scavengers

Never make choices out of desperation, I think through it

Break through walls like Pink Floyd

To sum up all of the above, we can state with confidence that hip-hop culture includes a wide range of problems in economic, political and social spheres. Thanks to the commercialization of music, black people have managed to publicize the plight of their race. Nowadays music serves as a means of combating the established order, in particular for Afro-Americans.

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Подсевальникова О.А.

Екатеринбург, Россия

Тьюторское сопровождение старшекласников

Аннотация. Профессиональное самоопределение обучающихся в настоящее время является значимым направлением в образовании. Для повышения результативности данного процесса подростку требуется содействие не только в выборе профессии, но и в поиске ресурсов для разработки и реализации собственного образовательно-профессиональной траектории. В связи с этим одними из главных задач школы становятся оказание поддержки обучающимся в профессиональном самоопределении.

Ключевые слова: тьюторы; тьюторство; тьюторская деятельность; тьюторское сопровождение; старшекласники; профессиональное самоопределение; профессиональная ориентация; выбор профессии

Сведения об авторе: Подсевальникова Ольга Анатольевна, аспирант.

Место учебы: Уральский государственный педагогический университет.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26

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Podsevalnikova O.A.

Ekaterinburg, Russia

TUTOR SUPPORT FOR HIGH SCHOOL STUDENTS

Abstract. Professional self-determination of students is currently a significant direction in education. To increase the effectiveness of this process, a teenager needs assistance not only in choosing a profession, but also in finding resources for developing and implementing their own educational and professional trajectory. In this regard, one of the main tasks of the school is to provide support to students in professional self-determination.

Keywords: tutors; tutoring; tutor activity; tutor support; high school students; professional self-determination; professional orientation; choice of profession

About the author: Podsevalnikova Olga Anatolievna, Postgraduate Student.

Place of study: Ural State Pedagogical University.

The rapid development of scientific and technological progress, the constantly changing structure of the labor market of modern society, imposes new requirements on job seekers, determines the allocation of assistance to educational institutions in assessing the professional future and building an adequate program of its achievements.

In this regard, in secondary and higher educational institutions, it is necessary to get the opportunity to design their future and use useful re-

sources for a conscious professional choice. The school should have appropriate conditions for the individual educational activity of each student in the process of developing his ability to self-education, self-determination, self-organization, understanding his life plans and prospects.

These conditions should include:

- individualization of the educational process, which can be ensured by providing an independent choice for high school students of options for studying subjects (profile and basic), elective courses, forms of education, independent determination of topics and areas of research, design and creative activities;
- expansion of the space of social activity of high school students, which is ensured by their inclusion in various forms of public speaking, organization of internships and practices;
- organization of the space of reflection, which is provided within the framework of consultations, conversations with high school students on the topic of their educational goals and prospects.

Ensuring the creation of such conditions is possible with the introduction of a special position of a school tutor into the educational space of an educational institution, which should ensure the connection between the individual educational needs of the student and various variations of the possibilities for achieving it. The position of a tutor should be introduced as a senior position, accompanying the process of formation of each student's own educational program and providing advice in response to their specific educational requests [1].

An analysis of the scientific literature showed that the issues of tutor support for students were considered in different years and are reflected in the works of scientists such as: T. M. Kovaleva, N. V. Pilipchevskaya, G. N. Prozumentova, E. A. Sukhanova, A. N. Tubelsky, P. G. Shchedrovitsky.

The studies of the above scientists reveal important aspects of the process of tutor support of professional self-determination of adolescents.

Nowadays, a tutor is often associated with someone who helps children with special needs learn. But if you look at it, then in fact a tutor is the one who instructs and helps the student throughout his educational path. In this regard, the main goal of a tutor in high school is professional self-determination and the determination of individual educational trajectories by graduates.

Tutoring should be considered as a special type of activity that provides pedagogical interaction with students, pedagogical support for their

development and self-development, the choice of ways of behavior, and the construction of an individual educational trajectory.

The activities of a tutor of the basic and secondary levels of general education include analytical and diagnostic, organizational and methodological, professional and informational, consultative and practical activities [2] and should be aimed at solving such problems as:

- development of professional orientations of students, facilitating the assessment of their own professional capabilities, as well as the development of a project of their own educational path, which correlates with the goals set;

- identifying the interests of students,
- assistance in mastering the necessary skills and communication skills;

- ensuring the development of organizational skills, the formation of readiness to make social and professional decisions;

- creation of conditions for the organization of educational, research and project activities, taking into account individual programs.

The pedagogical activity of a tutor at school should be considered as an individual work with students to build the trajectory of their movement in the space of secondary and basic levels of general education, which should contribute to their professional self-determination and self-realization in society. In the activities of a tutor on professional self-determination, a significant role is played by the motivation of the student to achieve the desired and declared results, and the goal is to assist the student in realizing the opportunity in practice to check the correctness of the chosen path of professional development and development.

Based on the study of E. A. Chelnokova, we can distinguish the main functions of a tutor [3]:

1. Methodical – within the framework of which methodological substantiation and support of the process of professional self-determination is carried out.

2. Control and diagnostic – during which the monitoring of the intentions, interests, inclinations of students and, in general, their readiness for professional self-determination is carried out. The analysis of the problems arising in the process of professional self-determination of students is carried out.

3. Educational – the implementation of the educational process and the management of the quality of education.

4. Designing – identifying opportunities and resources to overcome the problems that students have and developing means and procedures for

tutoring activities for the socio-professional self-determination of students in the educational process, corresponding to the individual characteristics of their perception of the assistance provided.

5. Consulting – assisting students in understanding their educational and professional prospects.

6. Organizational (management) – creating conditions for a conscious and responsible choice of an educational institution for continuing education.

7. Analytical – analysis and correction of the process and results of socio-professional self-determination of students, organization of a system of pedagogical assistance and support.

8. Marketing – research of the market of educational services.

9. Motivational – the development of the needs of students in self-education and self-development.

10. Reflexive – organization of awareness of self-educational activity in the process of professional self-determination.

In conclusion, I would like to add that the introduction of tutor support for high school students as an effective and efficient tool for professional self-determination of high school students is a necessary condition for the successful functioning of the career guidance system of an educational institution. To meet the demands of society in a harmoniously developed personality of a student, which has certain characteristics, it is necessary to develop and implement a program of tutor support for professional self-determination of high school students [4].

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Тетюев Д.А.

Екатеринбург, Россия

**ТЕОРЕТИЧЕСКИЕ АСПЕКТЫ
ИЗУЧЕНИЯ КИБЕРПАНКА
КАК ХУДОЖЕСТВЕННОГО
ЯВЛЕНИЯ В СОВРЕМЕННОЙ
КУЛЬТУРЕ**

Научный руководитель:**Тагильцев А.В.**

Аннотация. В данной статье рассматриваются теоретические аспекты изучения киберпанка как художественного явления в современной культуре. В наше время современной фантастике все больше посвящается научных трудов, проводятся многочисленные конференции. Популяризация современной литературы дает нам возможность взглянуть новыми глазами на окружающую нас действительность и киберпанка, как художественное явление помогает нам в данном направлении.

Ключевые слова: киберпанк; современная литература; художественные явления; фантастика; литературные жанры; литературные образы

Сведения об авторе: Тетюев Дмитрий Андреевич, аспирант.

Место учебы: Уральский государственный педагогический университет.

Тагильцев Александр Васильевич, кандидат филологических наук, доцент, заведующий кафедрой современной литературы.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: priorattession@mail.ru

Tetyuev D.A.

Ekaterinburg, Russia

**THEORETICAL ASPECTS OF
STUDYING CYBERPUNK AS AN
ARTISTIC PHENOMENON IN
MODERN CULTURE**

Professor: Tagiltsev A.V.

Abstract. This article discusses the theoretical aspects of studying cyberpunk as an artistic phenomenon in modern culture. Nowadays, more and more scientific works are devoted to modern fiction, numerous conferences are held. The popularization of modern literature gives us the opportunity to look with new eyes at the reality around us and cyberpunk, as an artistic phenomenon helps us in this direction.

Keywords: cyberpunk; modern literature; artistic phenomena; fantastic; literary genres; literary images

About the author: Tetyuev Dmitry Andreevich, Postgraduate Student.

Place of study: Ural State Pedagogical University.

Tagiltsev Alexander Vasilyevich, Candidate of Philology, Associate Professor, Head of the Department of Modern Literature.

The ideological and thematic content of the cyberpunk and steampunk traditions originates in the broad context of humanitarian reflection, represented by the names of R. Descartes, I. Kant, O. Spengler,

N. A. Berdyaev, M. Heidegger, M. Mumford, E. Toffler, F. Fukuyama, etc. Speaking about cyberpunk as an artistic phenomenon of modern literature and studying it as a phenomenon, it should be noted that during the XIX–XX centuries, many humanitarians unanimously declared the advent of the era of total alienation of people from each other, and the aggregate humanity from nature due to the ascent of the undivided omnipotence of technology. In the work “Man and Technology” O. Spengler states that man, imagining himself to be a technical master over passive nature, in fact became a servant of technology. According to Spengler, depending on machines, man himself became a machine, imitating its functionality and rhythm. But in this race against technology, man, according to the prophecy of the German philosopher, man is waiting for defeat and death. He is equally critical in his assessments the social role of technology from an anthropological perspective and the Russian religious philosopher N. A. Berdyaev. In the work “Man and Machine” he thematizes a paradoxical phenomenon in which technology, assuming culture, simultaneously denies the person who builds this culture over the basis of nature.

The key philosopher of modernity, Martin Heidegger, proceeds from the fact that in the era of modernity, total industrialization subjugated both nature and man. Heidegger calls the method of technical design of nature on the part of the subject of the will to power over the world *Gestell* (skeleton, frame). So, for example, the Rhine, flowing out of the Alpine gorges and spreading across the plain in the middle of hills and plains overgrown with forests and oak forests, collects a landscape in its unity of the heavenly and earthly, technically it turns out to be just a hydraulic drive of a power plant in order to generate megawatts of electricity, thereby losing its being essence.

According to Heidegger, the reason for this cardinal civilizational metamorphosis was that from about the XVI–XVII centuries, Western humanity aimed at transforming the world in the image and likeness of the subject himself in overcoming fears of mystical ideas about extrahuman initiatives of the world in the spirit of pagan or biblical worldview. At the peak of them, the New European worldview put a person with his unique ability of intelligence at the center of the world. With the approval of new imperatives in the new Europe, under the impression of the world’s disenchantment, human consciousness itself has changed into its mathematized picture.

Initially, these changes were motivated by the good goals of facilitating human destiny through technological provision of a comfortable life, overcoming social injustice by the establishment of democratic institutions, facilitating access to education and culture for the broad strata of

society. However, the downside of achieving these goals was that several different results took place in the history of mankind – two world wars that claimed millions of human lives, the invention of means of mass destruction through scientific and technological inventions, including the most terrible nuclear weapons, the victims of which were the civilians of Hiroshima and Nagasaki. It should be noted that Heidegger does not insist on a total refutation of technology, which would be exactly the same nihilism. He only believes it is necessary to make the attitude to technology more responsible and meaningful. Obviously, humanity is no longer able to do without such achievements of STP as electrification, automotive engineering, nuclear power, astronautics, etc. However, these achievements should, according to Heidegger, be under strict humanitarian public control.

The American philosopher and sociologist L. Mumford saw the source of the tragedies of the 20th century in the colossal gap between the technologization of life and moral motives. In the books “Technology and Civilization” and “The Myth of the Machine” he describes the situation of technologization and the mechanization of social life as a large-scale cultural phenomenon.

French sociologist J. Ellul in the books “Technological Bluff” and “The Other Revolution” experiences considerable skepticism about the achievement of man’s industrial power over nature. The Soviet Marxist philosopher Evald Ilyenkov, in his book *Dialectical Logic*, summarized the negative arguments of the possibility of a cybernetic replica of dialectical reason, admitting the possibility of a formal logical reason. Thus, in the twentieth century, humanitarians come to the conclusion that digital reality, devoid of spiritual, mystical initiative, does not have the ability to think non-linearly, paradoxically and non-standard, is completely different from the creative productivity of the human spirit. According to the main genius of the twentieth century A. Eystein, a genius is someone who dared to think in spite of everyone and where everyone thought the same. But digital intelligence is created precisely in order to think as standard as possible, but only faster and millions of times faster, thinking not in the paradigm of cyclic dialectics, but in the linear paradigm of formal logic. According to experts, digital intelligence is capable of bifurcating unity, but not to unite any pair. Its activity is carried out with the use of real, symbolic icons, electrical signals. Therefore, it is not given to him to soar to transcendental heights.

It can be said that at the present stage humanity is going through a turning point in its development, the stage of the next revision of attitudes, is at a civilizational crossroads in the proposal of alternative scenarios of

history. In the theoretical field of the humanities, there is an iteration of the world's promising forms. Among them are such models as the noospheric, coevolutionary, information technology, postmodernist paradigms, the society of knowledge project, etc., and some cyberoptimist researchers associate the future development of the human race with the use of "artificial intelligence" and the creation of a "digital world", "digital society", "cyberepoha". At the same time, humanitarians complain that in these scenarios there are practically no ideal and spiritual imperatives, they carry threats of further "dehumanization". Thus, the epochs of industrialization and subsequent digitalization, creating circumstances of emancipation from intellectually routine operations, simultaneously form an environment in which there is a threat of abandoning mental activity in general.

Another philosopher and cultural critic Marshall McLuhan sees the connection between the technologization of reality and the spread of mass culture based on the involvement of technical means. He characterizes mass culture as "the folklore of industrial humanity". A similar assessment of mass culture was held by representatives of the Frankfurt school, who believed that "mass culture generates conformity that supports the consumer of this culture in an infantile state, unable to critically master reality and therefore under threat of manipulation of consciousness". The basic concept of the Frankfurt School was the concept of cultural industry as a result of the influence of conformity, manipulation and mass culture. According to these social philosophers, modern culture is not conditioned by philosophy and works of art. It is based on science and technology. "Various variations of the definition of modern culture can be found in research: cyberculture, information culture, screen culture, audiovisual culture. Screen culture in this perspective was understood as a system of imprinted cultural values transmitted through the technical means of the screen."

In general, in recent years, visuality has become a total environment of human presence, which has deep psychological roots, determining, for example, that up to 80% of the information a person receives thanks to visual sensors. Nestling in the right hemisphere, in its archaic clarity, in terms of the ability to impress the soul and penetrate consciousness, visuality far surpasses left-hemisphere verballity. This physiological circumstance significantly determines the advantage of the screen spectacle over other types of art. Visual-figurative impressionability turns out to be closer to the emotional-sensory perception of a person. To some extent, due to the visual nature at a new technological turn, human consciousness is subjected to archaization as opposed to verballity standing at a higher level of ontogenetic development. On-screen visuality reproduces the immersion

of an archaic person in an extremely vivid nature, but already refracted in the prism of the screen. That is, cinema has partly brought us back to the primitive archaic of direct perception of the world. This probably explains the special emotional drive that accompanies watching a movie, distinguishing its high affectation from a more moderate mood when reading a literary work. Thus, the screen forms reference samples, an illusory reality, turned simultaneously into a conditional archaic and a conditional future, leaving the viewer no opportunity for critical reflection. Thus, the mass-cultural horizon that has been creating for almost a century, including the Internet, mass media, advertising, cinema, computer games – all this is an environment of information manipulation of mass consciousness, both in relation to “our own” and in relation to “strangers”.

The researchers note that the problem of the relationship between man and artificial (digital, cybernetic) intelligence is inscribed in a wide field of humanitarian problems, which has an ethical, ideological and even gnostic dimension. On the horizon of this context looms the figure of Plato, who at the dawn of philosophy in the dialogue “Timaeus” imagined the figure of the demiurge as an intermediary between eternal patterns and the earthly world. And the theoretical disputes around the figure of Plato’s demiurge not only do not subside with each passing century, but they become more acute, giving rise to many contexts – religious, gnostic, transcendental, cybernetic. The ideological relevance of the situation lies in the fact that in the agenda of cyberintelligence, this “cognitive construction for the first time puts man himself in the place of the demiurge and indicates the possibility of man-made technological embodiment. Hence the interest in the genesis and content of this ancient model, which is becoming a working project today”.

The general pathos of the theme of demiurgism is reduced to a moral conflict between the recognition of the involvement of the individual in the supreme divine principle and the assertion of the autonomous isolation of a person to a fundamentally immanent center.

The recognition of a person’s spiritual involvement, being permeated with a sense of gratitude to the world and the principle that initiated it, motivates its bearer to be a predicate consequence, continuator, delegate of the force that conditioned it. And in this sense, such gratitude faces the task of multiplying the amount of good in the world. The ethical moment of the multiplication of goodness is the experience of childish credulity and the absence of any desire to subordinate, dominate and manipulate any external object. And, therefore, the conclusion from this attitude is the

denial of both the fact of the power of the evil demiurge over the world, and the desire to be this demiurge in relation to another.

On the contrary, skeptical or even completely nihilistic denial of the existence of some kind of gracious initiative of the world in favor of understanding the world as the result of an absurd case or even malicious calculation motivates in its subject a stubborn desire to close the beginning of this world to its subjectivity. In his book, the world is itself under the slogan – “not the world is the cause of me, but I am the cause of the world”. This leads to the pragmatic conclusion that “since this world is ruled by an evil demiurge, then it is up to me to become one in order to survive and achieve advantages over others”. The content of such a closure is the desire to achieve guarantees of protection from all unpredictable threats and risks of the world peripherally surrounding a person from all sides. At the same time, the best way to protect yourself from the effects of a threat-filled object, which eventually turns out to be the whole world, becomes an enterprise for its complete subordination, appropriation, and restraint.

The purpose of this activity is anthropomorphic symbolization. And the desire to create something that, having absolute intellectual power, at the same time remains in complete subordination to its creator, the demiurge, becomes the cybernetic torment of the demiurgic apology. Thus, the ideological origins of the ideological and thematic content of the cyberpunk and steampunk genres boil down to the fact that since about the XVI–XVII centuries, Western humanity has aimed at transforming the world in the image and likeness of the subject himself. With a sense of healthy alarmism, cyberpunks warn digital enthusiasm against unknowingly flirting with the subtle matter of human rationality. They mean the threat of the release of man-made intellectuality from the control of its godlike creator, as, for example, is represented in the work of M. Shelley “Frankenstein”.

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Ушакова Н.Л.

Екатеринбург, Россия

**ВОСПИТАТЕЛЬНОЕ ПРО-
СТРАНСТВО ШКОЛЫ КАК
ФАКТОР ФОРМИРОВАНИЯ
КУЛЬТУРНЫХ И ЭСТЕТИЧЕ-
СКИХ ЦЕННОСТЕЙ МЛАД-
ШИХ ШКОЛЬНИКОВ**

Научный руководитель:

Коротаяева Е.В.

Аннотация. В статье рассматриваются условия, при которых окружающее пространство становится воспитательной средой, благоприятной для развития личности каждого ребенка в детском коллективе, методические подходы к созданию сплоченного сообщества учащихся общеобразовательного учреждения, специфика влияния микрогрупп на ценностную систему, нормы поведения, установки и общественное мнение всей группы, усиливая или ослабляя воздействия педагогического коллектива по формированию у подрастающего поколения культурных и эстетических ценностей принятых в современном образованном и цивилизованном обществе.

Ключевые слова: воспитательная среда; начальная школа; младшие школьники; воспитательная работа; коллективное воспитание; детское сообщество; структура коллектива; школьные коллективы; эстетическое воспитание

Сведения об авторе: Ушакова Наталья Леонидовна, аспирант. Место учебы: Уральский государственный педагогический университет.

Коротаяева Евгения Владиславовна,

Ushakova N.L.

Ekaterinburg, Russia

**THE EDUCATIONAL SPACE
OF THE SCHOOL AS A FACTOR
IN THE FORMATION OF CULT-
URAL AND AESTHETIC VAL-
UES OF YOUNGER SCHOOL-
CHILDREN**

Professor: Korotaeva E.V.

Abstract. The article examines the conditions under which the surrounding space becomes an educational environment favorable for the development of the personality of each child in the children's collective, methodological approaches to creating a cohesive community of students of a general education institution, the specifics of the influence of microgroups on the value system, norms of behavior, attitudes and public opinion of the whole group, strengthening or weakening the impact of the pedagogical collective on the formation of the younger generations of cultural and aesthetic values accepted in a modern educated and civilized society.

Keywords: educational environment; Primary School; younger students; educational work; collective education; children's community; team structure; school groups; aesthetic education

About the author: Ushakova Natalya Leonidovna, Postgraduate Student.

Place of study: Ural State Pedagogical University.

Korotaeva Evgeniya Vladislavovna,

доктор педагогических наук, профессор, заведующий кафедрой педагогики и психологии детства.

Doctor of Pedagogy, Professor, Head of the Department of Pedagogy and Psychology of Childhood.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: ushakova-n-1@yandex.ru

Comprehensive school occupies a key place in the system of education and upbringing. The importance of these two factors for the formation of the child's personality began to be discussed even before the introduction of a single centralized education system. Scientific and technological progress had a significant impact on society, changed its structure, thinking and ideals. It had an impact on pedagogics and challenges it faces. A child who comes to school needs to be prepared for adult life, to occupy a worthy place in the society and contributes to its development. Professor S. Molozhavy writes that all educational and training work is an appropriate organization of the environment, which should strengthen in children what is important and valuable for us by correcting what is contrary to our educational objectives [3, p. 6].

Environmental coping strategies and the concept of environmental person's conditioning in the pedagogical process were considered and described by many domestic researchers and educators: S. T. Shatsky, K. D. Ushinsky, L. N. Pirogov, L. N. Tolstoy, A. F. Lazursky, A. F. Lesgraft. Their ideas are closely related to the environmental movement in pedagogy in the 20–30s and subsequent decades of the XX century in Europe and America. For example, American educators believe that the process of socialization and environment closely interact determining the quality of student's life. As noted by U. Manuilov, foreign researchers first of all focused their attention on "environmental science" – an optimal interaction of school and environment, which benefits and saves teaching time for teachers and students [2, p. 48]. They also considered the problems of school buildings' architecture, interior design of classrooms and refurbishment with necessary equipment, while Soviet educators adhered to the direction of "environment pedagogy".

In the 70–90s of the XX century, in addition to social institutions, educators-researchers considered the environment a wide variety of acting factors: subject, subject-aesthetic, natural, audiovisual, communication environment, school and extracurricular social environment. The school became known as the main environment for students' education. Gradually, technological terms came into use and more often the term "space" began to be used instead of "environment".

In the broadest sense, space is a set of interconnected objects. The concept of space entered many spheres of people's social life: economic, political, cultural, informational and educational. Unlike the environment, it does not arise spontaneously, but when both external and internal forces are committed to its unity. Educational space is a result of the constructive activity in order to increase the effectiveness of education. Its structure can be considered on the scale of the city and the region, since the development of personality is carried out under the influence of many environmental factors – natural, cultural, economic, and within the educational institution itself. Describing possibilities of the educational space in realization of its main goal – formation and development of students' personalities, N. Zahozhaya and A. Glinsky came to the conclusion that they mainly consist in the following [1, p. 7]:

- freedom to decide whether to enter and remain in the educational space;
- options for choosing content and forms of activity that are appropriate for the student and allow him to achieve the greatest success and the highest self-expression;
- building dialogue relations with people of different ages and social groups;
- intensive and diverse performance of various roles;
- selection of various collectives, communities and opportunities for their change;
- development of subspaces (cultural, natural, informational, everyday).

Educational space should be perceived by the children as their own space, as a niche for what is outside. Children themselves are not only the objects of influence of such a space, but also the subjects of its creation and improvement [5, p. 141]. Thus, the space when the students themselves are involved in its positive transformation, feeling like a single community. A. S. Makarenko, S. T. Shatsky, V. N. Soroka-Rosinsky, S. M. Rives worked on the problems of the formation and principles of organization of the children's collective. Despite some differences in views and approaches to solving the problem, they all held the opinion that joint action is the basis of a cohesive team and the formation of intra-collective relationships – business and emotional-psychological.

The main provisions and methods of collective education and the formation of a cohesive children's team are as follows:

- common goal that all members of the team perceive as a vital perspective;

- competition, a tool that helps strengthen the connection between students, stimulates a sense of belonging to the team and the desire to be involved in the process of completing the task;
- game, as a method of labor, cognitive, entertaining or creative activity, helps the child to try new roles and enriches his social experience;
- preservation of traditions, purposeful action of teachers to strengthen the team, saturate its life with positive emotions, consolidate moral norms and develop community culture;
- establishment of norms and rules of the collective and system of encouragement and punishment;
- joint aesthetic design of the surrounding space;
- analysis of the student’s activity results individually and all the team as a whole by studying individual dynamics of his level of knowledge and skills (comparing yourself with yesterday’s self);
- freedom to choose the type of activity that allows the child's personality to show his abilities and self-actualize.

The stronger the child’s need for successful learning activities and positive interaction with others, the faster and easier he becomes involved in the team and socializes in it. Providing educational and educational space with this or that opportunity, allows you to meet social needs of the child, provoke him to show appropriate activity, perform actions leading to the desired result. In other words, the actualization of the student's need to use the opportunities provided by the school environment occurs when these opportunities are complementary to his needs [6, p. 9].

The class team is a structural unit of a large school team, which, in turn, is a part of the educational community of the city and region. Along with the formal structure for any children’s collective, an informal structure is inherent, which is formed in the process of educational, work or gaming activities. Each group influences the personality by transmitting the system of values, value judgments and opinions adopted in this micro-group. If this group is a reference for the entire class and the community of school students, then this simplifies the process of socialization of the child in the team. There is a mutual transfer of value orientations, enrichment of aesthetic ideals, culture of behavior and communication. If there is an informal structure that is not referential to a large community of children, then there is a conflict that prevents the optimal process of development and socialization of students in this group and the collective as a whole.

The collective, as an integral system, and its state characterize the field of intellectual and moral tension or simply the “field of the collective”, expressing attitudes, norms of behavior, values, rules, public opinion

developing in the collective, the field is one of the main characteristics of the collective as a subject of education [4, p. 52]. It depends on the composition of children, their level of development, value orientations, the nature of activities and communication, on the style of the teacher's relationship to the children's team. Being a characteristic of relationships in the children's environment, it, in turn, has a significant impact on them.

Working on the cohesion of the children's collective, forming a certain style of behavior in it, the teacher must understand that each of his pupils came to school from their own social and household environment. During preschool childhood and primary school, children are particularly susceptible to influence from parents, teachers and older students. If a significant adult is a carrier of cultural values and high aesthetic ideals, expresses a position of rejection of marginal culture, condemns the violation of generally accepted norms of morality and ethics, then the child will behave this way, imitate this style of behavior. Therefore, the teacher, by his actions and the transmitted way of thinking, has a significant impact on the younger generation.

The educational space of school is not defined only by its boundaries. This is a complex multicomponent structure that can be considered both at the level of one institution and in the scale of the region and the country. All its elements influence each other and interact with each other. A good material and technical base and an aesthetically attractive designed space, forms a certain style of behavior and communication between participants in the educational process, supports the mood for success.

The educational community of the school includes two main groups – pedagogical and children's. They exist relatively independent of each other, but they constantly interact with each other and influence each other. The entire teaching staff is working to create a favorable educational space.

The basis for successful educational work with the younger generation is a cohesive children's team. In order to reduce the influence of marginal culture, minimize manifestations of aggressive behavior and tolerant attitude to the consumer lifestyle, it is necessary to create and maintain the core of the children's community from microgroups indifferent to such values and ideals. The more children strive for self-knowledge, spiritual development, increasing the level of education, the development of aesthetic ideals and the creation of artistic values, the more it influences and forces children from disadvantaged social backgrounds to adapt to them.

The methodology of collective education is based on the joint activity of students. A cohesive children's collective is a system that can be resistant to unfavorable manifestations of social relationships and marginal

culture. If this is not approved by the majority of microgroups, and, conversely, minimal pedagogical efforts are enough to introduce important universal ideals and values, stimulate the desire for knowledge and successful educational activities.

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Екатеринбург, Россия
**НЕЙРОЛИНГВИСТИЧЕСКИЙ
АСПЕКТ ПРИ ОБУЧЕНИИ
ЛЕКСИКЕ НА УРОКАХ
АНГЛИЙСКОГО ЯЗЫКА
В ВЫСШЕЙ ШКОЛЕ**

Преподаватель: Сергеева Н.Н.

Аннотация. Статья посвящена рассмотрению нейролингвистических аспектов, при обучении лексике на уроках английского языка в высшей школе в целях преодоления трудностей, возникающих на этапе формирования лексических навыков.

Ключевые слова: *нейролингвистика, лексические навыки; английский язык; лексикология английского языка; методика преподавания английского языка; методика английского языка в вузе; студенты; высшие учебные заведения; коммуникативные навыки; этапы порождения; речевые высказывания; ментальный лексикон*

Сведения об авторе: Федькова Ольга Сергеевна, преподаватель иностранного языка УрФУ им. первого Президента России Б. Н. Ельцина, соискатель степени кандидата педагогических наук.

Место учебы: Уральский государственный педагогический университет.

Сергеева Наталья Николаевна, доктор педагогических наук, профессор кафедры профессионально-ориентированного языкового образования.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: _olga2201.fedkova@yandex.ru

Ekaterinburg, Russia
**NEUROLINGUISTIC ASPECT
OF TEACHING ENGLISH LANGUAGE
VOCABULARY IN
HIGHER EDUCATION**

Professor: Sergeeva N.N.

Abstract. The article deals with neuro-linguistic aspects of teaching English language vocabulary in higher education for the purpose of overcoming difficulties arising at the stage of lexical skills formation.

Keywords: *neurolinguistics, lexical skills; English language; lexicology of the English language; methods of teaching English; methodology of the English language at the university; students; higher educational institutions; communication skills; generation stages; speech statements; mental lexicon*

About the author: Fedkova Olga Sergeevna, Teacher of Foreign Language UrFU named after the first President of Russia B. N. Yeltsin, Applicant for the Degree of a Candidate of Pedagogy.

Place of study: Ural State Pedagogical University.

Sergeyeva Natalia Nikolaevna, Doctor of Pedagogy, Professor of the Department of Professionally-Oriented Language Education.

Contact information: 620091, Ekaterinburg, pr. Kosmonavtov, 26;

The application of the neurolinguistic approach in teaching is not a new trend, but it results from the development of scientifically grounded

and proven theories in pedagogy, psychology, and linguistics. The neuro-linguistic approach emerges as an evolutionary product of neurolinguistics in the course of researches devoted to the connection between language and thinking.

In Slavic linguistics, I. A. Baudouin de Courtenay was one of the first who singled out physiological and mental sides of language. He also paid attention to the fact that language is a complex combination of physical, physiological and mental, public and individual aspects [4, p. 8].

Neurolinguistics receives its development in the works of L. Bloomfield, V. Doroshevsky, R.O. Jakobson, F. de Saussure. The foundations of this science were laid by A.R. Luria, who was engaged in fundamental research in this field. He revealed the close interdependence of speech production ability and the physiological state of the brain [4, p. 10]. A great contribution to the study of the problems of thinking and speech was made by researchers of the psychological direction in linguistics: L. S. Vygotsky, A. A. Potebny, G. Steintal and W. Wundt.

L. S. Vygotsky distinguished 5 phases of speech generation: motivation, thought, mediation of thought in the inner word, mediation of thought in the meaning of external words, mediation of thought in words [4, p. 33]. His research is supported by the results of experiments conducted by modern linguists in the study of mental lexicon.

Thus, neurolinguistics has formed as a separate compilation field of scientific knowledge, combining studies of psychology, linguistics, neurophysiology, neurology. The objects of modern neurolinguistics as applied to pedagogical issues are: 1) neuroplasticity, 2) reading and writing, their violations, 3) bilingualism, 4) second language acquisition, 5) cognitive decision-making algorithms, 5) brain and consciousness [2]. Hence, the application of the neuropsychological approach is a fundamental and reasonable criterion in the selection of pedagogical techniques in accordance with educational goals and objectives.

The requirements of FGOS 3++ also necessitate the use of neuropsychological methods and techniques, as the priority in education is not only the formation of basic knowledge, skills and abilities, but also the development of a harmonious personality, capable of successful socialization. The general professional competencies established by the standard are aimed at developing a learner's ability to generate and understand oral and written texts in the studied foreign language, to carry out inter-linguistic and intercultural interaction in oral and written forms [1].

As we can conclude, the declared competences go beyond the formation of the student's systemic knowledge, basic abilities and skills, but provide for psychological and neurolinguistic component.

Analyzing the results of entrance testing in a foreign language for the purpose of dividing students into groups in accordance with the level of mastering English language, we have identified ambiguity in terms of the results of the written test and the oral part. For the stated purpose we chose the methods of empirical research according to the classification proposed by I. Y. Zimnaya: observation, conversation, interview, testing [12, p. 29]. In most cases, the level determined by the written test was higher than the level determined by the oral part of the test. The students were asked general questions from the category of "General English" on the topics that are studied in accordance with school curriculum, such as "My family", "My friend", "My hobby". Most students find it difficult to select the appropriate vocabulary required for the statement, which is due to the lack of active vocabulary formation. At the same time, students are not able to express their thoughts in a foreign language due to the lack of vocabulary skills at communicative level.

Vocabulary skills are the basis of communicative skills and should be formed with the use of communicative methods. First and foremost, much attention should be paid to the issue of speech generation and mental lexicon formation, which is the scientific rationale for the choice of teaching methods, techniques and tools.

Domestic linguists (L. S. Vygotsky, A. A. Leontiev, T. V. Ahutina, A. R. Luria) distinguish the main stages of speech utterance generation: 1) motive, 2) thought, 3) internal word (internal programming), 4) external word (syntactic structure), 5) formation of external speech [11, p. 350].

In order to determine the motive of speech it is important to take into account the psychological features of the age and social group. The data of numerous researches allow characterizing a student as a special subject of learning activity with socio-psychological and psycho-pedagogical position [12, p. 183]. The need for socialization and self-actualization is typical for this age. The main form of learning is sign-contextual [12, p. 184]. The important criterion stipulating the motive of speech generation is the choice of a speech utterance theme. On practice, applying methods of observation, conversation, analysis of activity products (creativity) it was established, that motive to the statement is produced by themes which allow to tell about personal feelings, emotions and experience.

At the stages of internal programming (internal word) and syntactic structure (external word) it is important to take into account the research

of neurologists in the field of mental lexicon formation. The mental lexicon is the internal vocabulary that we use when we generate and perceive speech. The main method of studying mental lexicon is the method of making a lexical decision. The experiments carried out in the laboratory of cognitive research of St. Petersburg State University showed that words related in meaning and pronunciation are also connected in mental lexicon. Therefore, if one of them is activated, the second will be perceived much faster [8].

The data of these studies are also confirmed by experiments conducted by Dutch scientists A. S. Meyer, H. Schriefers, W. J. M. Levelt. Experiments allow us to allocate stages, which we pass when we search for some word in mental lexicon. At first an appropriate concept is identified. Then a person has to understand how to pronounce the word which corresponds to the selected concept [8].

Taking into account the findings, we can conclude that it is important to provide an aural accompaniment to a word and to introduce words and expressions related to each other in mental lexicon.

For example, while practicing the vocabulary on the topic “Introducing yourself” students are offered to tell about their hobbies using a substitution table which concludes speech patterns: “I like”, “I enjoy”, “I am into”, “I am interested in”, “I am good at” and variants of lexical units connected with one meaning group defined as “hobbies, types of leisure activity”, which are related to each other in mental lexicon. The students make utterances by using the speech patterns. Thus, an utterance is generated in accordance with the stages of speech production: motive, thought, internal programming, syntactic structure, formation of external speech.

It should be noted that various psycholinguistic techniques developed on the basis of text study methods can be applied for teaching foreign languages.

It is worth mentioning the methodology of key words developed by Professor A. S. Stern of St. Petersburg State University. The use of this methodology is quite widespread, including its use in teaching a non-native language. It is experimentally proved, that if students familiarize with a set of key words before reading a text, the level of perception and comprehension of this text increases [6].

A case in point can be a speech exercise that fits this methodology. Students are given a list of questions such as “How do you feel when you get a present?”, “How do you feel in case you fail an exam?” and a set of adjectives, related to the concept “feelings”. Using the set of key words students can build sentences and talk about their feelings and emotions,

while practicing both the key adjectives and the useful phrases contained in the questions.

Another example is a task to set up a discussion or to cover a topic, using the set of key words and phrases. Providing the students are suggested the list of useful language, needed to make utterances on a given topic, it will contribute to lexical skills formation and effective communication.

Also, it is necessary to note the methodology of lacunar texts, applied in psycholinguistics, which can be used in teaching foreign language for vocabulary practice or testing the level of language proficiency. For the first time this technique was proposed by N. L. Taylor [5].

The technique consists in removing certain words from the text. The task is to fill in the gaps in order to restore the text. Another name for this method is “Cloze-test”.

An example of such an assignment could be a comparison of Russian and English versions of the same text. At first, students are offered to read the Russian version of the text “My working day at the university”. Then the English version with the omissions of key words and phrases is proposed. The students are supposed to complete the English version, using the Russian text as a base. Such tasks can be used both at the stage of lexical skills formation and at the stage of vocabulary control.

The analysis of teaching practices with regard to neurolinguistic aspects enables to reveal and propose effective micro-strategies in the form of speech exercises aimed at both lexical skills formation and development of general communicative skills. The application of neurolinguistic practices helps, first and foremost, to overcome the difficulties of vocabulary learning, which helps to increase learning motivation, create a positive emotional background and relieve tension caused by the presence of a language barrier. All said above results in productive learning and gaining pedagogical aims.

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*Шанина А.М., Ярина Е.Г.**Shanina A.M., Yarina E.G.*

Екатеринбург, Россия

Ekaterinburg, Russia

ВЫБОР ЦВЕТА В АРХИТЕКТУРНОМ ПРОЕКТИРОВАНИИ**COLOR SELECTION IN ARCHITECTURAL DESIGN**

Аннотация. Статья посвящена этапам и правилам подбора цвета при проектировании.

Abstract. The article is devoted to the stages and rules of color selection in the design.

Ключевые слова: инженерия; архитектура; цвета; выбор цвета; архитектурное проектирование

Keywords: engineering; architecture; colors; color selection; Architectural Engineering

Сведения об авторах: Шанина А. М., ученица.

About the authors: Shanina A. M., Student.

Ярина Екатерина Геннадьевна, магистр педагогических наук, заведующая кафедрой иностранных языков.

Yarina Ekaterina Gennadyevna, Master of Pedagogy, Head of the Department of Foreign Languages.

Место учебы и работы: Специализированный учебно-научный центр Уральского федерального университета.

Place of study and work: Specialized Educational Scientific Center of Ural Federal University.

Контактная информация: 620137, г. Екатеринбург, ул. Данилы Зверева, 30; e-mail: maxgalkin04@gmail.com

The most important compositional means in the hands of an architect when designing buildings is color. Light and color are inseparable from each other. The surrounding world is perceived in color due to the rays of light reflecting from the sky and various objects. Human vision has a wonderful quality to perceive the whole world in color. But color can cause not only positive emotions, but also negative ones. The task of an architect developing a color scheme is to achieve its maximum contribution to human labor activity.

Color can also serve to visually change the proportions of the room, improving its microclimate. Color has the ability to reveal the plastic properties of rooms, can contribute to the organization of space and be a means of direction of movement. With the help of color, a certain rhythm can be introduced, color accents are created in the places of compositional nodes, and a psychological relationship of interiors is formed.

The development of a color solution can be conditionally divided into three stages. The first stage is the choice of a color scheme in a system of spaces or a separate space. The choice of color is usually associated with the orientation of the building or interior. Rooms oriented to the north are

usually painted in warm colors: cream light brown, apricot and others. This partially compensates for the lack of direct sunlight in the room, making its microclimate visually warmer. In northern areas, it is possible to paint in warm colors and those rooms that are oriented to the south, since there you can not be afraid of overheating of the premises. It is advisable to paint in warm or neutral-warm colors of the room, into which natural daylight does not penetrate. Cold color can have rooms oriented to the south or southwest, in southern and central areas, as well as rooms with large heat emissions.

A cold color may be appropriate if it is necessary to create a calming microclimate. Cold-blue, gray-blue, green colors reduce excitement – that's why they are used when painting bedrooms of children's institutions, and classrooms. Large rooms should not be painted in pure saturated tones. In such a color-saturated room, a person will feel bad, get tired quickly. In a rich pure color in a large room, it is advisable to paint only small details: lamps, flower stands, panels, furniture elements.

Adding to the overall calm range of different color shades is necessary to change the impression of monotony – especially if the work process of people in these rooms is monotonous. Small rooms in which a person stays for a short time can be painted in more intense colors.

If the color in the interior and exterior of residential and public buildings largely depends on the subjective approach of the artist, then in the interior of industrial buildings the color is predetermined by the purpose of these buildings and their elements, orientation, the nature of heat emissions, etc. Therefore, the regulation of colors has been developed for industrial buildings.

A special instruction on the use of color in an industrial interior introduces the use of color into the law for the main types of production. Identification colors of communications and warning colors of hazardous areas and objects, as well as security zones are common to all industries. Crane beams, crane hooks, workshop vehicles are painted in a red-black, yellow-black or orange-black stripe. Security zones are highlighted in green. All pipelines are painted in colors according to a special code. The use of certain colors can achieve a different psychological effect. For example, the introduction of red into the interior creates the impression of solemnity, conviviality. Contrasting combinations of colors have an exciting effect on a person. Nuanced combinations, on the contrary, are soothing.

The second stage of the development of a color solution is the selection of appropriate color ratios, the determination of the contrasts of interacting

colors and the degree of difference in brightness. In this case, the criterion can be the amount of color.

The third stage is the selection of materials for finishing and the selection of light sources. Here the architect must take into account the properties of finishing materials, the nature of the texture of their surfaces and the nature of natural and artificial lighting. The latter factor is important because some colors are distorted in the rays of artificial lighting, the radiation spectrum of which differs from white daylight. For example, incandescent lamps having a yellow radiation spectrum, or some fluorescent lamps with a cold radiation spectrum strongly distort the color of the room. With incandescent lamps, the saturation of yellow and red tones increases, blue tones turn green, purple and blue turn black. The spectrum of the rays of incandescent lamps is superimposed on the color of the painted surfaces and there is a mixing of colors.

The color climate is not always a determining factor when choosing a color scheme. As a rule, the choice of color solutions in the interior is subject to more complex patterns, but in any case, color combinations should be harmonious. There are a number of theories of the use of color in the interior: the theory of optimal colors by Professor Rabkin, according to which only the least tiring green and yellow-green colors should be used in the interior: the theory of neutral color; the theory of the leading or dominant color: psychophysiological theory; the theory of focusing color by Professor Birp; the theory of natural color. The use of each of these theories is possible in specific cases. For example, in the color scheme of the interior of the trading floor of a store where bright items are sold, it is advisable to use the theory of neutral color, according to which all enclosing surfaces and equipment should have a neutral achromatic color, against which the colors of the goods look even more saturated.

The psychophysiological theory of color takes into account the difference in the perception of color by people of different genders and ages, the creation of the illusion of lightness and heaviness, cold and heat, the depressing and exciting effect of a number of colors on a person. This theory should be applied to painting rooms where a person spends most of his time. The harmony of color combinations largely depends on the knowledge, experience and intuition of the architect. The correct color can be measured with a colorimeter or classified using a color template, and it is not subject to change.

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**Актуальные проблемы профессиональной сферы
в современном мире**

Часть I

Оригинал-макет:
Кропотухина Полина Владимировна

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