

Министерство просвещения Российской Федерации  
федеральное государственное бюджетное  
образовательное учреждение высшего образования  
«Уральский государственный педагогический университет»  
Институт иностранных языков  
Кафедра профессионально-ориентированного языкового образования

## **Актуальные проблемы профессиональной сферы в современном мире**

МАТЕРИАЛЫ  
IX международной научно-практической конференции  
молодых ученых на иностранных языках

17 марта 2022 года

Часть II

**85-летию института иностранных языков  
посвящается**

Екатеринбург 2022

УДК 811.1  
ББК Ш2/18  
А43

Под редакцией:  
доктора педагогических наук, профессора  
Н. Н. Сергеевой

**А43    Актуальные проблемы профессиональной сферы в современном мире** : материалы IX международной научно-практической конференции молодых ученых на иностранных языках. 17 марта 2022 г. Часть II / Уральский государственный педагогический университет ; под редакцией Н. Н. Сергеевой. – Екатеринбург : [б. и.], 2022. – 140 с. – Текст : непосредственный.

ISSN 2500-4387

Сборник включает материалы докладов и сообщений, прочитанных в рамках конференции «Актуальные проблемы профессиональной сферы в современном мире», организованной кафедрой профессионально-ориентированного языкового образования ФГБОУ ВО «Уральский государственный педагогический университет» 17 марта 2022 г.

Для студентов, магистрантов, соискателей, аспирантов и преподавателей языковых и неязыковых высших учебных заведений.

УДК 811.1  
ББК Ш2/18

ISSN 2500-4387

© Институт иностранных языков, 2022  
© ФГБОУ ВО «УрГПУ», 2022

# Содержание

## Английский язык

<b>Антипов П.В.</b> Применение приема «учебная улица» (online) на уроке закрепления материала по теме «Student's working day» (Походзей Г.В.).....	6
<b>Ахметзянова Я.А., Ярина Е.Г.</b> Методы привлечения внимания потенциальных читателей текста.....	9
<b>Базаева А.А.</b> Перспективы использования сервисов онлайн-образования при изучении английского языка (Зеленина Л.Е.).....	12
<b>Быков Г.Д., Зеленина Л.Е.</b> Развитие познавательных интересов обучающихся на занятиях эстрадного вокала.....	15
<b>Валуева Ю.А., Щербакова А.А.</b> Понятие медиации и ее принципы.....	18
<b>Варламова Т.А.</b> Принципы толерантности и политической корректности в рекламе (Походзей Г.В.).....	23
<b>Гоголева К.В.</b> Проблема квалификации преступлений, связанных с криптовалютой (Гузикова В.В.).....	27
<b>Горбунов Д.С.</b> Языковое образование и межкультурная коммуникация (Походзей Г.В.).....	30
<b>Дубровина В.В., Бабушкина Ю.Д., Ярина Е.Г.</b> Аукцион и то, что вы о нем не знали.....	33
<b>Епанчинцев М.Ю., Шакирова А.А.</b> Обеспечение индивидуализации среднего медицинского образования (Зеленина Л.Е.).....	36
<b>Зими́на Е.В., Зеленина Л.Е.</b> Методические рекомендации по преподаванию практических основ астрономии.....	39
<b>Каленская А.Д.</b> Важность изучения английского языка в условиях современного мира (Гузикова В.В.).....	43
<b>Карпи́за К.В.</b> Как обучать английскому языку детей с ОВЗ (Походзей Г.В.).....	47
<b>Клименко В.Е.</b> Сценическая речь в педагогической деятельности (Походзей Г.В.).....	50
<b>Колпакова Е.В.</b> Лингвокультурологическое комментирование как компонент процесса чтения (Ярина Е.Г.).....	53
<b>Культина П.М.</b> Реализация уроков английского языка в условиях дистанционного обучения (Походзей Г.В.).....	56

<b>Лесникова Т.А.</b> Внедрение аддитивных технологий в современное производство (Романова Г.В.).....	59
<b>Литвиненко А.Ю.</b> Интернет-маркетинг (Соснина Н.Г.).....	63
<b>Лобанова В.К., Ярина Е.Г.</b> Конфликт в парке Маяковского: история вопроса и пути решения.....	65
<b>Лузарева В.О.</b> Знания – это процесс открытий: как конструктивизм изменил образование (Походзей Г.В.).....	68
<b>Манин Г.А.</b> Аудиовизуальные средства как способ развития умений иноязычной диалогической речи обучающихся младших классов (Кропотухина П.В.).....	72
<b>Маринченко М.А.</b> Дистанционные образовательные технологии для коррекции детской речевой апраксии (Колесова Е.М.).....	76
<b>Мокрушина В.А.</b> Принципы толерантности и политкорректности в англоязычном интернете (Походзей Г.В.).....	79
<b>Мусин М.А.</b> Основы статистического обеспечения качества (Соснина Н. Г.).....	82
<b>Мутаева А.Р.</b> Цифровизация образования: проблемы и перспективы (Походзей Г.В.).....	84
<b>Назирова А.А.</b> Буллинг в подростковом возрасте (Походзей Г.В.).....	87
<b>Немятова Е.К.</b> Королевская династия Виндзоров (Походзей Г.В.).....	90
<b>Нестерова В.Е.</b> Лингвистическое моделирование медийного образа полиции: стратегии и тактики (Макеева С.О.).....	93
<b>Николаева А.Л.</b> Создание комфортной атмосферы на занятиях при изучении иностранного языка (Походзей Г.В.).....	96
<b>Павлова А.Н.</b> Понятие «салаф салих»: этимология и содержание термина. Трактовка феномена салафизма в религиозной и академической литературе (Зеленина Л.Е.)...	99
<b>Павлова В.А.</b> Федеральная служба исполнения наказаний (Соснина Н.Г.).....	101
<b>Пономарева А.М.</b> Инновационная деятельность в образовании (Кривошекова М.С.).....	103
<b>Попова Е.А.</b> Английский язык для специальных целей в медицинском образовании (Митрофанова К.А.).....	107

<b>Решетникова Д.С.</b> Когортное обучение как одно из перспективных направлений профессионального онлайн-образования (Романова Г.В.).....	109
<b>Рикерт А.П.</b> Национальная служба здравоохранения Великобритании как универсальная система здравоохранения (Москалева Л.Ю.).....	112
<b>Рубинская Н.Ю.</b> Проблема незаинтересованности детей младших классов процессом обучения (Походзей Г.В.).....	115
<b>Рубцов Я.А.</b> Специфика политического режима в РФ (Соснина Н.Г.).....	117
<b>Савичева Д.А., Зеленина Л.Е.</b> Онлайн-курсы в процессе обучения школьников (Зеленина Л.Е.).....	119
<b>Салова Е.В.</b> Приобщение дошкольников к национальной культуре как основа патриотического воспитания (Кривошекова М.С.).....	123
<b>Семерикова В.А., Зеленина Л.Е.</b> Любите то, что делаете и ваши мечты сбудутся.....	127
<b>Старикова А.В.</b> Плюсы персонализированного обучения по сравнению с классической образовательной системой (Походзей Г.В.).....	130
<b>Суставов П.Е.</b> Анализ правомерного применения огнестрельного оружия сотрудниками полиции России и США (Гузикова В.В.).....	134
<b>Сухарева П.Д.</b> Пробелы в праве (Соснина Н.Г.).....	137

**УДК 372.881.111.1:371.321**

**Антипов П.В.**

Екатеринбург, Россия

**ПРИМЕНЕНИЕ ПРИЕМА  
«УЧЕБНАЯ УЛИЦА» (ONLINE)  
НА УРОКЕ ЗАКРЕПЛЕНИЯ  
МАТЕРИАЛА ПО ТЕМЕ «STU-  
DENT'S WORKING DAY»**

**Преподаватель: Походзей Г.В.**

Аннотация. В статье рассматривается методическая разработка фрагмента урока для 9 класса по теме «Student's working day». Основное внимание уделяется закреплению лексики по теме, совершенствованию умений устной и письменной речи, а также дается грамматический материал.

Ключевые слова: методика преподавания иностранного языка; обучение; учебная улица; онлайн-урок.

Сведения об авторе: Антипов Павел Вячеславович, студент Института общественных наук.

Место учебы: Уральский государственный педагогический университет.

Походзей Галина Викторовна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: pasha.antipov.1999@mail.ru

**Код ВАК 13.00.02**

**Antipov P.V.**

Ekaterinburg, Russia

**APPLICATION OF THE  
“LEARNING STREET” TECH-  
NIQUE (ONLINE) AT THE LES-  
SON OF FIXING THE MATERI-  
AL ON THE TOPIC “STUDENT’S  
WORKING DAY”**

**Professor: Pokhodzey G.V.**

Abstract. The article discusses the methodological development of a lesson fragment for the 9<sup>th</sup> grade on the topic “Student's working day”. The main attention is paid to the consolidation of vocabulary on the topic, improving the skills of oral and written speech, as well as grammatical material is given.

Keywords: methodology of teaching a foreign language; teaching; learning street; online lesson.

About the author: Antipov Pavel Vyacheslavovich, Student of the Institute of Social Sciences.

Place of study: Ural State Pedagogical University.

Pokhodzey Galina Victorovna, Candidate of Pedagogy, Associate Professor of the Department of Professionally Oriented Language Education.

Recently, due to the pandemic and the conditions of distance learning, the issue of developing methods and techniques of distance learning and integrating traditional methods into a similar format has become acute. The “Learning Street” method was no exception. We have made an attempt to integrate this technique on the Internet.

Many people know this technique under another name – “spinner”. “Spinner” is the movement of the participants of the educational quest through the stations with tasks, while each participant / team has its own route. What does this technique give us: 1) increased motivation (a competitive game in which you want to win); 2) an increase in the volume of material and an increase in the density of the lesson (several tasks are solved simultaneously); 3) taking into account the individual and psychological characteristics of students (differentiated approach); 4) achieving the planned learning outcomes: subject (they know how to perform subject actions), personal (relationships, respect in the group) and meta-subject (regulatory – time, order, action plan; cognitive – analysis, synthesis, etc.; communicative – cooperation) [5].

Learning street is a form of education at train stations. It consists of certain stages of learning with an increasing level of complexity, which should safely lead students to the goal of learning and success in learning [6].

Learning street (Lernstraße) came to us from the German teaching methodology and was initially focused on primary school. This technique is never implemented at the stage of obtaining new knowledge, only during the development and consolidation.

In this article, we describe the methodological development of not the whole lesson, but only a fragment (the main part) using the “Learning Street” (online) technique at the lesson of fixing the material on the topic “Student’s working day” in the 9<sup>th</sup> grade.

The class, by the way, was not chosen by chance by us. Firstly, as it usually happens, after the 9th grade, some students will go to colleges / technical schools to receive secondary vocational education, thereby they themselves will soon become students next year, so this topic is relevant for them. In addition, if we turn to thematic planning of English in college [2], we will see that in the 1<sup>st</sup> year students study the topic “My working day”. Thus, they will already be ready for this topic to some extent. Secondly, if we open any educational and methodological complex, for example, Biboletova, then in thematic planning we will see a topic related to the choice of a profession [1]. Based on this, we can include our topic in this section, since the profession begins, first of all, with the choice of a college / university, that is, with student life.

The essence of the “Learning Street” technique is to create “stations” with tasks in the form of passing the “path”, while the sequence of tasks is absolutely free. The peculiarity of our method is its use in the “Online” mode.

When using this technique, the method of differentiated learning is also used [4], presented in the form of tasks of different levels of difficulty, which children choose independently.

The purpose of our assignment is to consolidate and improve the skills and abilities of students on the topic “Student’s working day”.

It is advisable to conduct such a lesson in the “ZOOM”, and the division into pairs is proposed in the form of creating session rooms.

The result of these tasks is the revision of vocabulary on the topic of “Student’s working day”, grammar on the topic of Present Simple, as well as the creation of a basis for the formation of interest in improving the achieved level of proficiency in the foreign language being studied [3].

## REFERENCES

1. Biboletova M. Z., Denisenko O. A., Trubaneva N. N. Book for teachers with lesson planning for the UMK “Enjoy English 9<sup>th</sup> grade”. – Obninsk, 2010.
2. Farafonova L. M. Methodical development of an open lesson in the discipline of the OGSE 03 “Foreign language” (English). – Neftekamsk, 2018. – URL: <https://infourok.ru/razrabotka-uroka-angliyskogo-yazika-moy-rabochiy-den-3342632.html> (accessed: 03.06.2021).
3. Federal State Educational Standard of Basic General Education (Approved by Order of the Ministry of Education and Science of the Russian Federation No. 1897 dated December 17, 2010). – URL: <https://fgos.ru/> (accessed: 03.06.2021).
4. Firsov V. V. Differentiation of learning based on mandatory results. – M., 1994.
5. <https://www.prodlenka.org/metodicheskie-razrabotki/278910-forma-gruppovoj-raboty-vertushka> (accessed: 05.06.2021).
6. <https://www.xing.com/communities/posts/lernstrasse-1016321901> (accessed: 05.06.2021).



**МЕТОДЫ ПРИВЛЕЧЕНИЯ  
ВНИМАНИЯ ПОТЕНЦИАЛЬ-  
НЫХ ЧИТАТЕЛЕЙ ТЕКСТА**

Аннотация. Статья посвящена проблемам написания текста для привлечения аудитории. В статье рассматривается, как сделать текст актуальным для читателя. Статья полезна для начинающих журналистов, блогеров и копирайтеров.

Ключевые слова: целевая аудитория; привлечение внимания.

Сведения об авторе: Ахметзянова Яна Альбертовна, студент.

Ярина Екатерина Геннадьевна, заведующий кафедрой иностранных языков.

Место учебы и работы: Специализированный учебно-научный центр Уральского федерального университета им. первого Президента России Б. Н. Ельцина.

Контактная информация: 620137, г. Екатеринбург, ул. Данилы Зверева, 30; e-mail: yana\_akhmetzyanova7@mail.ru

**METHODS TO GET THE AT-  
TENTION OF POTENTIAL TEXT  
READERS**

Abstract. The article is devoted to the problems of problem of writing text to create audience engagement. The article is relevant for aspiring journalists, bloggers, copywriters.

Keywords: target audience; attracting attention.

About the authors: Akhmetzyanova Yana Albertovna, Student.

Yarina Ekaterina Gennadiyevna, Head of the Department of Foreign Languages.

Place of study and work: Specialized Educational and Scientific Centre of the Ural Federal University named after the first President of Russia B. N. Yeltsin.

One of the most essential skills of a modern journalist is not only to express his thoughts competently, but also to influence the reader, make him think about something important, share unique and interesting information.

One journalist wrote high-quality material, worked carefully on the topic, talked to experts, but for some reason his ideas were not popular enough. It turned out that the topics he chose were very monotonous and irrelevant. The fact is it is important to know a number of rules that will be useful for writing an article. We conducted a research to what extent novice bloggers and those who want to become journalists know how to attract the readers' attention. Analysis of articles shows that most use cliched phrases and a lot of unnecessary facts, which makes the text meaningless. Texts that have received a lot of positive ratings, views and are relevant for a long period, give an example of how to properly design your printed work.

The first thing the reader pays attention to is the title. According to statistics, a person determines the usefulness of the material within the first 5-7 seconds. It is important to quickly seize the reader's "window of attention". This is the amount of time a person is willing to spend to read your article. Owing to this, the title will contain all the necessary aspects to interest people. Another way is to create a provocative headline. As a rule, there are always curious people who, upon seeing such a heading, will click to see the text. However, if it does not fit the text, then the reader may be disappointed. The title is the main tool for attracting readers. It should not only be interesting, but also explain the usefulness of the article. In this case, you can partially use the marketing formula 4U to create headers: usability, uniqueness, ultraspecificity, urgency. The article should be useful, because if the reader realizes that the title does not correspond to the content or that he has wasted his time on a pointless text with a bright title, then he is unlikely to read other of your articles.

You can also choose a topic according to your interests because if a writer knows a lot about a certain issue and is interested, then the text turns out to be fascinating. The main thing is to be able to correlate your interests with the target audience. The ability to make an unusual topic out of an ordinary one, to consider the situation from a new angle is a necessary skill. Most of the texts are aimed at attracting regular readers. Using your interests in your work helps to create a text to find your target audience.

It is also important to pay attention to the lead paragraph – the first paragraph of the article in which the problem is formulated. There is an inverted pyramid technique, which means placing all the most important and interesting facts at the beginning of the article, and revealing the details in the main part. Therefore, if there is some surprising fact that will amaze the reader, then it can be framed either in the headings of the article or in the first paragraph. Thus, the intrigue will cause a desire to get to the bottom of it, and for this the reader will have to finish the entire article.

The structure of the text should also be organized because the text is much easier to perceive if it is divided into paragraphs, and it is even better when interesting places are highlighted. Professionals use a variety of content: tables, charts, polls and other things. This makes the information easy to understand.

Many people do not notice that vague wording and lack of specifics spoil the article. By adding real statistics and figures, the writer creates the reader's trust, and also makes it possible to really evaluate some phenomenon. For example, those who are still reading this article have spent approximately 3 minute 30 seconds reading it.

Collecting statistics and interviewing real people is a way to get valuable information about what everyone is interested in. It is also a guarantee of authenticity and relevance. For example, as a result of a study among young people writing their blogs, it turned out that only 15% of them know how to properly attract attention to their text. The remaining 85% do not understand this and cannot attract readers.

A short story reflecting someone's experience is also good for an article. It is not necessary to mention names, the main thing is to convince of its authenticity, so that it does not look like fiction. Such an insertion helps to explain that the problem really exists and that someone really was able to cope with it. The second paragraph of this article is a clear example of this aspect.

Also, the visual component adds originality to the text. Many people decide whether to read the entire text by heading. But a bright picture can also help keep attention. The illustration must fit within the meaning of the text. It can be a funny picture or a shot from a famous movie. Abstract images help to define the topic of the article by associations. They will emphasize the uniqueness of the article and help to avoid plagiarism. The benefit of these photos is that you can embody new ideas. In addition, you can create pictures yourself in different apps. One of the ways to present information is infographic. It contains history, data, design and a desire to share with people. The reader needs to feel that the creator of the article wrote it with the goal of sharing important information that will help readers, warn or even improve their lives. Infographics attract many people due to their multifunctionality and meaningfulness.

It is very difficult to capture the reader's attention. There are a lot of texts and their authors in the modern world, and they are all trying to attract attention to themselves. This is one of the reasons for the appearance of information noise and distracts from important things. To avoid standard mistakes, novice bloggers and journalists need to analyze high-quality articles and carefully choose their target audience, and then they will be able to be in demand and attract a large number of readers.

## REFERENCES

1. The easy 4U formula that will compel readers to click every time // Melanie Duncan. – URL: <https://www.melanieduncan.com/the-easy-4-u-formula-that-will-compel-readers-to-click-every-time>.
2. Writing tips that will grab your readers attention / J. Mole. – URL: <https://www.writershub.org/5-writing-tips-grab-readers-attention>.
3. How to attract your blog readers / Smart Marketerz. – URL: <https://smartmarketerz.com/attract-blog-readers-attention>.

УДК 37.016:811.111:004

**Базаева А.А.**

Екатеринбург, Россия

**ПЕРСПЕКТИВЫ ИСПОЛЬЗОВАНИЯ СЕРВИСОВ ОНЛАЙН-ОБРАЗОВАНИЯ ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА**

**Преподаватель: Зеленина Л.Е.**

Аннотация. Статья посвящена анализу самых популярных сервисов в онлайн образовании по английскому языку на 2020-2021 гг. Рассматриваются их соответствие традиционным и инновационным критериям, разработанным для оценки электронных образовательных ресурсов. Объясняются перспективы и возможности их дальнейшего использования.

Ключевые слова: сервисы онлайн-образования; мобильные приложения; геймификация образовательного процесса; самообучение; английский язык.

Сведения об авторе: Базаева Анна Александровна, студент 3 курса Института общественных наук.

Место работы: Уральский государственный педагогический университет.

Зеленина Лилия Евгеньевна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: bazaeva18anna@mail.ru

**Код ВАК 13.00.02**

**Bazaeva A.A.**

Ekaterinburg, Russia

**PROSPECTS OF USING ONLINE EDUCATION APPS IN LEARNING ENGLISH**

**Professor: Zelenina L.E.**

Abstract. The article is devoted to the analysis of the most popular online-education apps of English for 2020-2021. We used traditional and innovative criteria of electronic educational resources to analyze education apps of English. The prospects and possibilities of their further use are explained.

Keywords: online learning platforms; mobile apps; gamification of the educational process; self-study; English.

About the author: Bazaeva Anna Alexandrovna, the 3<sup>rd</sup> year Student of the Institute of Social Studies.

Place of study: Ural State Pedagogical University.

Zelenina Liliya Evgenyevna, Candidate of Pedagogy, Associate Professor of the Department of Professionally-Oriented Language Education.

With the use of distance learning technologies in higher and secondary educational institutions, self-learning play an important role in the educational process. Self-learning is based on the use of online learning platforms and mobile apps in various disciplines. They are convenient to use on a phone or laptop and have diverse and interactive content. For this

reason internet apps are also popular among students studying the English language.

Consequently it is necessary to pay special attention to the development of high-quality and useful internet apps for self-learning. The purpose of our study is to analyze and evaluate the most popular internet apps for learning English in the period from 2020-2021.

We decided to use innovative and traditional criteria of evaluating “An electronic educational resource” to analyze learning apps [1]. We also turned to the “Uniform Requirements for Electronic educational Resources” to assess the objectivity of the selected criteria [2]. According to the selected criteria, we evaluated learning apps on the following points:

1. Availability of all components of the educational process: obtaining information, practical training and assessment.
2. Interactivity of learning.
3. Compliance with general didactic principles.

The most popular internet learning platforms for the period 2020-2021 according to the media are the following: Duolingo, Puzzle English and Lingualéo. Their popularity is explained by two factors. Firstly it is the gamification of the educational process, because the use of game elements gives the traditional learning process greater ease, attractiveness and interactivity. Secondly, platform exists in the format of a mobile application and it allows to study English even while away from home. During the research were created their own accounts in Duolingo, Puzzle English and Lingualéo to study the structure and content of the apps. We noted the common characteristics:

1. Determination of the initial level of English proficiency. The user is invited to take a small test and, depending on the obtained results, he take tasks, lessons and materials of a certain level that he will improve in the learning process. This stage reflects two didactic principles: from simple to complex, and systematic and consistent.
2. The combination of grammatical rules and vocabulary with practical exercises implements the principle of theory and practice connection.
3. Compliance with the principle of visibility – the services have a bright design and large range of pictures, diagrams and other forms in the visualization during the learning process. It attracts the user’s attention and contributes to a better assimilation of the material.

As for the study of specific sections of the language – the content of the services differs from each other.

Duolingo focuses on the development of lexical and grammatical skills: the app helps to develop and consolidate the skills of spelling, understanding and memorizing individual words or small phrases.

Puzzle English is more focused on the development of listening skills – the application presents a wide range of TV series with double subtitles, as well as audio recordings with exercises.

Lingaleo gives you the opportunity to engage in reading and listening. Special attention is paid to the formation of the lexical base and working out the words passed in a playful way.

Despite the high-quality content, multi-level approach and a wide variety of forms of activity, the online services under consideration do not allow to work out in detail all sections of the English language, primarily because of the game format aimed at superficial acquaintance or consolidation of already acquired knowledge.

Thus, we draw the following conclusions:

1. Modern educational services generally meet the basic requirements applied to electronic educational resources.

2. The services are mobile and contain informative and interactive content, which gives them great prospects for further use not only among young people, but also among older people.

3. At the moment, they are ideal for complementing and diversifying classes, but they cannot become the main means of learning English.

## **REFERENCES**

1. Assessment of the quality of electronic educational resources. – URL: <http://infocom.uz/2012/02/28/ocenka-kachestva-elektronnyx-obrazovatelnyx-resursov> (date of reference: 13.12.2021).

2. Uniform requirements for electronic educational resources. – M., 2011.

**РАЗВИТИЕ ПОЗНАВАТЕЛЬ-  
НЫХ ИНТЕРЕСОВ ОБУЧАЮ-  
ЩИХСЯ НА ЗАНЯТИЯХ  
ЭСТРАДНОГО ВОКАЛА**

Аннотация. В статье рассматривается понятие «музыкально-познавательный интерес», преимущества эстрадного искусства, анализируются методы и примеры развития и проявления познавательного интереса на занятиях эстрадного вокала.

Ключевые слова: познавательный интерес; эстрадный вокал; эстрадное искусство; дополнительное образование детей.

Сведения об авторах: Быков Георгий Дмитриевич, студент 2-го курса Института искусств, дизайна и технологий.

Зеленина Лилия Евгеньевна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

Место учебы и работы: Уральский государственный педагогический университет.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: bgd181202@gmail.com

**DEVELOPMENT OF COGNITIVE INTEREST OF STUDENTS OF THE VARIETY VOCAL CLASSES**

Abstract. The article examines the concept of “musical and cognitive interest”, the advantages of pop art, analyzes the methods and examples of the development and manifestation of cognitive interest in pop vocal lessons.

Keywords: cognitive interest; pop vocals; pop art; additional education for children.

About the authors: Bykov Georgy Dmitrievich, 2<sup>nd</sup> year Student of the Institute of Arts, Design and Technology.

Zelenina Liliya Evgenyevna, Candidate of Pedagogy, Associate Professor of the Department of Professionally-Oriented Language Education.

Place of study and work: Ural State Pedagogical University.

In the modern world, culture and art are an important part of the mechanism of formation and development of modern society. Among all types of musical cultures, pop music (pop music) is becoming the most popular. The concept of “stage” refers to the French term “estrade”, which means “stage” or “platform”. Everything related to pop art – clowning, conversational genre, dance and vocals is light, entertaining and is a synthesis of arts, classical traditions and folklore. The pop genre is becoming more and more accessible to society, while new subspecies of this genre are constantly being created within this genre (jazz, rock, folk, soul, gospel, funk, etc.). In Russian music education, at its various levels, pop vocal is given special attention and interest among teachers and students.

With the development of pop music in the 60s of the twentieth century, pop departments began to open on the basis of music schools. Then the choirs of children's music schools began to include pop works in their repertoire. At the beginning of the 21<sup>st</sup> century, pop-jazz departments began to appear in children's art schools and children's music schools, where children learned solo and ensemble singing, choreography and acting, solfeggio. In this regard, there was a need for the training of pedagogical personnel in the field of pop and jazz singing. And at the beginning of the XXI century, the trend of opening pop departments began at the music faculties of pedagogical universities. Nowadays, the pop-jazz direction has become one of the highest priority among pupils, parents, students and teachers.

The system of music education is aimed at the formation of aesthetic and moral qualities of a person, artistic and aesthetic education of the younger generation, a general developmental impact on children and adolescents, as well as laying the primary foundation of a future professional musician. In children's art schools and in children's music schools, pop vocal is a fairly new and promising discipline. For pop musician's inmodern socio-cultural environment created a large number of competitions, TV projects, castings, projects in social networks, online courses and educational programs. In terms of the process of personality formation, the acquisition of new skills and abilities, the promotion of the social elevator, pop vocal training is perfect. The material used in teaching pop vocal is very diverse and is chosen in accordance with the age of the student. Senior preschoolers and younger students perform works by Soviet and Russian children's composers (V. Shainsky, E. Krylatov, D. Tukhmanov, A. Ermolov, A. Tserpyat, V. Ososhnik, A. Varlamov, etc.).

Teenagers are already moving on to performing jazz standards and pieces from musicals ("Fly me to the Moon", "But not for me"). Students at the pop departments are interested in pop art not only as performers, but also as listeners. But, unfortunately, in the conditions of modern socio-cultural reality and the media space, all the restrictions that regulate the quality of musical works are maximally blurred. The most guided in this regard is the younger generation, to whom the environment is able, without additional efforts, to plant a huge number of pop samples of dubious quality and level of performing culture. Because of this, the students do not form enough ideas about the classics of pop art, world and domestic examples of the pop genre, the history of pop-jazz music. One of the main tasks of additional music education is the development of interest and in-depth knowledge of the student in the musical direction, based on his training profile. Interest is an expression of a relationship to an object of action;



manifestation of mental and emotional activity; active emotional and cognitive attitude of a person to the world; a powerful stimulus to the activity of the individual, under the influence of which the activity becomes exciting and productive; need that has passed the stage of motivation; an attitude that develops into an orientation of the personality. In the process of educational and musical-performing activities, a child's interest in art is best formed. Pop art is a powerful tool for influencing individual and social consciousness. It combines the spiritual energy of various cultures, genres, creates strong temporal and spatial connections, engages a person in an active dialogue, enriching his inner world, forming an emotional, intellectual sphere and worldview. First of all, students need to be introduced to the best examples of all genres of pop art. Dance in pop art combines various directions. The brightest and worthiest examples are such artists as: N. Yu. Tyberg, M. P. Kharitonov. Speaking about pop art, one cannot fail to mention the original genre that combines pantomime, dance, acrobatics, magic tricks, juggling, and tricks. The best examples of this genre are considered to be D. I. Chitashvili, L. S. Maslyukova, T. A. Ptitsin. But the main feature of Russian pop art is its musical eccentricity. This genre combines vocals, stunts, playing musical instruments, extracting music from various objects, dancing and more. In the modern world, unfortunately, real pop art is fading away, which is why the younger generation is losing interest in high-quality examples of pop art.

They practically have no opportunity to see high professional level pop artists of different genres. Our main tasks in this matter are to form students' understanding and interest in the genres of pop art, to instill basic knowledge, skills and abilities in the field of pop genres (dance, original and singing); develop students' musical, dance and artistic abilities; create conditions for high-quality education of children and adolescents in children's music schools by means of pop art; to interest students in admission to educational institutions in the profiles of pop performance and pedagogy of music education.

## REFERENCES

1. Изюрова О. С. Детская вокальная эстрада в системе дополнительного образования // Известия Российского государственного педагогического университета им. А. И. Герцена. – 2009. – № 102. – С. 184-187.

**ПОНЯТИЕ МЕДИАЦИИ  
И ЕЕ ПРИНЦИПЫ**

Аннотация. Медиация как способ урегулирования школьных конфликтов сегодня становится популярным явлением благодаря массовому внедрению инновационных технологий в образовании. В статье рассмотрена процедура медиации, ее принципы. Дан ответ на вопрос что такое конфликт, из чего он состоит.

Ключевые слова: медиация; конфликт; конфликтная ситуация.

Сведения об авторах: Валуева Юлия Александровна, магистрант 1 года обучения Института психологии.

Щербакова Анна Андреевна.

Место учебы: Уральский государственный педагогический университет.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: osr@uspu.me

**CONCEPT OF MEDIATION AND  
ITS PRINCIPLES**

Abstract. Mediation as a way of settling school communities is a popular phenomenon today due to the massive introduction of innovative technologies in education. The article discusses the mediation procedure, its principles. An answer is given to the question of what a conflict is, what it consists of.

Keywords: mediation; conflict; conflict situation.

About the authors: Valueva Yulia Aleksandrovna, 1<sup>st</sup> year Master's Degree Student of the Institute of Psychology.

Shcherbakova Anna Andreevna.

Place of study: Ural State Pedagogical University.

Our modern life is directly related to the clash of ideas, attitudes and goals of both individuals and groups, other communities. Disagreements and contradictions of different sides arise every day, often developing into conflicts in the educational organization.

An educational organization is a space in which groups of different in age, status and function people interact. Nowadays a child finds himself in a zone of conflict interaction from a kindergarten, and not only with peers, but also educators and teachers, and it should be taken into account misunderstanding between parents and children. Today, the problem of conflicts is of great interest, its significance and relevance in the minds of people, public life and in the educational environment has grown significantly. The norm has become not only the acceptance of conflict as a natural form of people's mental life, whether it is interpersonal conflicts, but also the recognition of its important functions in the development of the personality and its relations with other people [1].

The term “conflict” (from Latin *conflictus* – quarrel, clash, dispute) is defined as a lack of agreement between two or more parties, as a collision of oppositely directed, incompatible tendencies in the minds of individuals, in interpersonal or intergroup interactions, associated with negative emotional experiences [5].

As a rule, any conflict consists of a conflict situation – a latent or open confrontation between two or more participants (parties), which includes either conflicting positions of the parties on any occasion, or opposite goals or means of achieving them in these conditions, or a mismatch of desires, interests of opponents, etc. [3].

A conflict situation can arise in relationships and mature in practical activity, its occurrence is facilitated by a more or less long period of mutual or latent, one-sided dissatisfaction. It should be noted that if the conflict is resolved destructively, then its consequences can be anxiety, helplessness, confusion, collapse, denial, withdrawal, escalation, polarization. Conversely, if the conflict is resolved constructively, the person feels that everything is going smoothly, experiences the joy of communication, a sense of success, efficiency, energy.

Conflicts within the school are routine: children conflict with each other and with teachers. In addition, conflicts often arise over school education between parents and children. Surveys conducted among high school students indicate that adolescents consider conflicts in the following systemic pairs the most relevant:

- pupils – parents;
- pupils – teachers;
- pupils – pupils.

Today, conflicts at school are resolved, as a rule, in such frequent ways as:

- Administrative leverage (punishment or threat of punishment).
- Referral to a psychologist or social educator.
- “Meetings” among teenagers.
- Silence.

In these methods, either a complete solution to the conflict doesn’t occur, which satisfies all participants, or the solution to the conflict is found not by its participants, but by someone else [6].

As a result, schoolchildren don’t master constructive ways of resolving conflict situations, and therefore, at school and in later life, they often use force unreasonably or become victims of aggressive people. In our opinion, there are many reasons, both subjective and objective, that provoke conflicts, they are often inevitable. But in cases of resolving pedagogical con-

flicts, it is very important to be aware of the long-term perspective of the applied strategies of behavior. Since the conflict indicates any contradictions, it is necessary to try to understand them, and only then remove these contradictions in the most constructive way, and then modernly resolved conflicts will not aggravate and accumulate. This, in turn, will have a positive effect on both interpersonal relationships and the productivity of teaching. Modern diagnostics of interpersonal conflicts in teaching staff is of great importance, both for their prevention and for constructive resolution. In addition, the director, class teacher, psychologist, teacher need modern methods to create in an educational institution a system for assessing the individual characteristics of students and teachers [2].

One of these modern techniques is school mediation. Today, this is a new technology that considers the conflict as a point of growth of new relations, allowing it to be resolved, revealing the true interests of the parties behind the positions and relying on agreements as a principle of human coexistence [4].

Thus, it should be noted that conflicts are constant in the educational environment, and to resolve controversial situations, as well as to prevent conflicts, a mediation procedure has been introduced into the education system.

Mediation is a new approach to solving school problems. Its implementation requires a revision of the ways of influencing students and teachers.

According to the Federal Law of 27.07.2010, No. 193-FL “On an alternative procedure for resolving disputes with the participation of a mediator (mediation procedure)”, the law discloses concepts such as a mediator, a mediation agreement, a mediation procedure [7].

After analyzing the Federal Law, we noted that the mediation procedure is a way of settling disputes with the assistance of a mediator on the basis of the voluntary consent of the parties in order to achieve a mutually acceptable solution. Then, the mediator is an independent individual, or an experienced specialist, ideally with practical experience as a psychologist and appropriate conflict resolution skills, who is involved by the parties as a mediator in resolving the dispute to help the parties work out a resolution on the merits of the dispute.

The final result of a mediation procedure is a mediation agreement. A mediation agreement is an agreement reached by the parties as a result of the application of the mediation procedure to a dispute or disputes, to separate disagreements on a dispute and concluded in writing [7].

The mediator organizes assistance to the conflicting parties participating on a voluntary basis in the process of finding a mutually acceptable and viable solution that will subsequently satisfy their interests and needs.

The meditative approach can be used by any person who has received appropriate training, including to resolve or prevent disputes and disagreements in which he acts as one of the parties.

Like any method, mediation has its own principles:

1. Confidentiality. The information that the intermediary receives in the course of work is not disclosed without the consent of the parties. It is unacceptable to inform third parties about opinions, confessions, agreements, proposals expressed during the procedure. The exception is information that poses a threat to others or to the safety of the disputants themselves.

2. Voluntariness. The parties to the conflict must give their voluntary written consent to conduct the mediation procedure. It is unacceptable to force them to participate in the process. Without voluntariness, there will be no effective dialogue that leads to compromise.

3. Collaboration. The disputants strive to achieve a single common goal: to resolve the disagreements that have arisen with minimal losses for everyone. They do not confront, but unite to achieve the goal.

4. Equality of the parties. Each participant in the conflict takes an equal position in the process of finding solutions, even if people of unequal status and age are involved in the dispute.

5. Impartiality. All participants are subject to the same requirements, they have equal rights and obligations.

6. The independence of the mediator. Mediator is a person who does not take sides, has no personal motives for participating in mediation, and assesses the situation impartially.

7. Mutual respect. Disputes are resolved without accusations and condemnation of the parties.

8. Transparency. The mechanisms and principles for the implementation of the mediation procedure are open and understandable for all participants, the necessary documentation is logical and structured. The mediator is sincere and explains every step of the procedure.

9. Responsibility. The mediator is responsible for the harm and damage caused to the participants by his actions.

For high-quality and effective interaction between mediators and parties to the dispute, it is necessary to adhere to these principles.

## REFERENCES

1. Akchurin T. F. School mediation in Russia: foundations, experience, prospects of legal regulation // *Bulletin of Economics, Law and Sociology*. – 2018. – No. 3. – P. 56-64.
2. Antsupov A. Ya. Prevention of conflicts in the school team. – Moscow: humanitarian publishing center VLADOS, 2014. – 207 p.
3. Grishina N. V. The psychology of conflict. – St. Petersburg: Publishing house “Piter”, 2014. – 464 p.
4. Zhuravlev, A. L., Vakhin A. A. Socio-psychological aspects of conflict research // *Modern conflictology in the context of the culture of peace*. – Moscow, 2015. – S. 357-372.
5. *Conflictology* / ed. A. S. Carmina. – St. Petersburg: Publishing House “Lan”, 2016. – 448 p.
6. Federal state educational standard of basic general education [approved by the Order of the Ministry of Education and Science of the Russian Federation of December 17, 2010 No. 1897]. – URL: [https://www.consultant.ru/document/cons\\_doc\\_LAW\\_110255/c2b2d8185c0a6e95fd5e5cbd2eec34b4445cf314/](https://www.consultant.ru/document/cons_doc_LAW_110255/c2b2d8185c0a6e95fd5e5cbd2eec34b4445cf314/) (date of access: 10.10.2019).
7. Federal Law of 27.07.2010 No. 193-FZ “On an alternative procedure for resolving disputes with the participation of a mediator (mediation procedure)” [adopted by State Duma on July 7, 2010; approved by the Federation Council on July 14, 2010]. – URL: [https://www.consultant.ru/LAW\\_103038/](https://www.consultant.ru/LAW_103038/) (date of access: 10.10.2019).

**Варламова Т.А.**

Екатеринбург, Россия

**ПРИНЦИПЫ ТОЛЕРАНТНОСТИ И ПОЛИТИЧЕСКОЙ КОРРЕКТНОСТИ В РЕКЛАМЕ**

**Преподаватель: Походзей Г.В.**

Аннотация. В данной статье рассматривается проблема нарушения принципов толерантности и политической корректности в рекламе в России и за рубежом.

Ключевые слова: реклама; толерантность; политическая корректность; межкультурная коммуникация; анализ данных.

Сведения об авторе: Варламова Татьяна Андреевна, студент 3 курса Института филологии и межкультурной коммуникации.

Место учебы: Уральский государственный педагогический университет.

Походзей Галина Викторовна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

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

**Varlamova T.A.**

Ekaterinburg, Russia

**PRINCIPLES OF TOLERANCE AND POLITICAL CORRECTNESS IN ADVERTISING**

**Professor: Pokhodzey G.V.**

Abstract. This article examines the problem of violation of the principles of tolerance and political correctness in advertising in Russia and abroad.

Keywords: advertising; tolerance; political correctness; intercultural communication; data analysis.

About the author: Varlamova Tatiana Andreevna, 3<sup>rd</sup> year Student of the Institute of Philology and International Communication.

Place of study: Ural State Pedagogical University.

Pokhodzey Galina Victorovna, Candidate of Pedagogy, Associate Professor of the Department of Professionally Oriented Language Education.

Nowadays the idea of rapprochement of peoples, different nationalities and religions is increasingly cultivated in the world. Intercultural communication around the world, including in Russia, is developing very rapidly. It is enough to look at how many international contracts are concluded by countries with different principles, traditions and levels of development. Despite these factors, the problem of humiliating and insulting people who differ in any way from generally accepted standards is quite common to us. Mass media, including the Internet, television and print advertising, play an important role in shaping such a position among people.

The relevance of the topic of this work is due to the current political situation and social situation: the rapprochement of Russia with other countries and peoples in the political, economic and other spheres. Interest is

awakening in local history, the peculiarities of the culture of other peoples and the foundations of equality. The work contains materials containing information on the implementation of the principles of tolerance and political correctness in Russian-language advertising, which play an important role in the coverage of this topic and are of great importance for increasing the level of culture and tolerance. In addition, the materials of the work allow solving a number of political and social problems, assimilating the basic cultural norms of morality and etiquette.

Communication plays a decisive role in bringing states and their citizens closer together. Building a productive communicative connection presupposes adherence to the principles of political correctness and tolerance, as well as a competent attitude towards representatives of different social groups.

The communication process often takes the form of a dialogue, but dialogue is not the only possible way to exchange information. Advertising can also serve as a channel for conveying information. Due to the fact that the methods of advertising activities are among the communicative methods focused on managing mass behavior by influencing the consciousness of people, the researchers note that advertising is a form of mass communication.

Advertising is a direction in marketing communications, in which information is disseminated to attract attention to the object of advertising in order to form or maintain interest in it.

But not all advertising in Russia has been recognized by experts as high quality. The diagram shows the results of the work of advertising specialists. 25% of professionals rated advertising in Russia as high-quality. 27% found advertising satisfactory and 48% said advertising in Russia did not meet government standards. These statistics are very disappointing.

Often, advertising, during the creation of which the principles of tolerance and political correctness were violated, contributes to the formation of a misconception among people exposed to advertising campaigns, and, as a result, a negative attitude towards the subject of advertising: certain nationalities, religions, etc. and people of a certain social status.

Tolerance is the desire and ability to establish equality and maintain community with people who, in some respects, differ from prevailing social groups or hold non-traditional views.

Political correctness is a system of relations between political subjects and objects of society and the state, based on mutual respect, recognition



and consideration of the interests and goals of all interacting parties, high political culture, operating with reliable and complete information.

Violation of these components of the law “On Advertising” entails the emergence and development of intolerance in society, that is, intolerant attitudes towards people of other faith, culture, and nationality. Along with this, political incorrectness also arises, which, in turn, is the complete opposite of the norm prescribed in the law.

Examples of advertising that do not comply with the principles of political correctness and tolerance are widespread and ubiquitous. For example, on January 7, 2018, a new collection of children’s clothing was published on the website of the Swedish company H&M, accompanied by photographs of a dark-skinned model boy in a green sweatshirt with the words “The coolest monkey in the Jungle” written on it. (Coolest monkey in the jungle). While the light-skinned boy to his right was wearing the same hoodie, but with a completely different meaning “Jungle Survival Expert”. H&M initially apologized and removed the photograph of the dark-skinned boy from the site, but the Coolest Monkey in the Jungle sweatshirt continued to be sold. As the scandal erupted, the entire jungle sweatshirt line was taken off the market.

This advertisement violated Article 5 “General Requirements for Advertising” of the Federal Law “On Advertising”, which states that “the use of obscene language, obscene and offensive images, comparisons and expressions, including by gender, race, nationality, profession, social category, age, language of a person and a citizen in advertising are not allowed”.

Advertising of the travel agency Vista was also recognized as unreliable and unscrupulous, where the main violation of advertising was the formation of a false image of women with the social status of mother-in-law. This company used the image of the evil mother-in-law to advertise overseas tours to Egypt, Turkey and the UAE, which offer to be buried in the sand. Undoubtedly, such an advertising move violates ethical norms, the principles of political correctness, and is also uncivilized, forming the wrong image of the mother-in-law in the public consciousness. Such an advertising gimmick focuses on the non-stereotypical qualities of the mother-in-law, such as anger, irritation, aggressiveness and other negative characteristics, which, of course, are inherent far from all women playing such a social role. The wording of the propaganda words is very rude, and the image of the mother-in-law in this advertisement with a special jaw position and an evil smile, as it were, hints to the client that a woman is compared to a biological family of rodents.

In the course of the research work in advertising, the following violations were identified: the development of ideas of racism, non-observance of ideas of political correctness and tolerance towards representatives of racial minorities, certain social groups, insufficient control of advertising by publishing organizations.

To summarize the above, despite the fact that the advertising sector in Russia is well developed and is at an above average quality level, it certainly needs updating. A more detailed study is required, strengthening control in terms of compliance with the norms of political correctness and tolerance in order to reduce the influence of advertising on the formation of mass negative consciousness of people and reduce the degree of pressure exerted by advertising with deviations from the norm on representatives of social minorities.

## **REFERENCES**

1. Terskikh M. V., Shaban Yu. I. Polycode tools of intertextuality in social advertising. – 2018. – P. 7.
2. Chudinov A. P. Intercultural communication. Introduction. Tolerance and political correctness as the leading categories of the theory of intercultural interaction. – 2020.
3. Chepkina E. V. Problems of tolerance in the media. – 2020.
4. Romanova T. V. Tolerance and political correctness: an analytical review of the current state of the problem. – 2018. – P. 4.

**ПРОБЛЕМА КВАЛИФИКАЦИИ  
ПРЕСТУПЛЕНИЙ, СВЯЗАН-  
НЫХ С КРИПТОВАЛЮТОЙ****Преподаватель: Гузикова В.В.**

Аннотация. Статья рассматривает понятие криптовалюты, источники ее популярности, а также сложность регулирования операций, связанных с криптовалютой.

Ключевые слова: криптовалюта; транзакции; виртуальные деньги; отмывание денежных средств; преступления; правоохранительные органы.

Сведения об авторе: рядовой полиции Гоголева Ксения Васильевна, курсант 308 учебной группы.

Место учебы: Уральский юридический институт МВД России.

Гузикова Валентина Викторовна, кандидат филологических наук, доцент кафедры иностранных языков.

Контактная информация: 620057, г. Екатеринбург, ул. Корепина, 66; e-mail: ksenia.gogoleva2001@yandex.ru

**THE PROBLEM OF QUALIFI-  
CATION OF CRIMES RELATED  
TO CRYPTOCURRENCY****Professor: Guzikova V.V.**

Abstract. The article regards the concept of cryptocurrency, the sources of its popularity, as well as the complexity of regulating operations related to cryptocurrency.

Keywords: cryptocurrency; transactions; virtual money; money laundering; crimes; law enforcement agencies.

About the author: Private of Police, Gogoleva Ksenia Vasilevna, Cadet of 308 group.

Place of study: Ural Law Institute of the Ministry of the Interior of the Russian Federation.

Guzikova Valentina Victorovna, Candidate of Philology, Associate Professor of the Foreign Languages Department.

So, what is cryptocurrency? Cryptocurrency is virtual money that is usually not supported by physical assets. Digital money has no physical form, so it cannot be felt or handed over like dollars, rubles or other currencies. Such money has the form of a file on a computer, and each coin represents the code written in this document. It is used only on the Internet. This is independent money whose owners have equal rights regardless of location, nationality, age, status or other factors.

Why is cryptocurrency so popular nowadays? In the age of information technology, it is very convenient to have a virtual payment instrument that is not tied to either a particular country or to a particular issuer, and through which payment can be made quickly and cheaply. Cryptocurrencies are protected by cryptographic code, so they are more secure than ordinary money – they cannot be counterfeited. It is important to note the

main quality of the virtual currency – the ability to hide the identity of the transaction participant. This concept is not enshrined in the Russian legislation. It may be that the legislator has not seen fit to impose special regulations or bans on related virtual money transactions. However, if we refer to article 128 of the Civil Code of the Russian Federation, the cryptocurrency still refers to objects of civil rights. Therefore, the claim that transactions with cryptocurrency are illegal because the legislator did not define virtual money for us is incorrect.

What does the Central Bank of the Russian Federation tell us about this? The press service of the Central Bank of the Russian Federation has issued several informational messages related to cryptocurrency: 1) “About the use in transactions of ‘virtual currencies’, in particular Bitcoin”, 27 January 2014; 2) “About the use of private ‘virtual currencies’ (cryptocurrencies)” on 4 September 2017. In respect of which the following can be emphasized from these messages: a) the messages do not contain an explicit statement that cryptocurrency is a cash surrogate, i.e. b) do not allege that transactions with cryptocurrency are prohibited in the Russian Federation; c) do not allege that banks and non-bank credit organizations should not serve transactions using cryptocurrency.

All these features associated with the use of virtual money have led to the emergence of new types of crime. Interpol, Europol, FATF (International Financial Action Groups of fraudsters, hackers and terrorist groups). Types of crimes in which cryptocurrency is calculated: illicit production, sale or transfer of narcotic drugs, psychotropic substances or their analogues, as well as the illegal sale or trans-shipment of plants containing narcotic drugs or psychotropic substances or their parts containing narcotic drugs or psychotropic substances (article. 228.1 of the Criminal Code of the Russian Federation); the legalization (money-laundering) of money or other property acquired by other persons by criminal means and (or) as a result of their commission of an offence (articles 174 and 174.1 of the Criminal Code of the Russian Federation).

It is difficult for law enforcement agencies to investigate crimes related to cryptocurrency, as transactions use a hash that ranges from 27 to 34 characters. The main function of a hash is to obtain some unique numerical characteristic of a block of information. Other data on the recipient and sender of funds are not disclosed. In addition, virtual money transactions are irreversible. Transactions between members of the cryptocurrency network occur directly, without intermediaries.

When money is legalized in large amounts, criminals buy cryptocurrency on exchanges such as: exmo, cex, kraken, bitfinex, bitstamp. The

deposit is replenished by bank transfer. Most often, to work with cryptocurrency criminals open accounts in foreign banks. Banks of the Russian Federation consider transactions with cryptocurrencies as questionable. The actions of banks may take the form of a demand for supporting documents, restriction of account transactions, and possibly a refusal of further service. This account is used by criminals as a transit account – i.e. first funds are transferred to it from their account in a Russian bank and then transferred to the exchange. This cryptocurrency is sold on the exchange and converted into Russian roubles.

In order not to be able to trace the cryptocurrency, criminals use various methods. Clients who do not want Bitcoin transactions to remain undetected use TOR or other technologies to hide the IP address. If a transaction is conducted via TOR, it is not possible to find an ip address. You can also create a new address for each transaction. This technology increases anonymity. Finding a person with a virtual wallet becomes much more difficult. Now almost all leading virtual purses carry out such operations in automatic mode. For this purpose special software is used. There is also another method to make transactions safe and anonymous – “mixers”. They “mix” the cryptocurrency. As a result, the police, when analyzing the transactional network, have trouble identifying. The more law enforcement officers come up with methods to capture the owners of virtual money, the more sophisticated methods criminals come up with to hide themselves.

In conclusion, I would like to say that modern technologies are developing faster than the legislator issues new regulatory legal acts to regulate newly emerged public relations on the Internet. Therefore, the legislator needs to pay attention to the virtual economy and understand the principles of its operation. Then law enforcement agencies will be able to fully protect the rights and freedoms of citizens.

## **REFERENCES**

1. URL: <https://zavtra.ru/blogs/kriptoprestupnost> (date of access: 14.10.2021).
2. URL: <https://zen.yandex.ru/media/id/5ae35eee57906a181349ddfa/kak-legalizovat-dohody-v-kriptovaliute-5d7f69b9fbe6e73d6415915d> (date of access: 15.10.2021).
3. URL: <https://habr.com/ru/post/344894/> (date of access: 17.10.2021).

Екатеринбург, Россия  
**ЯЗЫКОВОЕ ОБРАЗОВАНИЕ  
И МЕЖКУЛЬТУРНАЯ  
КОММУНИКАЦИЯ**

**Преподаватель: Походзей Г.В.**

Аннотация. Статья посвящена рассмотрению межкультурной коммуникации как основы языкового образования.

Ключевые слова: межкультурная коммуникация; лингвистика; языковое образование.

---

Сведения об авторе: Горбунов Даниил Сергеевич, студент 1 курса Института филологии и межкультурной коммуникации.

Место учебы: Уральский государственный педагогический университет.

Походзей Галина Викторовна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: danya.gorbunov.03@internet.ru

---

Ekaterinburg, Russia  
**LANGUAGE EDUCATION  
AND INTERCULTURAL  
COMMUNICATION**

**Professor: Pokhodzey G.V.**

Abstract. The article is devoted to the consideration of intercultural communication as the basis of language education.

Keywords: intercultural communication; linguistics; language education.

---

About the author: Gorbunov Daniil Sergeevich, a 1<sup>st</sup> year Student of the Institute of Philology and International Communication.

Place of study: Ural State Pedagogical University.

Pokhodzey Galina Viktorovna, Candidate of Pedagogy, Associate Professor of the Department of Professionally Oriented Language Education.

In the context of globalization, for successful adaptation in a constantly developing society, it is necessary to know not only foreign languages, but also the cultural characteristics of representatives of a particular country. Today there is a real need for specialists who speak a foreign language, capable of carrying out foreign language intercultural and interpersonal communication, both in professional and non-professional spheres of activity.

Society needs a specialist with a special profile with formed skills of intercultural, professional and personal communication with foreign colleagues, with representatives of countries with other social traditions, social structure and linguistic culture. The need to establish international exchange of information, as well as insufficient study of the problem in theory and in practice, determine the relevance of this problem.

Communication is the act or process of transferring information to other people, communication between two or more people based on mutual

understanding, transfer of information from one person to another or to several persons. Intercultural communication is communication between representatives of different human cultures.

The concept of “intercultural communication” was introduced in the 1950s by the American cultural anthropologist Edward T. Hall as part of a program he developed for the US State Department to adapt American diplomats and businessmen to other countries.

Foreign languages play a special role in the process of adaptation of an individual to the socio-cultural diversity of the world. Mastering a foreign language culture involves gaining knowledge about various spheres of life in the country of the target language, the formation of an interested and tolerant attitude towards the country and its people, the development of intercultural communication skills and the formation of motivation for further language learning.

Communication means public relations, exchange of information. In other words, language has arisen and exists primarily to enable people to communicate.

The cognitive function of language (from the Latin. Cognition – knowledge, cognition) is associated with the fact that human consciousness is realized or fixed in the signs of the language. Language is an instrument of consciousness that reflects the results of a person's mental activity.

Any images and concepts of our consciousness are realized by others and us only when they are clothed in a linguistic form. Hence the idea of an inextricable connection between thinking and language.

Interesting evidence is provided by observations of the mental activity of polyglots – people who speak many languages well. They acknowledge that they “think” in a particular language on a case-by-case basis. An illustrative example is the scout Stirlitz from the famous film – after many years of work in Germany, he caught himself “thinking in German”.

The cognitive function of the language not only allows you to record the results of mental activity and use them, for example, in communication. It also helps to explore the world. A person's thinking develops in the categories of language: realizing for himself new concepts, things and phenomena, a person calls them. Thus organizes his world. This function of the language is called the nominative (naming objects, concepts, and phenomena).

Summing up the above, communication includes, first, the ability to communicate (the ability to listen to the interlocutor, participate in communication, support him or act directly as the initiator of communication).

The process of forming this skill when teaching students a foreign language is adequate to the real process of communication due to the interaction of two phenomena in terms of the main parameters:

- transference, according to Mathias Middell, intercultural transfer is the movement of material objects, people and ideas between two different cultures, therefore the transfer contributes to the enrichment of the cultural layer of the countries involved in this process,

- motivation, intention, purpose.

In this regard, it is necessary to encourage students to desire to share with their groupmates their knowledge, their position in life, their attitude to the phenomena of reality or the behavior of people.

## REFERENCES

1. <https://apni.ru/article/1776-osobennosti-obucheniya-inostrannomu-yaziku> (accessed: 23.11.2021).

2. [https://revolution.allbest.ru/pedagogics/00964758\\_0.html](https://revolution.allbest.ru/pedagogics/00964758_0.html) (accessed: 24.11.2021).

3. Сергеева Н. Н. Иноязычная коммуникативная компетенция в сфере профессиональной деятельности: модель и методика // Педагогическое образование в России. – 2014. – № 6. – С. 152-155.



*Дубровина В.В.,  
Бабушкина Ю.Д.,  
Ярина Е.Г.*

Екатеринбург, Россия  
**АУКЦИОН И ТО, ЧТО ВЫ  
О НЕМ НЕ ЗНАЛИ**

*Dubrovina V.V.,  
Babushkina J.D.,  
Yarina E.G.*

Ekaterinburg, Russia  
**AUCTION AND FACTS YOU  
DID NOT HAVE THE CLUE  
ABOUT**

Аннотация. Статья посвящена исследованию сущности аукциона, его аспектов и особенностей.

Ключевые слова: аукцион; особенности; исследование.

Abstract. The article is devoted to the research of the auction essence, its aspects and peculiarities.

Keywords: auction; peculiarities; research.

Сведения об авторах: Дубровина Влада Витальевна, Бабушкина Юлия Денисовна, студенты.

Ярина Екатерина Геннадьевна, заведующий кафедрой иностранных языков.

Место учебы и работы: Специализированный учебно-научный центр Уральского федерального университета им. первого Президента России Б. Н. Ельцина.

About the authors: Dubrovina Vlada Vitalievna, Babushkina Julia Denisovna, Students.

Yarina Ekaterina Gennadievna, Head of the Department of Foreign Languages.

Place of study and work: Specialized Educational and Scientific Centre of the Ural Federal University named after the first President of Russia B. N. Yeltsin.

Контактная информация: 620137, г. Екатеринбург, ул. Данилы Зверева, 30; e-mail: [jb1404@yandex.ru](mailto:jb1404@yandex.ru), [esimovsky@gmail.com](mailto:esimovsky@gmail.com)

Nowadays, with the deliberate consumption and recycling of already used items of clothing, furniture and other things, many people are forced to get acquainted with sales and read a lot about them. Online stores, second-hand shops and auctions are now actively gaining popularity. However, unlike the first two, auctions were in high demand before. But what are they? And how do they work?

An auction usually begins with an exhibition of goods for sale. In order for buyers to get acquainted with them in advance, a catalog is printed, where the initial, or “starting”, price of each product is indicated. The number of auction participants is not limited to those present in the hall, other participants can also make their orders by phone. Only the following condition is fulfilled: payment for the purchased goods immediately after sale.

In Europe, there are several large firms engaged in auctions, the most famous are the English firms “Christie” and “Sotheby’s”. They specialize in the sale of antiques and works of art. The great achievement of these

firms in the XX century were the triumphant sales of works by Impressionists and contemporary artists. For the first time, it was possible to attract the attention of buyers to the art of modern times and turn the works of these masters into expensive lots. Today, Sotheby's and Christie's auction houses control up to 90% of the world's auction sales of antiques and art objects.

Well, let's move on to the online auction itself. Online auctions are a typical example of the organization of information mediation in the field of electronic business, focused on a business partner. Companies that organize electronic auctions take measures to ensure price coordination between suppliers and buyers of products in real time. To a limited extent, auction organizers can also act as guarantors of transactions, tracking the execution and execution of orders.

At the moment, online auctions account for more than 63% of all purchases made in our country in 2017, electronic auctions are held on electronic platforms – websites on the Internet where online auctions are held. Currently, there are six electronic platforms on the territory of our country where state auctions can be held.

And after all these actions, you become the happy owner of the thing you need, or the happy owner of the money earned for selling the thing you don't need.

Thus, we were in the role of buyer and seller. All this is good, of course, but have you ever wondered how you use the auction results every day? Yes, even the house in which you live was once only on paper, and it was the auction that decided which developer would fulfill the order for its design and construction. Then every detail, up to the cost of apartments, and even a square meter could become different. Just imagine that your favorite room will no longer be yours.

In fact, there are many types of auctions, from training, maintenance and catering services in educational institutions. Of course, when we are busy with our routine, we don't think about how many events, problems and people are behind it.

Well, let's move on to the practical part of my project. To find out how many people in my class have at least some idea about electronic auctions or have ever bought anything with their help, I conducted a survey.

So, before viewing my project, the level of awareness in this area among my classmates was 26%, and after 74%.

The result cannot but rejoice, because the fact that many guys have learned something new, at least increased the level of knowledge, is already good.

### Conclusion

Auctions are the present and the future of trading. Everyone has been moving away from standing in queues for a long time to purchase a quality product or service at a good price. And in general, offline purchases will soon become less popular. Already in the world, this is not the last component in the field of purchase and sale.

We believe that people should respect their past, but not forget about moving forward. An auction is a complex system, not just a “hammer” in the hands of a man in a hat. It seems to me that our generation should expand their knowledge about the trade of the “XXI century”. We were really interested in this topic, and we think it will be interesting to develop it next year. After all, the world does not stand still, and following innovations can be an exciting activity.

**ОБЕСПЕЧЕНИЕ ИНДИВИДУАЛИЗАЦИИ СРЕДНЕГО МЕДИЦИНСКОГО ОБРАЗОВАНИЯ**

**Преподаватель: Зеленина Л.Е.**

Аннотация. В статье анализируется вопрос обеспечения индивидуализации учебного процесса среднего медицинского образования. Рассматриваются различные аспекты, в которых может быть обеспечена индивидуализация. Делается вывод, что единственной возможностью обеспечения является активизация самостоятельной работы студентов.

Ключевые слова: индивидуализация; среднее медицинское образование; учебный процесс; самостоятельная работа.

Сведения об авторах: Епанчинцев Михаил Юрьевич, Шакирова Анастасия Алексеевна, магистранты ИМФИиТ.

Место учебы: Уральский государственный педагогический университет.

Зеленина Лилия Евгеньевна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: [eranchintseff.mixail@yandex.ru](mailto:eranchintseff.mixail@yandex.ru), [dtkbrjhtxbyf@yandex.ru](mailto:dtkbrjhtxbyf@yandex.ru)

**PROVISION OF INDIVIDUALIZATION OF SECONDARY MEDICAL EDUCATION**

**Professor: Zelenina L.E.**

Abstract. The article analyzes the issue of ensuring the individualization of the educational process of secondary medical education. The various aspects in which individualization can be achieved are discussed. The conclusion is made that the only possibility of providing is the activation of students' independent work.

Keywords: individualization; secondary medical education; educational process; independent work.

About the authors: Eranchintsev Mikhail Yuryevich, Shakirova, Anastasia Alekseevna, Master's Degree Students of the Institute of Mathematics, Physics, Computer Science and Technology.

Place of study: Ural State Pedagogical University.

Zelenina Liliya Evgen'evna, Candidate of Pedagogy, Associate Professor of the Department of Professionally-Oriented Language Education.

One of the actual topics of pedagogy and educational practice, today, is the humanization of the educational process in schools, colleges and universities. In accordance with this, it can be noted that educational activities should be carried out on the basis of creating conditions for the individual capabilities of all learners. This requirement is reflected in the pedagogical theory under the principle of the principle of individualized

learning, which can be traced in the works of domestic [1-2] and foreign [3] researchers.

Individualization of education can be considered as a certain system of pedagogical principles (with specific goals, content, technologies), which, on the one hand, is focused on the development and improvement of the personality and properties of the learner, and on the other hand, is aimed at the formation and disclosure of the qualification characteristics of the subjects of education.

When using this approach in the educational process, the teacher focuses on the personality of the learner, making the main efforts to develop unique personal properties and qualities in each learner.

Note that an individualized approach involves the redistribution of subjective powers in the educational process, which leads to a transformation of the relationship between the teacher and the learner – both become subjects of the learning process.

Analysis of the literature made it possible to conclude that the provision of individualization of the educational process can be considered from several positions:

- the educational process is based on working with an individual model (individualization) or a group of learners (individual model) according to individual characteristics, taking into account their personal characteristics;
- communication with the learners is focused on his individual characteristics;
- the interaction of the teacher and learners is based on the psychological and pedagogical characteristics of learners.

As shown in the analysis of information exchange in the study group conducted by B. E. Starichenko, it is impossible to solve the problem of individualization without overloading the teacher [2]. Therefore, the solution to such a problem can be realized by activating the student's independent work and consider several problems:

- individualization of the training simulator;
- generation of subject tasks and assignments;
- individualization of control;
- automation of issuing, checking and correcting assignments.

Thus, the provision of individualization in the system of secondary medical education is an urgent direction, which, in our opinion, can be realized only through the activation of students' independent work.

## REFERENCES

1. Епанчинцев М. Ю., Стариченко Б. Е. Индивидуализация обучения математике студентов медицинского колледжа посредством мобильных технологий // Актуальные вопросы преподавания математики, информатики и информационных технологий. – 2021. – № 1. – С. 108-116.
2. Стариченко Б. Е. Методика использования информационно-коммуникационных технологий в учебном процессе. Ч. 1. Концептуальные основы компьютерной дидактики: учеб.пособие / Урал. гос. пед. ун-т. – Екатеринбург, 2013. – 139 с.
3. Структура разума: теория множественного интеллекта: пер. с англ. – М.: ООО «И.Д. Вильямс», 2007. – 512 с.

УДК 372.52

Зими́на Е.В., Зеле́нина Л.Е.

Екатеринбург, Россия

**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ПРЕПОДАВАНИЮ ПРАКТИЧЕСКИХ ОСНОВ АСТРОНОМИИ**

Аннотация. Статья содержит информацию о способах и формах преподавания астрономии в школе, а также о важности ее изучения в школе.

Ключевые слова: астрономия; образование; цифровые образовательные ресурсы.

Сведения об авторах: Зими́на Евге́ния Влади́мировна, студентка Института математики, физики, информатики и технологий.

Зеле́нина Ли́лия Евге́ньевна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

Место учебы и работы: Уральский государственный педагогический университет.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: evzim15@yandex.ru

Код ВАК 13.00.02

Zimina E.V., Zelenina L.E.

Ekaterinburg, Russia

**METHODOLOGICAL RECOMMENDATIONS FOR TEACHING THE PRACTICAL BASICS OF ASTRONOMY**

Abstract. The article contains information about the ways and forms of teaching astronomy in school and the importance of studying it in school.

Keywords: astronomy; education; digital educational resources.

About the authors: Zimina Evgeniya Vladimirovna, Student of the Institute of Mathematics, Physics, Informatics and Technology.

Zelenina LiliyaYevgen'evna, Candidate of Pedagogy, Associate Professor of the Department of Professionally-Oriented Language Education.

Place of study and work: Ural State Pedagogical University.

In its long history, the educational process has undergone various changes and additions. For example, in the middle of the 1990s, Russian schools stopped teaching astronomy as a separate subject. Until now, astronomical knowledge was included only in the course of physics of 11<sup>th</sup> grade in a separate chapter. The study came at the end of the year, when all the energy of students and teachers, in fact, is spent on preparation for exams. This could be considered a solution to the problem, but attempts to include astronomy in the physics course of high school as a kind of “addition” were very contradictory in nature. The result was a contradiction between the growth of human research activities in space and the mastery of astronomical knowledge by students at school. Through the joint efforts of Roscosmos State Corporation, the Ministry of Education and Science, Russian planetariums, and the Space Research Institute of the Russian

Academy of Sciences, astronomy was returned to schools as of September 1, 2017 [1].

Astronomy is the science that deals with the study of the universe and all the processes that occur in it. Astronomy at school is mostly studied using the textbook by B. A. Vorontsov-Veliaminov, E. K. Straut and includes the study of the following sections: practical basics of astronomy, the structure of the solar system, the nature of the bodies of the solar system, the Sun and stars, the structure and evolution of the universe.

The section “Practical Fundamentals of Astronomy” is more practice-oriented than other sections of the textbook due to the fact that it contains those astronomical concepts that are related to our planet (constellations, phases of the moon, the ecliptic, the calendar). To build a relationship between the educational needs of high school students and learning outcomes it is necessary to use the theoretical and practical content of the section “Practical Fundamentals of Astronomy” rationally, i.e. to combine different forms and methods of teaching, conversation with laboratory work, verbal method with demonstration of visual models. A special method of studying this section is necessary.

Practical Basics of Astronomy explores: stars and constellations; celestial coordinates and star maps; the apparent movement of stars at different geographic latitudes; the annual movement of the sun across the sky. Ecliptic; movement and phases of the moon; eclipses of the sun and moon; time and calendar. One of the important tasks of the teacher of astronomy, to choose such methods and forms of teaching that would fully reveal the content part of the material. In this regard, the methods and forms were analyzed and the more appropriate ones were chosen [2].

<b>Topic</b>	<b>Basic concepts and phenomena</b>	<b>Demonstrations</b>	<b>Forms and methods of teaching</b>
Stars and constellations	Constellations, stellar magnitude, luminosity, star brilliance	Work with a star map of the world and a virtual planetarium	Group form of learning, partially exploratory method
Celestial coordinates and star maps	Celestial coordinates and star maps North pole of the world, equatorial coordinate system, world axis, world poles, celestial meridian, celestial equator, declina-	Armillary sphere, moving map of the starry sky	Conversation, hands-on teaching method



	tion, direct ascension		
Visible motion of stars at different geographic latitudes	The height of the world pole, the culmination of the luminaries	Pictures and videos of the daily motion of stars in the sky at different geographic latitudes	Conversation, visual method
The annual motion of the sun across the sky. Ecliptic	Ecliptic, solstices, equinoxes, zodiacal constellations	Model of the motion of the Sun and the Earth (tellurium)	Groupform, research method
Movement and phases of the Moon	Sideric (sidereal) and synodic periods, lunar phases	Model the motion of the Sun and the Earth (tellurium)	Talk, visual method
Eclipses of the Sun and the Moon	Total, annular and partial eclipses, a band of a total solar eclipse	Model of the motion of the Sun and the Earth (tellurium)	Talk, visual method
Time and Calendar	Local time, universal time, standard time, calendar, lunar calendar, tropical year, leap year	Map of time zones	Heuristic talk, visual method

At the lessons of astronomy, as mentioned above, a big role in the learning material plays the principle of clarity and the comparative method. As a consequence, it is necessary to provide different demonstration models, videos, interactive models, comparative tables and other digital educational resources (DER) for each lesson. We suggest using the following types of DER in the classroom:

The virtual planetarium program Stellarium Astronomy <https://stellarium.org/ru/> can be downloaded and installed on your computer or use Stellarium Web. The program takes the learner to any point of the planet, there is a possibility to turn on and off the atmosphere, to scroll the time, etc.:

- Interactive Flash models;
- LECTA digital platform <https://lecta.rosuchebnik.ru/> contains many video presentations and tutorial videos on modern space satellites, meth-

ods of observing celestial bodies, ancient scientists, previously used methods of measurement, and the history of astronomy;

– Star Walk 2 app <https://starwalk.space/ru>. A mobile app that allows you to find celestial objects in real time (synchronizing the position of your phone and a section of the sky). Astronomical news and theoretical information is also available in condensed form.

During the real school practice I found that students willingly use these educational resources, their interest in studying the topics presented in the section “Practical basics of astronomy” increases. These DER can be useful for students not only at lessons, but also in everyday life to broaden their horizons.

## REFERENCES

1. The world of knowledge. – URL: <http://mirznanii.com/a/176781/mezhpredmetnye-svyazi-v-obuchenii>.
2. Vorontsov-Vel'yaminov B. A., Straut E. K. Astronomy: textbook for the 11<sup>th</sup> grade of secondary schools. – M.: Drofa, 2017. – 240 p.: ill.

УДК 37.016:811.111

*Каленская А.Д.*

Екатеринбург, Россия

**ВАЖНОСТЬ ИЗУЧЕНИЯ  
АНГЛИЙСКОГО ЯЗЫКА  
В УСЛОВИЯХ СОВРЕМЕН-  
НОГО МИРА**

**Преподаватель: Гузикова В.В.**

Аннотация. Английский язык играет огромную роль в современной жизни, причем во всех сферах. Без него невозможно не только полноценно пользоваться всеми благами цивилизации, но и иметь достойное образование, работу и интересное общение. Актуальность его изучения возрастает с каждым годом, и люди понимают, что знание английского языка позволяет улучшить жизнь.

Ключевые слова: английский язык; статистика; возможности; образование; научные конференции; информационный поток; познание; интеллектуальное развитие.

Сведения об авторе: Каленская Анастасия Дмитриевна, курсант.

Место учебы: Уральский юридический институт МВД России.

Гузикова Валентина Викторовна, кандидат филологических наук, доцент кафедры иностранных языков.

Контактная информация: 620057, e-mail: kalenskayaad@gmail.com

*Код ВАК 10.02.04*

*Kalenskaya A.D.*

Ekaterinburg, Russia

**THE IMPORTANCE  
OF LEARNING ENGLISH  
IN THE MODERN WORLD**

**Professor: Guzikova V.V.**

Abstract. English plays an enormous role in modern life, in all areas. Without it, it is impossible not only to fully enjoy all the benefits of modern civilization, but also to have a decent education, work and interesting communication. The relevance of learning it increases every year, and people recognize that knowing English makes for a better life.

Keywords: English; statistics; opportunities; education; science conferences; information flow; knowledge; intellectual development.

About the author: Kalenskaya Anastasiya, Cadet.

Place of study: Ural Law Institute of the Ministry of Internal Affairs of Russia.

Guzikova Valentina Victorovna, Candidate of Philology, Associate Professor of the Department of Foreign Languages.

г. Екатеринбург, ул. Копынина, 66;

English is spoken by 20 people out of 100, but Russian is spoken by only 3 people out of 100. This means that the market for English-speaking consumers is much wider. Due to the market being bigger, there is much more information, economic and even entertainment opportunities in this language. For this reason, it is necessary to highlight the different ways in which we can demonstrate the importance of learning English.

The first reason is that by knowing English you will be better educated. Because, based on statistics, 51% of what's on the internet is written in English. By comparison, only 6% is written in Russian. Let's take Wikipedia as an example, and if we compare the articles, they are much broader and deeper in English than in other languages, including Russian. But besides Wikipedia there are free university courses, and not depending on the fact where you are or what your budget is, you can learn from the top, the best professors, including Nobel laureates, in any discipline, as well as conferences in any discipline, from marketing to molecular biology. All the top conferences in the world are in English. So we can say that if you do not know English, there is a dependence on other people, publishers, translators, and there is a lag of almost 2 years behind the actual information.

The English educational sector is so large because English is the language of instruction, and many countries do not translate it into other languages to avoid wasting budgetary resources. And if your English level is high enough, you can easily learn new information, no matter what country you grew up in or what your first language is. We're also in an age where the flow of information moves at the speed of light, and there's a good chance that because of innovation, you may have to retrain more than once to reach your highest goals. And if you don't make the decision to learn English today, you are setting yourself up for a huge disadvantage in the future.

The next reason is straightforward. English is the language of your profession, even if you are not employed in it. For example, you are a police officer and you need to ask an English-speaking person for some meaningful information, to make sure that they can really help with the investigation or the information they have will not in any way affect the outcome of the case. In addition, Russia hosts various World Cups and Olympics to which many foreigners arrive, and in order to guide them, either by explaining the rules of conduct or showing them the way or explaining the directions, police officers need to speak English at a sufficiently good level. Or, for example, it is relevant for teachers to learn new information about new teaching methodologies, and it is relevant for marketers to learn new websites which regularly describe leading companies and their strategies. Most of this information will be in English and learning this language will help to develop and upgrade skills.

The area of entertainments is another important reason to learn a foreign language. It is incredibly interesting and exciting to watch films with the original voice, the pace of the speech, the emotions of the actor, without translations or distortions. Moreover, it is even more enjoyable to

read books in the original, to feel the author's manner of narration, without missing a single detail. Listening to music is a kind of entertainment you should not miss out on. Most of the soulful and interesting songs are performed by foreign singers. It is also important to bear in mind that singing a song in a crowded room, without knowing the translation, may be totally unethical because there is no filtering of the information coming into society.

The fourth reason is that English dominates over all other languages. So it becomes relevant to be able to tell foreigners about the customs of your family, your people, your nation, to educate people about culture and history. From whom, but from you English-speaking population knows all the details and nuances of the traditions accepted in your region, learn the features of the mentality, and the unspoken rules adopted in the city where you grew up or reside.

Number five. If you are self-employed, the knowledge of English is definitely needed in future work, because some things or services, sooner or later will need to buy from foreign sites, for example, order the logo, business cards, stationery, hire a specialist to set up and improve the site and many more. And in order to develop and scale up your business, hire the best people for the best price from around the world, and not have problems with misunderstandings. The exact same pattern works in the opposite direction when you are on a freelance exchange, which is originally in English, and you are that designer or specialist in a particular field. In order to be in demand from foreign employers, a specialist needs to constantly improve his or her language skills. Or if you are in a small town where there are no clients or insufficient wages to live comfortably in the type of work you are offering. Just for you the whole global market is open and you can sell your services from anywhere in the world.

Speaking of offering your work, ability is only half the battle. It is important to communicate with potential clients in English clearly, concisely and distinctly. Establishing a rapport, a human relationship, the ability to make jokes and use a sense of humor might get the best result.

When analyzing all the main reasons for learning English, it is significant to pay a special attention to the fact that it is necessary to learn English in advance, there are many examples of how people working in Russia missed the opportunity to get a new job or to change the workplace in time because of the lack of English proficiency. It is therefore of much importance to learn the language in advance in order to always stay in a winning position. Besides, mastering the language will make your life much easier and it will bring a global change in the way you experience our world. And it is the effort you put into it that will return to you many

times over in terms of quality of life, in economic terms and intellectual development.

## **REFERENCES**

1. <https://www.studiocambridge.co.uk/why-it-is-important-to-learn-english/> (date of access: 20.11.2021).
2. <https://www.british-study.com/en/importance-of-english-language> (date of access: 10.11.2021).
3. <https://lingvomania.kz/1024-vazhnost-anglijskogo-yazyka-dlya-sovremennogo-cheloveka> (date of access: 15.10.2021).

**Преподаватель: Походзей Г.В.**

Аннотация. В данной статье рассматриваются рекомендации по организации учебного процесса для детей с ограниченными возможностями здоровья.

Ключевые слова: ОВЗ; обучение; дети; педагогика; английский язык.

Сведения об авторе: Карпиза Ксения Владимировна, студент Института филологии и межкультурной коммуникации.

Место учебы: Уральский государственный педагогический университет.

Походзей Галина Викторовна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: 5tfwjsorktqg@mail.ru

**Professor: Pokhodzey G.V.**

Abstract. This article discusses recommendations for organizing the educational process for children with disabilities.

Keywords: disabilities; education; children; pedagogy; English.

About the author: Karpiza Ksenia Vladimirovna, Student of the Institute of Philology and Intercultural Communication.

Place of study: Ural State Pedagogical University.

Pokhodzey Galina Victorovna, Candidate of Pedagogy, Associate Professor of the Department of Professionally Oriented Language Education.

How to educate and educate children with disabilities in accordance with the Federal State Educational Standard of the NOO, the Federal State Educational Standard of the LLC, the Federal State Educational Standard of the SOO; how to work with such students, what methods and technologies are most successful in working with them? This article contains the answer to this question and may be of interest to educators working with children with disabilities.

According to T. V. Egorova, disabled children are children whose health conditions do not allow them to master educational programs outside the special conditions of education and upbringing [3].

Because of the influence of many unfavorable factors and in connection with the hereditary pathology of disorders of psychomotor development, the number of children with various forms of mental and somatic development disorders has sharply increased over the past decades. Such

children have to fight for survival from birth and for the opportunity to develop and study normally. Most often, these are disabled children or other children aged 0 to 18 years who are not recognized as disabled children in accordance with the established procedure, but have temporary or permanent deviations in physical and (or) mental development and need to create special conditions for education and upbringing.

Psychologists say that if you surround children with disabilities with proper attention and give them the right education, they are quite capable of adapting and becoming a harmonious part of modern society. At the same time, the education of children with disabilities “can be organized both jointly with other students, and in separate classes, groups or in separate organizations engaged in educational activities” [1].

The main categories of children with disabilities include:

1. Children with hearing impairments (deaf, hard of hearing, late-deaf).
2. Visually impaired children (blind, visually impaired).
3. Children with speech disorders (speech therapists).
4. Children with disorders of the musculoskeletal system.
5. Children with mental retardation.
6. Children with mental retardation.
7. Children with behavioral and communication disorders.
8. Children with complex disorders of psychophysical development, with so-called complex defects (deaf-blind, deaf or blind children with mental retardation).

Like healthy children, a child with special educational needs has a legitimate right to receive qualified pedagogical assistance.

We must inspire the child that he is whole, that he can develop and be an independent person. Yes, children with disabilities differ from perfectly healthy children, they think and feel differently, but they require a certain approach to learning, and their results should be evaluated differently. This should be taken into account by both parents and teachers when organizing the educational process.

Learning English is a long and painstaking work, and for all participants of the educational process. This is due to insufficient cognitive abilities of students, their specific disorders, speech disorders, and sometimes with violations in the organization of activities and behavior. But, despite this, every child should get an education and achieve their results.

An English lesson includes 4 types of activities: listening, reading, speaking and writing.



## **Listening**

Repeated listening to the introduced constructions from the simplest to the most complex allows you to better study the necessary material. To develop listening skills, I use various exercises: listen and repeat, highlight words on a certain topic from the speech stream (listen to them), correlate what you hear with a picture, clap your hands when you hear a certain sound or word on a topic, listen to sentences and determine what it is (interrogative or affirmative), etc. Children become much more motivated if they present a small cartoon, video clip, animated song.

## **Reading**

Working with text is the simplest and, at the same time, the most effective type of activity in an English lesson in classes with children with disabilities. To develop reading skills you should choose texts that are well adapted, tasks can be as follows: correlate a sentence and a picture, arrange sentences in a logical order, finish a sentence, find the beginning of a sentence, and choose the right word for a particular sentence. You can try to find certain facts and perform exercises such as True/False.

## **Speaking**

Students with disabilities are slowly mastering lexical material, syntactic constructions; they need more time to start actively using lexical material in oral speech. Therefore, for assimilation, I select only the most commonly used lexical units, present them only based on clarity and practice them in reading. I start each lesson with phonetic exercises and phonetic language.

## **REFERENCES**

1. Article 79, part 4 of the Federal Educational Law of the Russian Federation "On Education in the Russian Federation" No. 273-FZ (as amended by the Federal Laws of the Russian Federation of 07.05.2013 No. 99-FZ, of 23.07.2013 No. 203-FZ).
2. Concept of the Federal State Educational Standard for Students with Disabilities. – 2016.
3. Egorova T. V. Social integration of children with disabilities. – Balashov: Nikolaev, 2002.
4. Federal Law of the Russian Federation "On Education in the Russian Federation" No. 273-FZ (as amended by Federal Laws of 07.05.2013 No. 99-FZ, of 23.07.2013 No. 203-FZ).
5. <https://www.garant.ru/products/ipo/prime/doc/71254376/> (accessed: 20.11.2021).
6. <http://www.omskmintrud.ru/?sid=4544> (accessed: 21.11.2021).

**Клименко В.Е.**

**Klimenko V.E.**

Екатеринбург, Россия

Ekaterinburg, Russia

**СЦЕНИЧЕСКАЯ РЕЧЬ  
В ПЕДАГОГИЧЕСКОЙ ДЕЯ-  
ТЕЛЬНОСТИ**

**STAGE SPEECH  
IN PEDAGOGICAL ACTIVITIES**

**Преподаватель: Походзей Г.В.**

**Professor: Pokhodzey G.V.**

Аннотация. В статье анализируется функционирование сценической речи в педагогической деятельности. Компоненты сценической речи описаны, и рассмотрено их применение с точки зрения учителя. Рассмотрены возможности использования сценической речи для воспитания у учащихся речевой культуры и для изучения ее во внеурочной деятельности.

Abstract. The article analyses the functioning of stage speech in pedagogical activity. The components of stage speech are described and their application is considered from the point of view of the teacher. The possibilities of using stage speech for the upbringing of speech culture in schoolchildren and its study in extra-curricular activities are considered.

Ключевые слова: сценическая речь; педагогическая деятельность; речь; голос.

Keywords: stage speech; pedagogical activity; speech; voice.

---

Сведения об авторе: Клименко Вергилий Евгеньевич, студент ИМФИИТ.

About the author: Klimenko Vergily Evgenievich, Student of Institute of Mathematics, Physics & Information Technologies.

Место учебы: Уральский государственный педагогический университет.

Place of study: Ural State Pedagogical University.

Походзей Галина Викторовна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

Pokhodzey Galina Viktorovna, Candidate of Pedagogy, Associate Professor of the Department of Professionally Oriented Language Education.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26, к. 481; e-mail: klimenkoverg@gmail.com

---

Stage speech is one of the most important components in the study of actors, singers, radio and TV presenters. They need their audience to understand what they are saying. Therefore, they train their vocal and speaking skills. But these professions are not the only ones that require accurate and understandable speech from people. People also expected teachers to lecture in this way. Thus, it makes sense to take into account the functionality of stage speech in the work of teachers.

To begin with, we must define the term “stage speech”. The definition of Humara M. et al. defines that stage speech is “speech based on clear articulation, appropriate audibility and voice expressiveness, consistent with circumstances of the text and with the stage and theatre aesthetics”. However, this definition is specified for theatre, so for the purposes of the study, we will replace the last part with “according to the circumstances of speech”. Therefore, we can distinguish the following components of stage speech:

- articulation;
- audibility;
- voice expressiveness;
- accounting context.

Now we will look at these features from the point of view of teaching. The first one sets the quality of pronouncing individual sounds and syllables. High quality makes it easier for others to understand speech. Poor quality can lead to incorrect perception and, as a result, to misunderstanding. The second component is similar in its attachment to the first one. The volume of speech sets the quality of audibility. By analogy with the previous one, quiet speech can make people hear it incorrectly. Moreover, sometimes teachers have to work in large rooms (especially physical education teachers), so they need to be loud so that students can hear them. As we think, these two features are the most significant parameters of speech intelligibility. If the teacher’s lecture is loud enough and has a clear articulation, students will make less effort to hear and will be able to concentrate on thinking about the information they receive from the teacher.

There already exist a large number of training complexes for these components of stage speech. Different types of exercises train facial muscles and keep them in the right fit, which leads to clear articulation. For example, there is the articulation exercises complex by Andrew Hearle [2]. A loud voice is more complicated to train because it requires knowing vocal basics, which include the next components:

- vocal placement;
- breath support;
- resonance theory.

Their use is necessary to reduce the risk of voice problems, which is one of the most common complaints about the health of teachers.

The other two components are responsible for making the speech more interesting. A monotonous and expressionless lecture does not at-

tract as much attention as a lecture coloured with stress, intonation, and emotional expressions. Using this allows you to draw attention to specific parts of the studied material and assign it according to importance. Moreover, in this way the teacher can show his students his interest in the subject that he teaches.

So far, we have only talked about lecturing, but teachers' work includes other activities as well. For example, teachers can interact with students during breaks and even after hours. If the teacher used stage speech even in informal situations, he could show his students that such behaviour is natural and familiar to him. This is important for fostering a conversational culture in children, setting an example for them.

The other side of the use of stage speech is the teacher's ability to initiate a section for students where they can learn and practice stage speech, as well as develop communication and performance skills. The teacher can arrange for students to discuss various topics to demonstrate their success. Thanks to this, he can attract students to research and project activities.

In conclusion, we list all the described functions of stage speech in pedagogical activities, namely:

- increasing the level of intelligibility of the teacher's speech;
- maintaining the health of the vocal apparatus;
- making it easier to listen to and understand the lectures;
- growth of the conversational culture of students;
- providing the opportunity to use it as a school subject in extracurricular activities.

If stage speech is recognized as an integral part of teaching excellence, it will be possible to improve the quality of teaching. Thus, this opens up a wide field for the study of the use of stage speech in education and its refinement for teachers.

## REFERENCES

1. Abbaszadeh S., Jahangiri M., Hassanipour S. Work-Related Health Problems Among Primary and Secondary School Teachers: A Cross-Sectional Study // Shiraz E-Medical. – 2018. – No. 20 (6). – DOI: 10.5812/semj.83771. – URL: <https://sites.kowsarpub.com/semj/articles/83771.html> (date of the application: 16.11.2021).
2. Costea M. B. Feedback Effect And Its Applications In The Art Of Stage Speech. – DOI: 10.2478/9788366675193-008. – URL: <https://www.sciendo.com/chapter/9788366675193/10.2478/9788366675193-008> (date of the application: 5.11.2021).

**ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОЕ КОММЕНТИРОВАНИЕ КАК КОМПОНЕНТ ПРОЦЕССА ЧТЕНИЯ**

**Преподаватель: Ярина Е.Г.**

Аннотация. Использование лингвокультурологического комментирования как средство преодоления возникающих при чтении трудностей.

Ключевые слова: лингвокультурологическое комментирование; лингвокультурная информация; чтение; образность текста.

Сведения об авторе: Колпакова Екатерина Владимировна, студентка ИФМК.

Место учебы: Уральский государственный педагогический университет.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: kate.triad@gmail.com

**A LINGUOCULTURAL COMMENT AS A PART OF THE READING PROCESS**

**Professor: Yarina E.G.**

Abstract. Linguocultural comment as a means of overcoming difficulties occurring while reading.

Keywords: linguocultural comment; linguocultural information; reading process; text imagery.

About the author: Kolpakova Ekaterina Vladimirovna, Student of the Institute of Philology and Cross-cultural Communication.

Place of study: Ural State Pedagogical University.

The reading process is a process of gradual apprehension of an encoded idea expressed by means of diverse units of some sign system. Nevertheless, it is not the only purpose implied by the activity. If a text written in a foreign language is implemented, it may be difficult for students because they are unlikely to be well-conversant with peculiarities of foreign culture. Hence, the reading process is also aimed at axiology system transformation. This becomes possible in case a reader manages to think using a foreign language for it makes the entire reading process more effective and successful. Therefore, the linguocultural comment usage is essential due to its capability to clarify the cultural content of the language units used in a text and to accelerate a process of comprehending a language through culture itself.

In order to obtain as much information as possible from a text based on foreign culture symbols and images, it is deemed efficient to use a fairy tale which is fraught with them. The peculiarities of this text type, namely complexity of its features together with the system of literary images, may seriously impede non-simplified text reading creating many difficulties for

a reader to face. Hence, there is an urgent need of adaptation and a linguocultural comment with the help of which it becomes far easier to make a text originally written in the source language consistent with a worldview of the target culture and with a level group closely related to language proficiency.

The abstract from a novel 'Nevevhere' written by Neil Gaiman has been adapted to B1 level of English proficiency and therefore is further provided.

"You want to keep an eye out," said an old voice. "They'll be moving you on before you can say Jack Robinson. Or taking you in, I wouldn't be surprised." Two eyes looked at him. The voice's face was dirty and had a bird's mouth. "Are you all right?"

"Yes, thank you," said Richard.

"Here, poor thing," she said, and pushed a fifty-pence coin into Richard's hand. "How long have you been on the streets, then?"

"I'm not homeless," explained Richard, embarrassed, trying to give the old woman her coin back. "Please – take your money. I'm fine. I just came out here to get some air. I go to London tomorrow," he added.

In order to make the entire process effective whilst reading the abstract given, one of the tasks preceding the reading process has to be a linguocultural comment. The latter is focused on cultural background broadening as well as surmounting phonetical and lexico-grammatical difficulties since pre-reading tasks are based on the material which is used in the text itself.

**Exercise 1.** Read the following explanations of the words and collocations from the text you are going to read.

a) To keep an eye out = to keep looking carefully for someone or something, especially when you are doing something else.

b) Before you can say Jack Robinson = almost immediately, very soon.

It is said that Jack Robinson was an English gentleman who lived in the nineteenth century and he was either the one changing his mind all the time or the one who paid really short social visits.

c) Penny (sg) – pence (pl) = the smallest unit of money in the United Kingdom. There are one hundred pence in a pound.

**Exercise 2.** Look at exercise 1. What words and collocations of the similar meaning exist in your native language?

Students having read the text are also given some exercises following the reading process the main objectives of which are reading skills monitoring, speaking skills development and thorough understanding of the

text content. The following task may be an example of this type of the exercises.

**Exercise 3.** Answer the questions.

- 1) What are the peculiarities of the main characters' verbal behaviour?
- 2) Is the characters' behaviour typical of the British? If you were Richard, what would you do?
- 3) In your opinion, could this story happen to a Russian?

All in all, a fairy tale seems to be a source of cultural information which is substantial for readers to perceive. However, it is indispensable to be familiar with background knowledge so as to make the reading process worthwhile. Consequently, there is a need to employ additional information regarding linguocultural information since foreign language culture studying implies unique language units comprehension.

## REFERENCES

1. Gaiman N. *Neverwhere*. – Harper Collins Publishing LLC, 2016. – 460 p.
2. Алещанова И. В., Фролова Н. А. Обучение чтению как способ формирования социокультурной компетенции студентов // Академический журнал Западной Сибири. – 2015. – Т. 11, №1. – С. 103-105.
3. Верещагин Е. М., Костомаров В. Г. *Язык и культура: Лингвострановедение в преподавании русского языка как иностранного*. – 4-е изд., перераб. и доп. – М.: Рус. яз., 1990. – 246 с. – (Библиотека преподавателя русского языка как иностранного).
4. Кадибагомаева З. А., Юсупова П. Д. Лингвокультурологический аспект изучения языковых явлений // Системные технологии. – 2015. – № 15. – С. 41-49.

УДК 37.016:811.111

**Культина П.М.**

Екатеринбург, Россия

**РЕАЛИЗАЦИЯ УРОКОВ  
АНГЛИЙСКОГО ЯЗЫКА  
В УСЛОВИЯХ ДИСТАНЦИОН-  
НОГО ОБУЧЕНИЯ**

**Преподаватель: Походзей Г.В.**

Аннотация. В данной статье рассматриваются особенности образовательного процесса в условиях дистанционного обучения. Особое внимание уделяется урокам английского языка и возможности достижения всех планируемых результатов по предмету.

Ключевые слова: английский язык; дистанционное обучение; информационно-коммуникационные технологии.

Сведения об авторе: Культина Полина Максимовна, студент Института филологии и межкультурной коммуникации.

Место учебы: Уральский государственный педагогический университет.

Походзей Галина Викторовна, кандидат педагогических наук, доцент кафедры профессионально ориентированного языкового образования.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: 5tfwjsorktag@mail.ru

**Код ВАК 13.00.02**

**Kultina P.M.**

Ekaterinburg, Russia

**REALIZATION OF ENGLISH  
LANGUAGE LESSONS IN THE  
CONTEXT OF DISTANCE  
LEARNING**

**Professor: Pokhodzey G.V.**

Abstract. The article examines the features of the educational process in the context of distance learning. Particular attention is paid to English lessons and the possibility of achieving all the planned results in the subject.

Keywords: English; distance learning; information and communication technologies.

About the author: Kultina Polina Maximovna, Student of the Institute of Philology and Intercultural Communication.

Place of study: Ural State Pedagogical University.

Pokhodzey Galina Victorovna, Candidate of Pedagogy, Associate Professor of the Department of Professionally Oriented Language Education.

The events of recent years related to the lockdown and transfer of many institute ions to remote work made teachers and other education workers think about the need to create special conditions for working in a remote format. Educational institutions are faced with the problem of the impossibility of organizing the educational process for a number of reasons, including ignorance of how to properly organize a lesson. Practice shows that quality education is possible only through direct contact with the teacher. In this article, we will examine whether this is possible in the



context of distance learning using information and communication technologies.

Currently, researchers and critics are unable to come to a common definition of distance learning. However, Article 16 of the Federal Law 'On Education in the Russian Federation' gives the following definition: 'Distance learning technologies are educational technologies implemented mainly using information and telecommunication networks with indirect (remote) interaction between students and teachers' [1].

In other words, remote or distance learning involves the implementation of training through the computer network of the Internet, as well as communication between teachers and students in an online format.

Remote learning has a number of features and is characterized by: the remoteness of the subject of the educational process and the source of information, a set of modern technologies that ensure the interaction of the teacher and students, a combination of online and offline learning, the predominance of students' independent study of the material.

Like any other discipline, English has its own characteristics that are difficult to implement with the help of information and communication technologies. These primarily include the subject's focus on mastering communicative competence, that is, mastering the language as a means of communication and intercultural communication. Students need to practice in areas of the discipline such as speaking, listening, reading and writing, which are difficult without direct contact with the teacher.

Despite these characteristics, the technology market can offer the means for a decent and productive learning experience. It can be all kinds of messengers and programs for video conferencing (Zoom, Skype, WhatsApp, Diskord, etc.), platforms for creating tasks and educational games (Learningapps, Kahoot!, Uchi.ru, etc.), as well as various platforms for more users, in-depth interaction of students with the tasks of teachers (Google class, Yandex class, etc.). In addition, a huge number of additional courses, lessons and textbooks are freely available that students can use for independent work and learning languages.

The use of distance learning in the study of the discipline "English" has both advantages and disadvantages.

The positive aspects include: individualization of the educational process due to a flexible schedule of classes; formation of information competence among students; the opportunity to study on an equal basis with everyone for children with disabilities; comfortable learning environment; creating additional motivation through the use of modern technologies that children do not face in normal conditions; unlimited access to various

sources of information; conducting virtual classes in real time, as well as the ability to record and view them by students for a more detailed study of the topic; organization of prompt consulting assistance, thanks to direct communication with the teacher at any time; the ability to diversify the material with various media files; development of students' independence, the development of their self-discipline and training of the volitional sphere; the possibility of realizing a natural language environment through communication and conducting classes with native speakers, etc.

However, there are still unresolved problems with this type of training. These include: the need for additional motivation of students with poorly developed skills of self-control and self-discipline, the need for material and technical support for both students and teachers; information competence of teachers; the inability to control the independence of the student's work, the lack of physical contact with peers and the teacher, which means the underdevelopment of social interaction skills, etc. [2].

Thus, we conclude that the implementation of distance learning is possible, but requires improvement and solution of a number of problems, including those related to the specifics of the discipline.

## REFERENCES

1. The Law of the Russian Federation 'Federal Law No. 273-FZ of 29.12.2012 'On Education in the Russian Federation' dated 29.12.2012 No. 273-FL // Official Internet portal of Legal Information. – 2021 – Article 16 with amendments and additions. in ed. from 02.07.2021 (accessed: 08.11.2021).
2. Kuznetsova M. A. Learning English in the context of distance learning // International Journal of Humanities and Natural Sciences. – 2020. – No. 12-2. – P. 191-194.

**ВНЕДРЕНИЕ АДДИТИВНЫХ  
ТЕХНОЛОГИЙ В СОВРЕМЕН-  
НОЕ ПРОИЗВОДСТВО**

**Преподаватель: Романова Г.В.**

Аннотация. Данная статья посвящена рассмотрению основных видов 3D-печати и проведению качественного анализа технологичности изделия. В процессе исследования выявлены преимущества 3D-печати путем сравнения нескольких из них.

Ключевые слова: 3D-печать; прототипирование; 3D-принтер; аддитивные технологии.

Сведения об авторе: Лесникова Татьяна Андреевна, студентка первого курса специальности «Конструкторско-технологическое обеспечение машиностроительных производств». Место учебы: ТИ НИЯУ МИФИ.

Романова Галина Владимировна, кандидат педагогических наук, доцент кафедры социально-экономических дисциплин.

Контактная информация: 624200, г. Лесной, Коммунистический проспект, 36; e-mail: til@mephi.ru

**IMPLEMENTATION OF ADDI-  
TIVE TECHNOLOGIES IN  
MODERN PRODUCTION**

**Professor: Romanova G.V.**

Abstract. This article is devoted to reviewing the main types of 3D printing and conducting a qualitative analysis of the manufacturability of the product. In the research process the advantages of 3D printing are revealed by comparing several of them.

Keywords: 3D printing; prototyping; 3D printer; additive technologies.

About the author: Lesnikova Tatyana Andreyevna, 1<sup>st</sup> year Student of the Faculty of “Construction-Technological Support for Engineering Production”.

Place of study: Technological Institute of NRNU MEPhI (Moscow Engineering Physics Institute).

Romanova Galina Vladimirovna, Candidate of Pedagogy, Associate Professor of the Department of Social and Economics Sciences.

At this stage of the development of scientific and technological progress in industry, additive technologies are widely used, especially for 3D prototyping and creating master casting models in mechanical engineering, aircraft construction, space, engineering and medical industries. In the production of machined parts, additive technologies are actively used by specialists from the well-known company Siemens (spare parts, parts for machine tools), NASA (rockets, spacecraft assemblies) and other industrial giants in the USA, Germany, Japan and China. It should be noted that additive technologies are a generalized name for technologies that involve the manufacture of a product using data from a digital model (or a CAD

model), through 3D printing. These include photopolymer printing, FDM printing, metal printing and others.

The main benefits of additive manufacturing are: a) almost unlimited freedom of geometry; b) significant reduction in the production cycle; c) increasing the efficiency of materials and energy use; d) reducing the cost and timing of production of final products and prototypes; e) high quality and speed regardless of the complexity of the model; f) the same product properties as with traditional manufacturing methods; g) high accuracy and repeatability; h) fast creating single and small batches of products; i) receiving products with complex internal geometries that were previously impossible to produce due to technological limitations.

Modeling is the process of creating a three-dimensional model of an object in a specialized program such as Fusion 360, SOLIDWORKS, KOMPAS.3D printing, being a type of additive manufacturing it has three types, i.e. photopolymer, FDM printing and metal printing.

Photopolymer printing. The essence of photopolymer 3D printing is that liquid photopolymer resin hardens under the influence of ultraviolet (UV) rays and gradually forms a 3D model. This type of 3D printing is highly accurate. When choosing specialized engineering resins, high accuracy rates can be achieved due to the low shrinkage of the material. The machined parts received by this method look like injection molded goods. The need for post-processing is minimal. If we talk about non-metallic products, then, we believe, this type of printing is the most promising one.

Photopolymer resins are used in two types of 3D printers – laser-based (SLA / DLP / LCD) or multi-jet printing (MJP). In the former case, the material is in a special bath of the printer and is illuminated by a laser or an ultraviolet (UV) matrix. In the latter, the liquid photopolymer supplied to the additive installation is applied in thin layers and gains strength under the action of an ultraviolet (UV) lamp.

FDM printing. It is modeling by layer-by-layer deposition. Variations of materials used in this printing technology are much greater than in others. Starting from PLA and ABC and ending with specialized types of PEEK (mechanical strength, rigidity and hardness, high permissible operating temperature (250 ... 310 °C) and BronzeFill – a metal simulator.) Among the advantages are the low cost of materials and the possibility of post-processing. For example, a low roughness surface on an ABC material can be achieved by grinding or using an acetone bath.

Metal printing. Direct Metal Laser Sintering (DMLS). Using metal powders, it is possible to make prototypes of models, as well as the final product – goods for assembly or finished goods of metal products includ-

ing objects of the most complex shape and texture that cannot be obtained by traditional methods, such as machining and casting. SLM manufactures single metal machined parts while DMLS manufactures metal alloy machined parts. The main difference between these processes lies in the fact that the first method involves partial melting of the metal powder which is required for sintering while the second option provides full-fledged melting of particles with an ytterbium laser which is necessary for the alignment of monolithic objects.

Examples of alloys used in this type of printing are stainless steel 316L, titanium alloys Ti6 or TiAl4V, cobalt-chromium alloy, aluminum alloy AlSi10Mg. These materials cover the needs of most industrial applications, from aerospace to medical. The cost of metal powder is very high. For example, a kilogram of 316L stainless steel powder costs approximately \$350-450.

The main advantage of 3D printing is that machined parts can have varying degrees of fill. From a production point of view, this reduces material consumption and cost, as well as the weight of the final product. From the point of view of 3D printing, this greatly saves precious time with minimal losses in the strength of the product due to its partial cavity. The above types of printing are more relevant for single or small batch production. Compared with classical manufacturing methods, printers do not need to manufacture special tooling, and the cost of the printers themselves is much lower than the cost of machine tools. The time to master a part in small-scale and one-off production is much longer than that of printers. All that is needed for 3D printers is a material and a 3D model. Also, the transfer of small-scale and one-off production to the workshop for adaptive additive technologies will unload the main equipment and, as a result, increase the profit and productivity due to the continuous technological cycle.

3D printing is most actively used today in the aviation, transportation and space industries. So, following the Airbus company which made its famous partition using additive manufacturing, Boeing began to use the technology when creating some elements for its Boeing 787 Dreamliner aircraft. From the next year the company plans to ship them with 3D printed titanium machined parts. Thanks to this, Boeing will be able to save about \$3 million on each aircraft and reduce emissions of combustion products into the atmosphere by reducing the overall weight of the aircraft [1]. At the moment Russian enterprises are just beginning to introduce new methods of manufacturing products using 3D printers. Unfortunately, this is happening too slowly.

We are conducting a study by comparing the options for manufacturing a part of the “Case” type. In the conditions of single and small-scale production in the manufacture of a part of the “Housing” type from metal /

non-metal, in most cases, 2 manufacturing methods are used, i.e. machining and casting. In the former case a block (a workpiece with dimensions larger than the machined parts) is purchased. At the same time the utilization rate of the material is on average 20-30%. The rest of the material goes to chips which are often not recycled. For the manufacture of such machined parts expensive CNC machines, special equipment in the form of cutters, mandrels and special measuring instruments are used.

In the latter case there is a need to manufacture a mold for a specific machined parts. Its production is laborious, and for the introduction of a part, it is necessary to carry out laboratory research, within the framework of production confirming the brand, chemical composition and mechanical properties of the material in the development of manufacturing technology. As in the first variant, expensive equipment is used there. Thanks to 3D printing, the problems described above can be avoided. Industrial printers have a low cost compared to machine tools, the print cycle is often much shorter than the manufacturing cycle and the material utilization rate is close to 100%. In work with 3D printers, control and measuring machines (CMM) are used to control the first part of the batch.

We can conclude that for the manufacture of a part in the classical way more time and money is spent on preparing for production. For providing a holistic picture, 3 technological processes were analyzed for each type of manufacture, starting from the costs of the procurement operation, the manufacture of tooling, ending with rationing and economic calculation. Based on the results of a qualitative analysis of the manufacturability of the product, it turned out that adaptive additive technologies are much more efficient, cost-effective and more technologically advanced in single and small-scale production.

Consequently, the introduction of a 3D printer into production contributes to creating a large number of jobs. This innovation will not affect the main production but only entails an increase in the range due to the unloading of workshops. There is also a need for retraining and advanced training of workers for adaptive workshops.

## REFERENCES

1. Digitization at Boeing: Printed Parts and Just in Time Maintenance. – URL: <https://clck.ru/ZGTYF>.
2. Shkuro A. E., Krivonogov P. S. Technologies and materials 3D printing, studies. manual. – Ekaterinburg, 2017. – 98 p. – URL: <https://clck.ru/Vae7b>.
3. The Journal “Additive technologies”. – 2017. – № 1. – 35 p. – URL: <https://clck.ru/YgShf>.
4. The Journal “Planet CAM”. – 2020. – № 18. – 97 p. – URL: <https://clck.ru/YgT9p>.

**Литвиненко А.Ю.**

Екатеринбург, Россия

**ИНТЕРНЕТ-МАРКЕТИНГ****Преподаватель: Соснина Н.Г.**

Аннотация. С появлением новых технологий на рынке начинается активно развиваться интернет-маркетинг.

Ключевые слова: инструменты маркетинга; интернет-маркетинг.

Сведения об авторе: Литвиненко Анастасия Юрьевна, студентка 2 курса института экономики.

Место учебы: Уральский государственный экономический университет.

Соснина Наталья Георгиевна, старший преподаватель кафедры иностранных языков.

Контактная информация: 620076, г. Екатеринбург, ул. Рощинская, 27; e-mail: nastasya.litvinenko.02@mail.ru

**Litvinenko.A.Yu.**

Ekaterinburg, Russia

**INTERNET MARKETING****Professor: Sosnina N.G**

Abstract. With new technologies Internet marketing has started to develop on the market.

Keywords: marketing tools; Internet marketing.

About the author: Litvinenko Anastasia Yurievna, 2<sup>nd</sup> year Student of the Institute of Economics.

Place of study: Ural State University of Economics.

Sosnina Natalya Georgievna, Senior Lecturer of Foreign Languages Department.

Nowadays there are various information kinds which influence the behavior of customers and producers. Also, with scientific and technological progress new telecommunication technologies have developed. High technologies have a great impact on the economy, politics and development of public institutions. With the help of them information can be spread globally and very quickly. One of such new telecommunication technology is the Internet.

With the development of the Internet new marketing and sale tools appeared creating new opportunities and challenges for all market players.

Internet marketing, also called online marketing, involves promoting a brand and its products and services to online audiences using the Internet. With Internet marketing, producers use a combination of online strategies to build better relationships with their audience and attract more interested leads. Internet marketing is important because it expands a business's reach and allows producers to connect with more leads interested in their business [1].

With Internet marketing, producers can connect with customers using their preferred communication channels. The Internet also allows to build strong and long-lasting relationships with a customer base [2].

Internet, which is 56% of the world population. Internet marketing allows finding the audience in specific locations and regulating advertisement outreach according to producer's goals.

Accuracy. A producer can tailor his marketing efforts very specifically based on users' gender, age, habits, and behavior. The technologies that stand behind internet marketing are very powerful: it is now easy to put products in front of people at the right place when they are most likely to purchase.

Cost-effectiveness. Internet marketing is cheaper compared to traditional marketing since it doesn't require any physical resources for its production. Its accuracy also makes it cheaper: a company pays for driving interested people to your site. With traditional advertisements, a producer can only estimate how many people find it relevant, and would spend lots of time and money on guesswork.

Customer experience. Internet marketing helps to provide audience with a highly personalized shopping experience. For instance, producers can send emails with personalized offers and content based on the data users share with them.

Automation. Processes like lead generation, lead nurturing, and customer retention can be once set and work mostly on their own. Automated email workflows, for example, is a good way to remove a huge amount of stress off a marketing team.

In conclusion, Internet marketing is rather important in modern business world. It was outlined that online marketing highly depends on client needs and customer perception of a concrete advertisement. It offers a broad range of research opportunities as far as traffic, conversion, profit are concerned. The Internet marketing is a tool which helps to enhance company's image and minimize undesirable expenditures.

## REFERENCES

1. What is Internet Marketing? – URL: <https://sendpulse.com/support/glossary/internet-marketing>.
2. Pogosyan K. E. Internet Marketing as an effective tool for promotion activities on the market // Глобус. – 2019. – № 6 (39). – URL: <https://cyberleninka.ru/article/n/internet-marketing-as-an-effective-tool-for-promotion-activities-on-the-market> (дата обращения: 07.11.2021).



**КОНФЛИКТ В ПАРКЕ МАЯКОВСКОГО: ИСТОРИЯ ВОПРОСА И ПУТИ РЕШЕНИЯ**

Аннотация. Статья посвящена конфликту между горожанами, администрацией и застройщиками в парке Маяковского.

Ключевые слова: модернизация; пилотный опрос.

Сведения об авторах: Лобанова Валерия, студентка.

Ярина Екатерина Геннадьевна, учитель высшей квалификационной категории, заведующая кафедрой иностранного языка.

Место учебы и работы: СУНЦ Уральского федерального университета им. первого Президента России Б. Н. Ельцина.

Контактная информация: 620089, г. Екатеринбург, ул. Данилы Зверева, 30; e-mail: lera070405@mail.ru

**CONFLICT IN MAYAKOVSKY PARK: BACKGROUND AND WAYS OF RESOLUTION**

Abstract. The article is devoted to the conflicts between the townspeople, the administration and the developers in the Mayakovsky park.

Keywords: modernization; pilot survey.

About the authors: Lobanova Valeria, Student.

Yarina Ekaterina Gennadyevna, Teacher of the Highest Qualification Category, Head of the Foreign Language Department.

Place of study and work: SESC of Ural Federal University named after the first President of Russia B. N. Yeltsin.

Your attention is drawn to the project “Citizens, developers and officials: park named after Mayakovsky as a space of conflicts”. This park was not chosen by me by chance, since it is the main and largest park in the city of Yekaterinburg. But after visiting it, conducting a pilot survey of the townspeople to find out their opinion about this park, revealing many shortcomings, I asked myself the question: “For whom is the park there? Whose needs does it satisfy?” This problem is very urgent, since the park should be convenient, and most importantly, useful for different groups of citizens. The tasks that I have set for myself:

1. Get to know the history of the park.
2. Visit the park and assess its current state.
3. Find out the opinion of the townspeople about the park.
4. Find out plans for the nearest modernization of the park.
5. Offer your own plan for the modernization of the park.
6. Create a video that draws public attention to the problems of the park.

Today, Mayakovsky Park is a resting place for citizens, where the main events related to folk festivals are held, as well as various concerts in the open area. Over the past few years, Mayakovsky Park has been modernized and renovated. This was facilitated by the previous director – Ekaterina Keilman – and the Clever park residential area. Pavel Zubakin has been holding the post of director for the last three months. His immediate plans include the installation of a new Ferris wheel, renovation of the entrance to the park from the side of Shchorsa Street. Pavel Zubakin in an interview with the e1 portal shares his plans: “The playground in the park should not be just cool, it should be the best in the city. Does the current site match this? No, it doesn’t. We know this, and we plan to change it next year.”

During my pilot study, I conducted a survey of Ekaterinburg residents walking in the park or living near it. I asked the following questions: 1) What do you like about this park? 2) How often do you come here? 3) Why do you choose this particular park? 4) What problems do you see in this park? During the conversations, I noticed some of the park’s problems: the park has been modernized only in the central area and the main alley. The problem is that the further from the central alley, the worse the condition of the paths. In interviews, visitors to the park expressed regret about the scarcity of attractions for people of different ages. It was also noted that a huge number of trees were cut down to equip the fan zone, which were not planted elsewhere. I also noticed that the pond is in a depressing state.

I believe that although the park is in the process of modernization, there are still unresolved problems and conflicts. For example, a conflict between the interests of citizens and developers. The large developer Clever park is equipping only those parts of the park that are visible from the windows of the residential complex. Also, the windows of these houses overlook the heart of the park. Walking along the paths or dining on the “tasty street”, there is a feeling of being chased by black stone giants. Construction near green spaces leads to air pollution even in the park! The fauna also suffers: squirrels are less and less common and it is more and more difficult for ducks and swans to survive in a shallow pond near a noisy and crowded go-karting zone.

So, we see that the park does not suit the townspeople in many ways; it seems to them unkempt and dilapidated. It is being modernized only selectively, based on the interests of developers. In this I see the main problem of the park, because, as mentioned earlier, the park should be focused on the needs of its visitors.

So, what can I suggest to make the park better, as well as to bring it closer to the needs of visitors?

- Organize regular cleaning of fallen branches and fallen trees in the park.

- Restore the paths of the park, replace the curbs in places where they have become unusable.

- Clear, expand and improve the pond. It is necessary to remove debris and various metal structures from the pond.

- To restore the statues of the park, many of which are in a deplorable state. For example, at the monument to Kirov, the paint on the pedestal peeled off, and on the figure of Kirov there are multiple chips.

- There is a lot of waste in the park, including construction waste. Lying pieces of brick buildings, long covered with moss require cleaning.

- To attract citizens to the park modernization project, I propose to conduct a survey of citizens using such a news platform, which is popular among citizens like E1.ru, and groups in social networks, for example, with the help of the Typical Yekaterinburg community, which has almost 650 thousand subscribers.

So, I achieved the goal of the project, I made my own plan for the modernization of the park. As a product, I present a video that will be posted on social networks to draw attention to the problem we posed in the project.



## REFERENCES

1. Interview. – URL: <https://www.e1.ru/text/gorod/2021/09/11/70098821>.
2. Clever park. – URL: <https://cleverpark.life/akcii/za-osnovu-dlya-rekonstrukcii-cpkio-ekaterinburga-vzyali-proek>.

Лузарева В.О.

Luzareva V.O.

Екатеринбург, Россия

Ekaterinburg, Russia

# **ЗНАНИЯ – ЭТО ПРОЦЕСС ОТКРЫТИЙ: КАК КОНСТРУК- ТИВИЗМ ИЗМЕНИЛ ОБРАЗОВАНИЕ**

# **KNOWLEDGE IS A PROCESS OF DISCOVERY: HOW CONSTRUCTIVISM CHANGED EDUCATION**

**Преподаватель: Походзей Г.В.****Professor: Pokhodzey G.V.**

Аннотация. В статье исследуется влияние такого явления, как конструктивизм, на образование. Внимание акцентируется на сути конструктивизма, заключающегося в том, что студент самостоятельно строит и структурирует для себя полученную информацию. Метод конструктивизма считается достаточно эффективным в современной педагогике.

Abstract. This article examines the impact of such a phenomenon as constructivism on education. Attention is focused on the essence of constructivism, which consists in the fact that the student independently builds and structures the information received for himself. The method of constructivism is considered quite effective in modern pedagogy.

Ключевые слова: образование; конструктивизм; ученик; педагогика; психология; философия.

Keywords: education; constructivism; student; pedagogy; psychology; philosophy.

Сведения об авторе: Лузарева Виктория Олеговна, студентка института филологии и межкультурной коммуникации.

About the author: Luzareva Viktoria Olegovna, Student of Institute of Philology and Intercultural Communication.

Место учебы: Уральский государственный педагогический университет.

Place of study: Ural State Pedagogical University.

Походзей Галина Викторовна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

Pokhodzey Galina Victorovna, Candidate of Pedagogy, Associate Professor of the Department of Professionally Oriented Language Education.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: lzzrva173@gmail.com

Constructivism is a philosophy of education that considers experience as the best way to gain knowledge.

We really understand something – according to the constructivist – when we filter it through our feelings and interactions. We can understand the idea of “blue” only if we have vision (and if we are not colorblind).

Constructivism is a philosophy of education, not a method of learning. Therefore, although it encourages students to take more responsibility for

their own learning, it does not specify how this should be done. It is still being adapted to the practice of teaching.

### **How Developmental Psychology Shapes Learning**

One of the first proponents of constructivism was the Swiss psychologist Jean Piaget, whose work focused on the cognitive development of children. Piaget's theories (popularized in the 1960s) about the stages of childhood development are still used in modern psychology. He noticed that children's interaction with the world and their sense of self correspond to a certain age. For example, thanks to sensations, a child has basic interactions with the world from birth; from the age of two, he uses language and play; from the age of seven, he uses logical reasoning, and from eleven – abstract reasoning. Before Piaget, there was little concrete research on the psychology of human development. We understood that with age, people become more developed cognitively, but we didn't quite understand how this happens.

Piaget's theory was further developed by his contemporary Lev Vygotsky (1925-1934), who believed that all tasks fit into:

1. Tasks that we can perform on our own.
2. Tasks that we can perform with the help of the manual.
3. Tasks that we can't do at all.

There is not much meaningful learning that could be done in the first category. If we know how to do something, we don't gain too much by doing it again. Similarly, there is little to be gained from the third category. You could send a five-year-old child to a math class run by the most brilliant teacher in the world, but there simply isn't enough prior understanding and cognitive development for the child to learn anything. Most of our training takes place in the second category. We have enough prior knowledge to understand the topic or task, but not enough to fully understand it. In developmental psychology, this idea is known as the zone of proximal development – the place between our understanding and our ignorance.

### **Using the learning zone**

Imagine asking ten-year-old students to add every number from 1 to 100 ( $1 + 2 + 3 + 4 + 5$  and further). Theoretically, they could do this by adding brute force, which would most likely tire and frustrate them.

A teacher inspired by constructivism might instead ask: "Is there a faster way to do this?" and "is there a pattern of numbers?" With a little help, some students can see that each number connects to the corresponding number that needs to be added to 101 ( $1 + 100, 2 + 99, 3 + 98$ ). As a result, they get 50 pairs of 101, which gives a much simpler and faster sum

of 50 x 101. The sample and simple multiplication may not have come intuitively (or even at all) to most students. Nevertheless, the teacher's assistance turns their existing knowledge into a meaningful learning experience – using a completely mundane problem. Then it becomes a process of discovery, not a monotonous addition.

Medical students began using constructivist pedagogy at universities in the USA and Australia in the 1960s. Instead of teachers showing students exactly how to do something and forcing them to copy it (known as explicit instruction), teachers encouraged students to form hypotheses and directed them to comment on each other.

Constructivist pedagogy is currently the common basis for teaching all over the world. It is used in all subjects, from mathematics and natural sciences to humanities, but with different approaches.

### **The importance of group work**

Teaching methods based on constructivism mainly use group work. The emphasis is on the fact that students jointly form their understanding of a topic or problem.

Imagine a science class studying gravity. The question of the day is: do objects fall at different speeds? The teacher could facilitate this lesson by asking:

- “What could we drop?”
- “What do you think will happen if we drop these two objects at the same time?”
- “How could we measure this?”

Then the teacher would give the students the opportunity to conduct this experiment themselves. By doing this, teachers allow students to develop their individual strengths as they discover the concept and work at their own pace. Experiments in natural science lessons, excursions to cultural attractions in history lessons, acting out Shakespeare in English – all these are examples of constructivist educational activities.

### **What is the evidence?**

The principles of constructivism naturally align with what we expect from teachers. For example, professional standards of teachers require that they establish mutual understanding with students to manage behavior, and experienced teachers adapt lessons to the specific cultural, social and even individual needs of students.

Clear instruction is still appropriate in many cases, but the basic standard of instruction includes recognition of students' unique circumstances and capabilities.

Using a constructivist approach means that students can become more active and responsible for their own learning. Research conducted since the 1980s shows that it encourages creativity.

Constructivism can be viewed simply as a descriptive theory that does not directly offer useful teaching strategies. Some may say that there are simply too many learning contexts (cultures, ages, subjects, technologies) for constructivism to be directly applicable.

It's true that constructivism is a challenge. This requires creative educational design and lesson planning. The teacher must have exceptional knowledge in the subject area, which significantly complicates constructivist approaches for primary school teachers with broader general knowledge.

Teacher-centered learning (explicit content teaching) has been used for much longer, and it has been shown to be very effective for students with learning disabilities.

A serious problem for constructivism is the current results-based approach to learning. Meeting the requirements of the curriculum for assessment at a certain time (for example, tests at the end of the semester) distracts attention from student-centered learning and from preparing for testing.

Explicit learning is more directly useful for teaching the test, which can be a sad reality in many educational contexts.

Summing up all the above, being a philosophy of education, constructivism has great potential. However, getting teachers to contextualize and personalize lessons when there are standardized tests, playground duty, occupational health and safety training, as well as their personal lives is a big task.

## REFERENCES

1. Constructivism In Education. – URL: [https://books.google.ru/books/about/Constructivism\\_in\\_Education.html?id=WpOdAAAAMAAJ&redir\\_esc=y](https://books.google.ru/books/about/Constructivism_in_Education.html?id=WpOdAAAAMAAJ&redir_esc=y) (accessed: 12.11.2021).
2. What is constructivism?. – URL: <https://www.wgu.edu/blog/what-constructivism2005.html#close> (accessed: 18.11.2021).
3. Constructivism as a theory for teaching and learning. – URL: <https://www.simplypsychology.org/constructivism.html> (accessed: 18.11.2021).

Екатеринбург, Россия  
**АУДИОВИЗУАЛЬНЫЕ СРЕДСТВА  
КАК СПОСОБ РАЗВИТИЯ  
УМЕНИЙ ИНОЯЗЫЧНОЙ  
ДИАЛОГИЧЕСКОЙ РЕЧИ  
ОБУЧАЮЩИХСЯ МЛАДШИХ  
КЛАССОВ**

**Преподаватель: Кропотухина П.В.**

Ekaterinburg, Russia  
**AUDIOVISUAL AIDS AS A  
MEANS OF DEVELOPING PRI-  
MARY SCHOOL STUDENTS'  
DIALOG SPEECH SKILLS OF  
ENGLISH**

**Professor: Kropotukhina P.V.**

Аннотация. В данной статье рассматриваются компьютерные программы как один из видов аудиовизуальных средств в обучении диалогической речи на английском языке. В работе представлены авторские компьютерные приложения, созданные при помощи программы Microsoft Power Point. Выводы данной работы носят предварительный характер.

Ключевые слова: аудиовизуальные средства; диалогическая речь; умение; компьютерные программы.

Abstract. This article deals with computer programs as a kind of audiovisual aids used to teach students to make dialogs in English. The article also presents the authors' computer apps which were designed with the help of Microsoft Power Point. At the end of the article the author draws preliminary conclusions.

Keywords: audiovisual aids; dialog speech; skills; computer programs.

Сведения об авторе: Манин Георгий Александрович, магистрант ИОН.

About the author: Manin Georgiy Alexandrovich, a Master's Degree Student of the Institute of Social Studies.

Место учебы: Уральский государственный педагогический университет.

Place of study: Ural State Pedagogical University.

Кропотухина Полина Владимировна, кандидат филологических наук, доцент кафедры профессионально-ориентированного языкового образования.

Kropotukhina Polina Vladimirovna, Candidate of Philology, Associate Professor of the Department of Professionally-Oriented Language Education.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: geotman97@yandex.ru

In the modern world it is difficult to imagine a foreign language lesson without the use of audiovisual means. Audiovisual means of teaching (in other words, "auditory" from Lat. *audire* "to hear" and *visualis* "visual") is a special group of technical training tools that have become most



widely used in the educational process, including screen and sound aids designed to present visual and auditory information [1, p. 22].

Audiovisual means have the following advantages in teaching:

1. Dialogs are the material for teaching, since conversational speech is carried out, as a rule, in dialogs.

2. The basis of training is oral speech, since the oral form of communication is primary, and its graphic representation is secondary.

3. The perception of new material should be based on integral structures and must be carried out only by ear. And in this case we see a certain similarity with the ideas of the audio-lingual method.

4. When perceiving and working out language material, great importance is attached to the sound image in its unity (sounds, intonation, stress, rhythm).

5. The semantics of new language material is carried out by means of images of objects, actions and context.

6. Language material is assimilated only on the basis of imitation, subsequent memorization. In addition, education by analogy is used. The purpose of using the method is to achieve the same level of language acquisition that native speakers possess. Skills and abilities should be automated to such an extent that the reaction to an utterance is instantaneous, since communication is the operation of previously acquired skills and abilities using a set of speech samples [2, p. 22-23].

The aim of this paper is to create a system of audiovisual exercises aimed at developing primary school students' dialogical speech abilities in English lessons.

In order to fulfill this aim it is necessary to tackle the following tasks:

1) to study primary school students' psychological and pedagogical features;

2) to review the existing classifications of audiovisual teaching tools;

3) to examine some ways of developing dialogic speech abilities by means of audiovisual facilities;

4) to analyze the structure and content of the coursebook;

5) to design a system of audiovisual exercises targeted at improving dialogical speech abilities;

6) to conduct a series of educational and scientific experiments with primary school children.

As audiovisual tools, we selected computer programs that were developed with the help of Microsoft Power Point. At this stage of the work, we have managed to create 10 multimedia programs in a quiz format based on the *Family and Friends 2* course book (N. Simmons) on the fol-

lowing topics: “Our new things”, “They’re happy now!”, “I can ride a bike!”, “Have you got a milkshake?”, “We’ve got English!”, “Let’s play after school!”, “Let’s buy presents!”, “What’s the time?”, “Where does she work?”.

Each quiz included several language blocks: “Grammar”, “Vocabulary”, “Monolog”, “Dialog”. Within each block there were four questions that students had to answer in detail so as to get the necessary number of points.

Let’s take as an example one of these multimedia quizzes, which was developed within the framework of the “Our new things” theme for the “*Family and Friends 2*” textbook. There are also some methodological recommendations for teachers to conduct a lesson in such a format.

### **Quiz game for the “Our new things” section**

Grade: 2.

Group: the whole class (2 teams or more).

Timing: 20-30 minutes.

Goal: to improve dialogical speech skills within the framework of the linguistic and socio-cultural material on the topic “Our new things”.

Description. The working language is English. The revision of the covered topics in the “Our new things” section.

Materials: a PowerPoint presentation in the form of a quiz, a laptop, a projector, speakers and a stopwatch.

Lesson procedure. The teacher divides the class into 2-3 teams, then tells the students to come up with a name for their team that should be related to the current topic. After the children have chosen a name for their team, the teacher explains the rules of the game. The students can see several areas on the slide: Grammar, Vocabulary, Monolog and Dialog. Under each sphere there are numbers from 1 to 4 – the number of points that the team can get if they answer the question correctly (see Figure 1). For example, if one of the teams wants to answer a speaking question and get 3 points, they pronounce the type of the sphere in English and the number of points they want to earn. The students are asked to make short dialogs, but the content of their future dialogs is determined by four pictures and an example. The participants have 30 seconds to prepare their short dialogs and 1 minute to present them. The students receive 3 points if they have described all the pictures, complied with the time limit and used the necessary lexical and grammatical material. The teacher listens carefully and gives points for their oral answer (see Figure 2). The team that scores the most points at the end of the game becomes the winner.

Grammar	Vocabulary	Monolog	Dialog
<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
<u>3</u>	<u>3</u>	<u>3</u>	<u>3</u>
<u>4</u>	<u>4</u>	<u>4</u>	<u>4</u>

Figure 1. "Spheres"

Dialog  
3

Look, ask and answer in pairs:

Example:

S1: What are those?

S2: Those are bags.

1

2

3

4

Back

Figure 2. "Dialog 3"

In addition to the dialogic speech skills, grammatical, lexical, phonetic and translation skills are also honed. It is also worth noting that in the structure of each quiz there is a block of linguistic and cultural questions. This indicates that the developed computer program helps to develop all types of communicative competence, and the quiz format, given its game-playing features, increases students' motivation to study and use the English language.

## REFERENCES

1. Azimov E. G., Shchukin A. N. A new dictionary of methodological terms and concepts (theory and practice of language teaching). – Moscow: Publishing House IKAR, 2009. – 448 p.
2. Mirolyubov A. A. Audiovisual method // IYASH. – 2005. – No. 3. – P. 22-23.

УДК 376.37:004

*Маринченко М.А.*

Екатеринбург, Россия

**ДИСТАНЦИОННЫЕ ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ  
ДЛЯ КОРРЕКЦИИ ДЕТСКОЙ  
РЕЧЕВОЙ АПРАКСИИ**

**Преподаватель: Колесова Е.М.**

Аннотация. Статья посвящена проблемам коррекционной работы с детьми с апраксией в условиях дистанционного обучения.

Ключевые слова: речевые нарушения; дистанционное обучение; детская речевая апраксия; COVID-19.

Сведения об авторе: Маринченко Мария Андреевна, магистрант Института специального образования. Место учебы: Уральский государственный педагогический университет.

Колесова Елена Михайловна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования, директор Центра международного сотрудничества.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: [marin4encko.masha@yandex.ru](mailto:marin4encko.masha@yandex.ru)

*Код ВАК 13.00.03*

*Marinchenko M.A.*

Ekaterinburg, Russia

**REMOTE EDUCATIONAL  
TECHNOLOGIES FOR CORRECTION  
CHILDHOOD  
APRAXIA OF SPEECH**

**Professor: Kolesova E.M.**

Abstract. The article is devoted to the problems of corrective action of the children with apraxia in the conditions of remote educational.

Keywords: speech language pathology; childhood apraxia of speech; remote educational; COVID-19.

About the author: Marinchenko Maria Andreevna, Master's Degree Student of the Institute Special Education.

Place of study: Ural State Pedagogical University.

Kolesova Elena Mikhaylovna, Candidate of Pedagogy, Associate Professor of the Department of Professionally Oriented Linguistic Education, Head of Center for International Cooperation.

The World Health Organization (WHO) declared the start of COVID-19 pandemic on March 2020. Education organizations have been transferred to an online format. In this regard, the specialists have faced a question: how to maintain efficiency of corrective action childhood apraxia of speech (CAS) remotely? The analyze of an article by scientists [1] showed efficacy of the Rapid Syllable Transition treatment via telehealth and Nuffield Dyspraxia Program-Third Edition.

**Childhood apraxia of speech (CAS)** is a term for type of childhood speech sound disorder. This speech-language pathology is characterized by inconsistent speech errors (syntactical structures and/or vocabulary), difficulties in articulation and prosody. The defect is caused by brain dysfunction. There are two types of apraxia (Liepmann, 1905; Heilbronner, 1905). The first type is kinesthetic apraxia in which child cannot find ap-

appropriate articulation. The second type is kinetic apraxia in which child can pronounce vowels and consonants in isolation, but his connected speech is broken (syllable sequence and words) [2].

**Rapid Syllable Transition (ReST)** is an effective method of treatment consisting of four sessions a week for three weeks in a row. The main goal of this method is to teach children rapidly and smoothly transit between varied sounds and syllables, not simply to learn the motor program for a small set of words. Specialist's challenge is to teach the child to pronounce sounds and syllables more accurately; rapid and fluent transit from one sound to the next one rapidly and accurately; put the right word stress. There are 2 phases for therapy: training phase and practice phase. Murray, McCabe, and Ballard investigated the efficacy of ReST treatment via telehealth. The ReST study involved five children with CAS between 5,5-11,2 years old. Therapy was delivered by the real time transmission of audiovisual information through video conferencing. The specialist showed a PowerPoint slide, but the child was looking over the orthography for each pseudo-word item with a picture (figure 1) as well as orthography for the real-word item with its respective sound file (figure 2). All five children in this study achieved significant scores [1; 3].



Figure 1. Slide with nonsense words

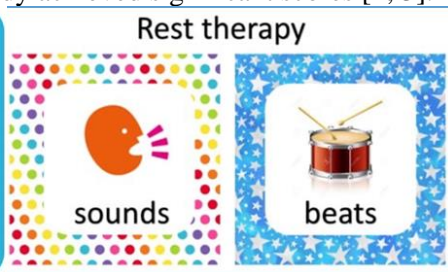


Figure 2. Slide with real words

**Nuffield Dyspraxia Program-Third Edition (NDP3)** is a therapy set for management of severe speech disorders. The NDP3 includes visual materials (700+ images, Jolly Phonics phoneme illustration, flip-books, therapy picture cards) and sound materials (figures 3, 4) [3].

Parnandi, Karappa, Lan, and Shahin investigated the feasibility of adopting a novel system for the remote administration of NDP3 to six children with CAS between 4–10 years old. Researchers have developed the novel system which consists of a mobile app which allows the child to practice speech exercises at home on their tablet. Scientists divided randomly the children into two groups. First group visits specialist four days a week for three weeks. Second group visits specialist once a week for three weeks and

3-4 days a week children were studying either alone or with their parents. All children performed exercises on the tablet which selected taking into account speech errors [1].

Results showed that the children in the first group demonstrated a substantial progress from pre-treatment to one-week post-treatment (70% change from baseline) while the children in the second group, who received less support from the speech therapist, showed a smaller progress (40%). At four-weeks post-treatment, children's progress declined to a similar degree for both groups but remained above the baseline, indicating efficiency method [1].



Figure 3. Set Nuffield Dyspraxia Program-Third Edition (NDP3)



Figure 4. Program slide

In conclusion, we would like to say that ReST therapy can be used by Russian speech therapists. Specialists can take adapt therapy content as a basis and develop the visual and speech material in Russian language. Meanwhile Nuffield Dyspraxia Program-Third Edition has analogues in Russia. Such as the Mercibo website provides a card index of online games for speech development. Also there are an exercise program “Dizartria.NET” and computer speech therapy program “Igry dlya Tigry” and a host of other things. Speech therapists can use all these technologies in their remote work.

## REFERENCES

1. Nilgoun Bahar, Aravind K. Namasivayam & Pascal van Lieshout Telehealth intervention and childhood apraxia of speech: a scoping // Speech, Language and Hearing. – URL: <https://doi.org/10.1080/2050571X.2021.1947649>.
2. <https://inte.asha.org/practice-portal/clinical-topics/childhood-apraxia-of-speech>.
3. <https://rest.sydney.edu.au>.
4. <https://www.ndp3.org>.

УДК 811.111:004.738.5

**Мокрушина В.А.**

Екатеринбург, Россия

**ПРИНЦИПЫ ТОЛЕРАНТНОСТИ И ПОЛИТКОРРЕКТНОСТИ В АНГЛОЯЗЫЧНОМ ИНТЕРНЕТЕ**

**Преподаватель: Походзей Г.В.**

Аннотация. В статье представлены рассуждения на тему толерантности и политкорректности, почему англоязычный Интернет набирает популярность и соблюдаются ли принципы толерантности и политкорректности в нем.

Ключевые слова: толерантность; политкорректность; англоязычный Интернет.

Сведения об авторе: Мокрушина Валерия Анатольевна, студентка ИФиМК.

Место учебы: Уральский государственный педагогический университет.

Походзей Галина Викторовна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

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

**Код ВАК 10.02.19**

**Mokrushina V.A.**

Ekaterinburg, Russia

**PRINCIPLES OF TOLERANCE AND POLITICAL CORRECTNESS IN THE ENGLISH INTERNET**

**Professor: Pokhodzey G.V.**

Abstract. The article presents reasoning on the topic of tolerance and political correctness, why the English-speaking Internet is gaining popularity and whether the principles of tolerance and political correctness are observed in it.

Keywords: tolerance; political correctness; English Internet.

About the author: Mokrushina Valeria Anatolevna, Student of the Institute of Philology and Intercultural Communication.

Place of study: Ural State Pedagogical University.

Pokhodzey Galina Victorovna, Candidate of Pedagogy, Associate Professor of the Department of Professionally-Oriented Language Education.

Today, any user can access sites around the world. In addition, the global network provides global communication. The Internet has been actively used for over twenty years.

According to a January 2021 report by We Are Social and Hootsuite, the number of Internet users has grown to 4,66 billion. This is 59,5% of the world's population. The most popular networks today are V Kontakte, Instagram, Odnoklassniki.ru, Facebook, as well as the blog Twitter and others.

The Internet has become a meeting place – a world of communication, information and entertainment, in which the concept of “distance” has disappeared.

The reason for the popularity of the English-speaking Internet is not difficult to find. American developers developed most of the social media or video sites. People all over the world follow the US innovations; follow their development mechanisms and trends. This explains the success of English-language sites.

The ruling youth are most Internet-oriented. Now there are a large number of platforms for communication and creativity.

For example, the video creation platform TikTok has received a lot of response from people around the world. The audience of the social network “TikTok” as of October 2020, represented by the “University of Marketing”, amounted to six hundred and eighty-nine million. The age of users in percentages was 26,1% of people from 25 to 34 years old, 19% of people from 35 to 44 years old, 15% of people from 18 to 24 years old, 13,9% of people from 45 to 54 years old. 13,2% of people from 12 to 17 years old and 12,5% of people from 55 years old and older.

On the Internet, you can speak on any topic. This caused some problems. It is there that you can often see complete non-observance of the principles of political correctness and tolerance.

Websites such as Twitter and Facebook are subject to the principle of complete freedom of speech. For this, the creators of Twitter invented this network. Users literally allow themselves to speak out on any sensational topic, after which the accounts arrange discussions among themselves. Users decide for themselves whose opinion is popular. The peculiarity of the network is that no one can delete such posts, except for the author. This is why these English-language networks are so widespread around the world. For example, South Korean rapper Jay Park on Facebook became the target of racism after his photo was posted on the official NBA website. User comments were unflattering. One user left the following comment, “Is he Kim Jong Un’s cousin?” The rapper himself did not respond to hate in his address, but only thanked people for their support in his Twitter.

This is by no means an isolated case. People continue and will continue to voice their opinions, even if they offend people.

However, such racist statements appeared not only on social networks, but also at various events on a global scale.

In 2016, the American Academy of Arts has not nominated a single black actor for an Academy Award in the past two years. Among the 20 nominees for acting nominations, there was not a single black director.

The actress Jada Pinkett-Smith talked about it on her Facebook profile and urged not to go to the award that year.



It is worth noting that Jada Pinkett-Smith's appeal was supported by many. Spike Lee declined to attend the upcoming Academy Awards for the same reason. In addition, the hashtag #OscarsSoWhite ("Oscar is so white") began to gain popularity on Twitter.

Thus, we can conclude that the Internet is a rapidly developing space that includes various components. The most progressive among them are social networks, whose users are ordinary people of all ages. As mentioned above, the most active users of social networks are the ruling youth. They promote their ideas on the Internet. These ideas are both right and wrong. Wrong ideas are expressed in lack of tolerance towards other users, manifestation of racism and non-observance of political correctness. This can sometimes have adverse consequences such as demonstrations, political rallies and strikes. Social networks play an important role in today's world. They vote, publish news, and shape new trends in society.

## REFERENCES

1. Linscott Ch. "Chip" P. All Lives (Don't) Matter: The Internet Meets Afro-Pessimism and Black Optimism // Black Camera. – 2017. – No. 8 (2). – P. 104-119.

2. Detlefsen, Ellen Gay. Where am I to go? Use of the Internet for consumer health information by two vulnerable communities // Library Trends. – 2004. – Vol. 53, no. 2. – P. 283.

3. <https://www.tehpodderzka.ru/2018/10/internet.html> (accessed: 17.11.2021).

4. #Oscarsowhite. – URL: <https://meownauts.com/hronika-skandala-oscarssowhite-kotoryiy-izmenit-gollivud> (accessed: 18.11.2021).

*Мусин М.А.**Musin M.A.*

Екатеринбург, Россия

Ekaterinburg, Russia

**ОСНОВЫ СТАТИСТИЧЕСКОГО  
ОБЕСПЕЧЕНИЯ КАЧЕСТВА****BASIC STATISTICS OF QUALITY  
GUARANTEE****Преподаватель: Соснина Н. Г.****Professor: Sosnina N.G.**

Аннотация. Статья посвящена основам статистического обеспечения качества.

Abstract. The article is devoted to the basis statistics guarantee of quality.

Ключевые слова: качество; основы статистического обеспечения.

Keywords: quality; basis statistics guarantee.

Сведения об авторе: Мусин Михаил Алексеевич, студент 2 курс института менеджмента, предпринимательства и инжиниринга.

About the author: Musin Michael Alekseevich, 2<sup>nd</sup> year Student of Management, Entrepreneurship and Engineering Institute.

Место учебы: Уральский государственный экономический университет.

Place of study: Ural State University of Economics.

Соснина Наталья Георгиевна, старший преподаватель кафедры иностранных языков.

Sosnina Natalya Georgievna, Assistant Professor of Foreign Languages Department.

Контактная информация: 620057, г. Екатеринбург, ул. Коренина, 66; e-mail: arbit.viktor@mail.ru

Everyone knows that any process always changes. These changes have created two groups of causes: random cause (casual, accidental, ordinary) and non-random cause (casual, accidental, ordinary).

Basis statistics of quality assurance can destroy only the first group of causes. The basic statistics of quality assurance is a set of tools capable to show argumentatively the abstract word “quality” (corresponding products of the norm, indicating (showing) in regulatory documents) in beautiful forms: tables, diagrams, etc. They are the following: checklist, Pareto chart, histogram, throw chart, stratum data method, control cards, Cause investigation chat.

Some of these tools only note the presence of samples. This is a checklist; a histogram that shows the distribution of the measurement results of a control parameter; a throw histogram determines the dependence of two values on each other; a cause investigation chat helps to divide the problem into parts; a Pareto diagram helps to determine the root cause that created more problems, and then another part; control maps allow you to monitor the state of the process in time; the stratum date method allows you to investigate in different ways. The main feature of these tools is that

you do not need special education to use them; you need to understand how these tools worked. The application of these methods in practice can only slightly improve the quality of creating products and services, but without the widespread introduction of these methods, it is impossible to use the potential for 100% [1].

Next you analyze low, medium manage personal. And as apotheosis it is studied in head manage team. These methods should be fully implemented in the company. You can start to improve the quality of employees' work by using them. Of course, you can start this process with head managers and go to the low level workers afterwards. But it isn't a major step, since you will have similar results.

Then you have to study the firm's normative documents, like GOSTs, TCs, etc. And improving quality here is connected with quality management system (QMS) [1]. There is a confirmation of optimal process in the firm and the ability to support this level. And any another company supports the document like this and it says the job is good and done at time.

To apply these instruments you don't have need a special education, you just need to understand the following things: what, what for and how it works. The practical application of these methods can only slightly improve the quality of products and services creation, but without the widespread introduction of these methods, it is impossible to use the potential for 100%.

Statistical methods are a tool that needs to be studied in order to implement quality management. They are the most important component of a comprehensive control system of Universal Quality Management.

Statistical methods of quality control are currently used not only in production, but also in planning, design, marketing, logistics, etc. There is no doubt that statistical methods serve as a powerful tool not only for obtaining objective information, but also for cognition, including real natural laws. If the natural sciences are limited only to understanding laws, then with the help of statistical methods an attempt is made to apply these laws to create new material values for the consumer in the most economical way.

## REFERENCES

1. Zhulinskij S. F., Novikov E. S., Pospelov V. Ya. Statisticheskiye metody v sovremennom menedzhmentekachestva. – M.: Fond «Novoetysyacheletie», 2001. – 208 s.: il.

**Мутаева А.Р.****Mutaeva A.R.**

Екатеринбург, Россия

Ekaterinburg, Russia

**ЦИФРОВИЗАЦИЯ ОБРАЗОВАНИЯ: ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ****DIGITAL EDUCATION: CHALLENGES AND PROSPECTS****Преподаватель: Походзей Г.В.****Professor: Pokhodzey G.V.**

Аннотация. Статья посвящена проблемам постепенного перехода образования на дистанционный формат и совершенствованиям информационных технологий в данной сфере.

Abstract. The article is devoted to the qualitative transition of education to a distance format and the improvement of information technologies in this area.

Ключевые слова: цифровизация образования; информационные технологии; исследование.

Keywords: digitalization of education; information technology; research.

Сведения об авторе: Мутаева Амина, студентка Института филологии и мужкультурной коммуникации.

About the author: Mutaeva Amina, Student of the Institute of Philology and Intercultural Communication.

Место учебы: Уральский государственный педагогический университет.

Place of study: Ural State Pedagogical University.

Походзей Галина Викторовна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

Pokhodzey Galina Victorovna, Candidate of Pedagogy, Associate Professor of the Department of Professionally Oriented Language Education.

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

The problem of digitalization of education is more relevant than ever in our time. As we can see, since the introduction of quarantine due to coronavirus infection in 2020, most educational organizations have implemented online courses in their curriculum. However, has this teaching method been fully explored? Let's consider the problems and prospects of the transition of traditional education to the online format.

The modern world sets new challenges for education. Digitalization, on the one hand, helps to solve them, on the other, it creates new tasks. The government, IT companies and the teaching community will have to work together to shape new teaching methods and seek the optimal balance of digital and classical education. The Ministry of Education and Science has long been talking about transferring the educational program to electronic format, both in schools and in technical schools and universities, even for additional education. Now, an electronic journal has already been introduced, children can take tests and solve problems, having their own

profile on the sites, and the teacher can even put homework on them and give grades based on the results of passing.

In my opinion, the most important task of modern science is to determine the positive and negative aspects of the phenomenon under study. Determining the positive potential of digitalization, we note that digital technologies offer many options for building educational processes. At the same time, the educational space formed by digitalization has features of universality. The combination of virtual and real learning components enables learners to use all kinds of memory. Through digital mediation (videos, slides, simulations, etc.), students have a greater degree of freedom, which, for example, allows them to exchange roles with other students and with the teacher during presentations. Speaking of cons, first of all, it is worth noting changes for teachers: robots and virtual systems can replace them – teachers will lose their jobs. Secondly, digitalization will significantly reduce the level of socialization of a person – at school, children communicate and acquire communication skills, and with the digitalization of education, children communicate only with a computer. Finally, prolonged exposure to screens leads to poor vision and poor posture.

Despite the possible problems of digital education, its dominance in the future is inevitable; therefore, the experts face a number of tasks:

**Improving educational content.** Educational content requires regular updates. It is necessary to update data, integrate new educational standards and methodologies, and adapt materials to the needs of teachers and students. At the same time, updating paper textbooks is a long process. It is necessary not only to publish a new version, but also to undergo licensing, deliver books to schools. Making changes to digital assets is easier.

**Increasing the cognitive motivation of students.** Today, children are accustomed to receiving content from an online environment with a playful component, which is precisely based on external motivation: awards, ratings, etc. But you should not duplicate what works in the field of entertainment in education. In learning, the child should compete first of all with himself and be aimed at cooperation with others – that is, strive to improve his own results, and not to bypass his classmates in the ranking.

**Developing students' digital skills.** Education should provide skills that are useful in real life. Digitalization, among other things, can teach a child digital literacy and interaction with interfaces. This is especially convenient given that the child is in a safe online space and can receive prompts.

**Ensuring equal access to education for all.** Digitalization is one of the ways to make education of the same quality for everyone. With “digi-

tal” learning, it is easier and faster to form an individual approach to students; it is easier to implement differentiated learning, taking into account the needs of everyone. The digital environment can create equal opportunities for children with special needs.

**Helping teachers learn new skills.** The role of the teacher is being transformed: new ones are added to the competencies that have been inherent in this profession for centuries. The availability and quantity of information is growing more than ever, and it is important to be able to work with it.

The immediate prospects for the development of digitalization of the domestic education system include three defining areas:

- equipping educational institutions with high-quality software, information systems that provide access to educational resources;
- introduction of information (remote) technologies;
- online education, which allows organizing educational activities and online interaction between students and the teaching staff.

Of course, the development of digitalization will change the requirements for teachers and students, and will stimulate the formation of new organizational educational structures. From all that has been said, we can conclude that the modernization of domestic higher education is inevitable, it must keep pace with the times, but it is necessary to take into account the risks of innovations and not abandon the already proven traditional educational technologies their effectiveness.

## REFERENCES

1. Ivanova V. P., Eremenko V. V. The intellectual culture of a digital society / pod red. R. V. Ershovoj. – Kolomna : Gosudarstvennyj social’nogumanitarnyj universitet Publ., 2016. – P. 151-155. (In Russ.).
2. Maslanov E. V. Digitalization and development of information and communication technologies: new challenges or aggravation of old problems? – URL: <https://infourok.ru/za-i-protiv-cifrovogo-obrazovaniya-4290282.html> (accessed: 15.11.2021).

**Назирова А.А.**

Екатеринбург, Россия

**БУЛЛИНГ В ПОДРОСТКОВОМ  
ВОЗРАСТЕ****Преподаватель: Походзей Г.В.**

Аннотация. Статья посвящена проблемам подросткового буллинга и его особенностям.

Ключевые слова: буллинг; подростки; жертвы; обидчики.

Сведения об авторе: Назирова Алина Александровна, студент Института филологии и межкультурной коммуникации.

Место учебы: Уральский государственный педагогический университет.

Походзей Галина Викторовна, кандидат педагогических наук, доцент кафедры профессионально ориентированного языкового образования.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: nazirovaalina03@mail.ru

**Nazirova A.A.**

Ekaterinburg, Russia

**BULLYING IN ADOLESCENCE****Professor: Pokhodzey G.V.**

Abstract. The article is devoted to the problems of teenage bullying and its peculiarities.

Keywords: bullying; teens; victims; bullies.

About the author: Nazirova Alina Aleksandrovna, Student of the Institute of Philology and Intercultural Communication.

Place of study: Ural State Pedagogical University.

Pokhodzey Galina Victorovna, Candidate of Pedagogy, Associate Professor of the Department of Professionally Oriented Language Education.

Adolescence is a period in human development, a transitional stage from childhood to adulthood. This period is very important for a person's growth. People acquire qualities, skills, traumas that become part of their personality.

Many teens around the world suffer from bullying. They are victims of psychological or physical abuse. What is it? Bullying is the aggressive persecution of one of the members of the collective (especially the collective of schoolchildren and students, as well as colleagues) by others, but also often by a group of people, not necessarily from one official or recognized by others.

The persecution is organized by one (the leader), sometimes with accomplices, and the majority remain witnesses. During bullying, the victim cannot defend himself from attacks, therefore bullying is different from a conflict in which the forces of the parties are approximately equal. Notice the structure of bullying, according to K. A. Anderson:

1. Offenders. These are people with a high degree of aggression and provocative behavior. Usually they do not cope with their reaction,

negative emotions. They also say that they can harm close friends, relatives, teachers and other people.

2. Victims. These people have a tendency to withdrawal, resentment. They have no motivation, no desire to live because of communication problems.

3. Witnesses. This group of people sees all attempts to offend someone, but does nothing.

There are many forms of humiliation in schools.

Distinguish between physical, verbal, and social bullying. Physical bullying suggests that the victim is physically abused by the abuser. The verbal variety includes humiliation, ridicule, threats, slander; social – neglect, exclusion from the group, theft or damage to the victim's property. What separates bullying from other violent behaviors is the abuse of force, where the abuser uses his actual or perceived superiority to harm the victim.

A bully's influence can be based on physical superiority, social competence, wit, self-confidence, age, gender, race, nationality, economic status, or educational level. Probably, the assessment of the superiority of the abuser's forces is carried out within the group for a specific situation, with victims and witnesses almost twice as often as the perpetrators themselves note that the offenders were stronger or more influential. However, bullying usually occurs between peers and / or classmates. Thus, bullying acts as a method of establishing and maintaining a position within the peer group.

Teenagers can be violent, aggressive and furious. They choose the easiest way to be the leader in the group. But there are many opportunities to be first in the class. You can be kind and courageous, smart and intelligent, showing your good qualities and developing your mind. This is why it is so important for teachers to notice all the degrees of bullying and try to help everyone. In addition, the teacher must understand that all children are equal; there are no guilty ones, because these adolescents have their own problems and traumas that created their character. Older people should help and analyze the behavior, find the problem and consult a psychologist or explain to themselves how to do it right.

In my opinion, the study of adolescent bullying should include both the study of the characteristics of adolescent offenders and victims and witnesses in the context of intentions, goals, the need for dominance, the degree and content of subjective control, as well as emotional experiences. Studying group processes in the adolescent group and the possibilities of



bullying participants to avoid traumatic situations is of great importance in the study of bullying.

The nature and content of the context of adolescents' life outside of the bullying situation: family relationships, the presence of another, defensive adolescent group, the general life context and attitudes towards bullying in an educational institution should also be included in the research situation. This approach opens up the possibility of determining the main directions for the development of programs of psychological, pedagogical and social assistance to adolescents – victims, witnesses and offenders.

## **REFERENCES**

1. Anderson C. A., Bushman B. J. Human Aggression // Annual Review of Psychology. – 2002. – P. 27-51.
2. Slastikhina O. A., Zhelonkina Yu. N., Yuzhakova I. Bullying in the school environment and its prevention. – 2019.
3. Volkova I. V. Characteristics and definition of teen bullying. – 2016.

**Немятова Е.К.**

Екатеринбург, Россия

**КОРОЛЕВСКАЯ ДИНАСТИЯ  
ВИНДЗОРОВ****Преподаватель: Походзей Г.В.**

Аннотация. В статье имеется информация о мудрых монархах и безрассудных наследниках, о мировом господстве и крахе империи, о кризисах и войнах, о процветании и экономическом росте. Хорошо известно, что династия Виндзоров пережила взлеты и падения, сохранив не только институт монархии, но и свою страну. Делается попытка понять, как три короля и одна королева сделали Британию такой, какая она есть сегодня.

Ключевые слова: Династия Виндзоров; Георг VI; Елизавета II; Уинстон Черчилль; Принц Филипп.

Сведения об авторе: Немятова Екатерина Константиновна, студентка института филологии и межкультурной коммуникации.

Место учебы: Уральский государственный педагогический университет.

Походзей Галина Викторовна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: 5tfwjsorktg@mail.ru

**Nemyatova E.K.**

Ekaterinburg, Russia

**ROYAL WINDSOR  
DYNASTY****Professor: Pokhodzey G.V.**

Abstract. The article contains information about wise monarchs and reckless heirs, about world domination and the collapse of an empire, about crises and wars, about prosperity and economic growth. It is well known that the Windsor dynasty has experienced ups and downs, retaining not only the institution of the monarchy, but also their country. An attempt is made to understand how three kings and one queen made Britain what it is today.

Keywords: The Windsor Dynasty; George VI; Elizabeth II; Winston Churchill; Prince Philip.

About the author: Nemyatova Ekaterina Konstantinovna, Student of the Institute of Philology and Intercultural Communication.

Place of study: Ural State Pedagogical University.

Pokhodzey Galina Victorovna, Candidate of Pedagogy, Associate Professor of the Department of Professionally-Oriented Language Education.

The twentieth century began with the change of the monarch of Britain. The Hanoverian dynasty was interrupted by the death of Queen Victoria in 1901. Her grandson George V took the name Windsor from the royal residences. George V went down in history as a king whom his people loved very much.

George V was married to Mary of Teck. They had six children. The oldest children were Edward and Albert. Edward was to become the new

king of Britain after the death of his father. George V disliked Edward for his behavior unworthy of a monarch. Instead, he highly regarded his youngest son Albert and granddaughter Elizabeth. George V hoped that the two of them would get the throne: "I pray to God that my eldest son will never marry and have no children, and that nothing will come between Bertie and Lilibet and the throne." He spoke differently about the heir: "After my death, the boy will go broke within 12 months."

George's wish became a reality. Edward VIII remained the supreme monarch for only ten months, after which he abdicated and was never crowned. The reason for this was Edward's desire to marry Wallis Warfield Simpson, who was divorced. The British Cabinet of Ministers did not allow the king to marry a divorced woman.

Prince Albert automatically became the King of the United Kingdom of Great Britain and Northern Ireland. Albert was known as George VI when he ascended the throne and became a king.

In June 1920, Albert was the Duke of York. Three years later, he married Lady Elizabeth Angela Margaret Bowes-Lyon (she was the daughter of the 14th Earl of Strathmore). The couple had two children: Princess Elizabeth (later Queen Elizabeth II) and Princess Margaret (later Countess of Snowdon). The Duke of York came to the throne on December 11, 1936 after the abdication of his brother Edward VIII. The next day, he was officially proclaimed king. He took the name George VI and was crowned on May 12, 1937.

Interestingly, George VI approved the Badge of the house of Windsor in July 1938. The central element of the badge is the round tower of Windsor Castle. It stands on green ground, over which the royal standard flutters. The image is framed by golden branches with oak leaves and acorns and topped with a royal crown.

It was a difficult time during the reign of King George VI due to World War II. In wartime, the royal family in the eyes of the people became an example of steadfastness and self-sacrifice. Despite regular air raids, George VI and his family did not leave Buckingham Palace, although they often spent the night at Windsor Castle. They limited themselves to plumbing and food. In addition, George VI and his wife visited military units and hospitals to raise the morale of the British.

On May 8, 1945 (Victory Day in Europe), thousands of Britons gathered at the royal residence. They shouted slogans like "We want a king!"

From 1948 onwards, the king's health deteriorated. He had always smoked and died a few months after surgery from lung cancer. In 1952, his

daughter Elizabeth and her husband Philip were vacationing in Africa. King George VI of Great Britain died during his daughter's stay in Kenya. The government, led by Prime Minister Winston Churchill, tried to contact Elizabeth to inform her of her father's death, but could not get through.

Winston Churchill did not want Elizabeth to know about this news on television or radio, so he decided to stop the channels from announcing the death of the King. He soon gave permission to the BBC and other television stations to announce the death of the King to the world. In February 1952, Elizabeth returned from Africa as the new Queen of Great Britain.

In the same year that Elizabeth II ascended the throne, she issued a proclamation according to which her descendants would continue to belong to the House of Windsor. It is believed that Prince Philip insisted that the Queen take his surname Mountbatten, and was angry when Elizabeth retained the title of Windsor on the advice of Winston Churchill.

Elizabeth II's interests include dog breeding, photography, horse riding and travel. During her reign, Elizabeth II visited more than 130 countries around the world. Since 2009, the queen has started gardening.

There is one irrefutable fact. Queen Elizabeth II became the longest-reigning British monarch.

Let's talk about the Queen's personal life. Elizabeth II and Prince Philip have four children. The Queen and Prince Philip have eight grandchildren and eight great-grandchildren at the end of the first decade of the 21<sup>st</sup> century.

The eldest son of Elizabeth II, the first in line to the throne, has his record of accomplishment. Charles has been the official "heir to the throne" for over 60 years – no one in the history of the British monarchy has waited so long for their turn. Prince William, Duke of Cambridge, son of Charles and Diana, is second in line to the throne. William is one of the most popular members of the royal family.

Remaining a symbol of the nation and its historical traditions, the House of Windsor rules Britain to this day.

## REFERENCES

1. A history of British Monarchy. – Saint-Petersburg, 2020.
2. London. Biography / P. Ackroyd. – 2016.

**ЛИНГВИСТИЧЕСКОЕ  
МОДЕЛИРОВАНИЕ  
МЕДИЙНОГО ОБРАЗА  
ПОЛИЦИИ: СТРАТЕГИИ  
И ТАКТИКИ**

**Преподаватель: Макеева С.О.**

Аннотация. В статье рассматриваются коммуникативные стратегии, тактики и приемы, применяемые в массмедиа дискурсе в процессе лингвистического моделирования образа полиции.

Ключевые слова: правоохранительные органы; полиция; образ; массмедиа дискурс; лингвистическое моделирование; коммуникативная стратегия; тактика.

Сведения об авторе: Нестерова В. Е., старший преподаватель кафедры иностранных языков.

Место работы: Уральский юридический институт МВД России.

Макеева С. О., кандидат филологических наук, доцент кафедры английской филологии и методики преподавания английского языка Уральского государственного педагогического университета.

Контактная информация: 620057, г. Екатеринбург, ул., Корепина 66, к. 318; e-mail: karelan@mail.ru

**LINGUISTIC MODELING  
OF THE MEDIA POLICE IM-  
AGE: STRATEGIES AND  
TACTICS**

**Professor: Makeeva S.O.**

Abstract. The article highlights communicative strategies, tactics and methods used by the mass media discourse while linguistic modelling of the Police image.

Keywords: law enforcement; Police; image; media discourse; linguistic modelling; communicative strategy; tactic.

About the author: Nesterova V. E., Senior Lecturer of the Foreign Languages Department.

Place of work: Ural Law Institute of the Ministry of Internal Affairs of Russia.

Makeeva S. O., Candidate of Philology, Associate Professor of the English Philology and Methods of Teaching English Department of the Ural State Pedagogical University.

Екатеринбург, ул., Корепина 66,

The text under consideration is entitled "Linguistic modeling of the Media Police image: strategies and tactics". As the title implies this study aimed, first, to discuss the most effective communicative strategies, tactics and methods used by the Mass Media in order to create a concrete image of law enforcement bodies, and second, to show the speech influence of the Mass Media discourse, newspaper discourse in particular, on the public perception of the Police forces.

At the very beginning it is important to accentuate the fact that over the past decades the language of the Mass Media has become more focused on the implementation of not a communicative, but a pragmatic function. Modern Media have moved away from direct pressure on the opinion of the audience, therefore the ideological attitude, worldview position and assessment of the author of the message are not imposed, but are implicitly instilled into the addressee, who, following the addresser, perceives the given assessment on the emotional or intellectual levels. Thus, acting as an instrument of speech influence the Mass Media discourse is capable of managing communicative processes, while forming constructive motivations, value orientations, images, stereotypes and models.

The Media image of the social institution of Police and its officers is a perception by the public consciousness of typical law enforcement officers and the structure as a whole modeled in the Media. The way to assess the activities of law enforcement agencies is not only statistical data provided by private or state public research funds that determine the level of citizens' trust in Police, but also linguistic means with the help of which new knowledge about reality is assimilated and processed as well as contributing to a comprehensive interpretation of current events and phenomena.

It is worth noting the fact that in the process of linguistic modeling of images, phenomena and objects the Mass Media discourse uses the addresser's conscious and purposeful planning of communicative actions through the use of a strategic approach. Communicative strategies and tactics are conscious in nature and there is a connection between the intentional aspect of communication and the choice of linguistic means. According to linguists the methods of persuasion, argumentation and order possess the highest optimality for the speaker's strategic goals. Usage of these methods is the one of the stylistic features of newspaper discourse which combines logical argumentation with emotionality and expressiveness.

Thus, it's important to say that one of the most effective strategies used in linguistic modeling of the image of a social institution of Police are strategies that are implemented using argumentative speech means. These strategies include the arguing strategy [3], the strategy of rational argumentation [1] and the argumentative strategy with the tactics of reasoned evaluation [2]. It should be noted that, in our opinion, the strategy of rational argumentation is the most efficient in linguistic modelling of the Police image as it is based, first of all, on statements about the actions taken in accordance with the declared provisions. This statement corresponds to the principle of rational logic which implies that any theory must be confirmed by practice.

So, it can be said that the strategy of rational argumentation is realized in newspaper discourse through several basic tactics, among them are: 1) the tactic of creating and maintaining the image realized through such speech methods as reference to regulations, use of legal terminology and abbreviations, appeal to the figures; 2) the tactic of understatement / mitigation and exaggeration/hyperonization realized through withholding information, use of tropes and figures of speech; 3) the attention-grabbing tactic realized through contrast, lexical repetitions and inversion constructions; 4) the tactic of establishing trusting relationships with the audience implemented primarily through open recognition of existing problems and their cause-and-effect relationships; 5) the tactic of emphasizing importance implemented through reference to government opinion, mentioning the names of influencers, actualization of the problem / action / solution/fact importance, expression of readiness for practical action [1].

In conclusion the author sums it up that mentioned communicative strategies and tactics within the strategy of rational argumentation in the process of linguistic modeling of the Police image in Mass Media discourse are often implemented jointly with each other in order to provide the greatest perlocutionary effect and achieve the addresser's intentions.

## REFERENCES

1. Katynskaya M. V. Lingvisticheskoe modelirovanie imidzha: monografiya. – Blagoveshchensk: Izdatel'stvo AmGU, 2012. – 168 s.
2. Parshina O. N. Strategii i taktiki rechevogo povedeniya sovremennoj politicheskoy elity Rossii: dissertaciya ... d-ra filol. nauk. – Saratov, 2005. – 325 s.
3. Pirogova Y. K. Strategii kommunikativnogo vozdejstviya i ih otrazhenie v reklamnom tekste. // Tekst. 9. Intertekst. Kul'tura. – Moskva: Azbukovnik, 2001. – S. 543-553.

УДК 37.016:811.1

*Николаева А.Л.*

Екатеринбург, Россия

**СОЗДАНИЕ КОМФОРТНОЙ  
АТМОСФЕРЫ НА ЗАНЯТИЯХ  
ПРИ ИЗУЧЕНИИ  
ИНОСТРАННОГО ЯЗЫКА**

**Преподаватель: Походзей Г.В.**

Аннотация. Статья посвящена способам создания комфортной обстановки для учащихся при изучении иностранных языков.

Ключевые слова: иностранный язык; школа; университет; психология.

Сведения об авторе: Николаева Анастасия Львовна, студентка института филологии и межкультурной коммуникации.

Место учебы: Уральский государственный педагогический университет.

Походзей Галина Викторовна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного образования.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: nikolaevanastua2003@mail.ru

*Код ВАК 19.00.07*

*Nikolayeva A.L.*

Ekaterinburg, Russia

**CREATING A COMFORTABLE  
ATMOSPHERE IN THE CLAS-  
SES WHEN LEARNING A FOR-  
EIGN LANGUAGE**

**Professor: Pokhodzey G.V.**

Abstract. The article is devoted to ways to create a comfortable environment for students when learning foreign languages.

Keywords: foreign language; school; university; psychology.

About the author: Nikolayeva Anastasya Lyovna, Student of the Institute of Philology and Intercultural Communication.

Place of study: Ural State Pedagogical University.

Pokhodzey Galina Victorovna, Candidate of Pedagogy, Associate Professor of the Department of Professionally-Oriented Language Education.

This article discusses psychological techniques and their application in the study of a foreign language in college, school or university. It is shown that without taking into account the psychological aspect, the most effective methods and techniques do not give the desired results in training. The psychological aspect of the lesson is understood as the functioning of psychological processes: perception, memorization, thinking in the student's speech activity.

In the psychological aspect, we also consider the interpersonal relationships of the collective, i.e. a group of students plus a teacher, and the atmosphere of communication, which, on the one hand, is a consequence of these relationships, and on the other, is determined by the objective conditions in which the lesson takes place. Having mastered sufficiently the technology of teaching English, continuing to improve teaching meth-



ods, the teacher inevitably faces a less definite, but no less important side of the lesson – its psychological component.

Often it is this component that turns out to be the leading one, and the emotional tone of the lesson is determined by the learning result. The teacher is convinced that without taking into account the psychological aspect, the most effective methods and techniques do not give the desired results. Even if the lesson is prepared methodically correctly, the optimal result will not be achieved if the relationship between students in the classroom, between students and the teacher, as well as the objective conditions in which the lesson is conducted are not taken into account.

It is easy to make sure of this if you conduct a carefully thought-out lesson in exact accordance with the points outlined, without deviating from the provided forms of work. The results of the lesson may be worse than expected only because each group brings something different to the lesson, something new, often unexpected.

The mechanical implementation of the plan without taking into account the current and constantly changing educational situation does not provide full-fledged teaching of English. The same lesson cannot be exactly the same in different groups.

Most teachers agree that when entering the classroom, the teacher should hide his bad mood, irritability, etc. A friendly smile, a cheerful look, a neat suit are not all and not the main, but necessary prerequisites that we strive to use in order to create a favorable background for verbal communication.

Reasonable requirements, a working atmosphere and favorable conditions for work and communication are the optimal mode of classes that develops students' stable positive motivation to learn English. In addition, even without using the most advanced teaching methods, a teacher will always achieve good results when he knows how to create an environment in which students work at full strength.

Of course, an important condition for creating a favorable atmosphere for communication, for managing students' activities is taking into account their individual psychological characteristics. When organizing dialogic speech, role-playing games, it is necessary to take into account not only the level of knowledge, character and temperament characteristics, but also such personality traits as initiative in communication, authority among students.

It should be noted that frequent correction of mistakes can disrupt the psychological comfort of the lesson, although this is done by the teacher with the best intentions. When listening to a student's monologue, the

teacher should always have a blank sheet of paper and a pen at hand, on which he can mark the student's mistakes. Only after the answer, the teacher will analyze all the grammatical and phonetic errors of the student.

There is an opinion in the methodological literature that a teacher of a foreign language must necessarily have a sense of good humor. By a sense of humor, we mean a teacher's speech skill that causes students to laugh, smile, positive emotions and ultimately serves to improve the psychological climate in the classroom. Naturally, the teacher's sense of humor is based on tact and respect for the students.

However, even if the teacher has this property, it is still not enough for its implementation, which follows the following pattern: the teacher's reaction is expressed – the perception and understanding of this answer by students – the result is a smile, laughter, a desire to study the subject. As we can see, the psychological readiness of students to perceive humor is also necessary.

The emphasis is on the final stage of the lesson. Even if the lesson was successful and effective, it is the last stages that should cause the greatest emotional uplift among students, a sense of progress in their knowledge, a desire to come to an English lesson as soon as possible.

I believe that the lesson was successful if the student not only mastered a certain language material, but also at the end of the lesson exclaimed: "Today the lesson ended so quickly!"

## REFERENCES

1. Kulnevich S. V., Lakocenina T. P. Analysis of the modern lesson. A practical guide. – Rostov-on-Don: Publishing house "Uchitel", 2004.
2. Yagodkina O. P. Creation of a comfortable educational environment in an English lesson from the standpoint of the requirements of the Federal State Educational Standard // Young scientist. – 2017. – No. 22 (156). – S. 209-211. – URL: <https://moluch.ru/archive/156/44059/> (date of access: 27.11.2021).
3. Koryakovtseva N. F. Theory and methods of teaching foreign languages. Productive educational technologies. – M.: Academy, 2010. – 192 p.

Павлова А.Н.

Екатеринбург, Россия

**ПОНЯТИЕ «САЛАФ САЛИХ»:  
ЭТИМОЛОГИЯ И СОДЕРЖАНИЕ  
ТЕРМИНА. ТРАКТОВКА  
ФЕНОМЕНА САЛАФИЗМА В  
РЕЛИГИОЗНОЙ И АКАДЕМИ-  
ЧЕСКОЙ ЛИТЕРАТУРЕ**

Pavlova A.N.

Ekaterinburg, Russia

**THE CONCEPT OF SALAF SA-  
LIIH: ETYMOLOGY AND CON-  
TENT OF THE TERM. INTER-  
PRETATION OF THE PHENOM-  
ENON OF SALAFISM IN RELI-  
GIOUS AND ACADEMIC  
LITERATURE**

Преподаватель: Зеленина Л.Е.

Professor: Zelenina L.E.

Аннотация. Статья направлена на прояснение религиозоведческого термина «салаф-салих» и описание его интерпретации в литературе (религиозной и религиозоведческой).

Abstract. The article aims to clarify the religious studies term “salafsalih” and to describe its interpretation in the literature (religious studies).

Ключевые слова: религия; ислам; салафизм; фундаментализм.

Keywords: religion; Islam; Salafism; fundamentalism.

Сведения об авторах: Павлова Анна Никитична, студент.

About the author: Pavlova Anna Nikitichna, Student.

Место учебы: Московский государственный университет.

Place of study: Moscow State University.

Зеленина Лилия Евгеньевна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования Уральского государственного педагогического университета.

Zelenina Liliya Evgenyevna, Candidate of Pedagogy, Associate Professor of the Department of Professionally-Oriented Language Education of the Ural State Pedagogical University.

Контактная информация: 117449, г. Москва, Шверника 19, к. 1; e-mail: anya-2012-pavlova@yandex.ru

In Arabic-speaking Muslim theology, the term salafsalih is common. In medieval Arabic dictionaries the root of the word is derived from the verb salaf-yaskuf-salafan, meaning to precede, and the noun salaf is interpreted as a group of people, preceding a certain time.

In the Qur'an, the word salaf is found in sura 43, ayat 56: We made them a forerunner and an edifying example for others and points to the ancient Egyptians who opposed the people of Moses and were punished as an edification for subsequent generations. In Muslim theological discourse, the term has been in use since the first century AH (622-719) and is most commonly used with the term salih and means good, good, righteous, pious.

The theological concept *salafsalih* was already formed in the first century of the Hijra, i.e., in the seventh century, and it can be translated into Russian as righteous predecessors. However, at that time there was no notion in Islamic theology and Muslim scholarship in general that some Muslims followed the path of *salafsalih* and others deviated from it. The Muslim community seemed to be something whole and unified, and disagreements and disputes persisted within those Muslim conceptions that did not go beyond orthodox Islam.

The content of the concept of *salafsalih* as righteous predecessors is determined not only linguistically, but also religiously by the hadith of the Prophet Muhammad given in the collections of Al-Bukhari and Muslim as transmitted by Abdallah ibn Masud: “The best people are my contemporaries, after them are (those who will come after them), after them are (those who will come after them), and then (there will be) people whose testimony of each of them will precede their oath, and their oath (will precede) their testimony”.

Salafis (Arabic: ancestors, predecessors) are the righteous predecessors, the first three generations of Muslims, including the companions of the Prophet Muhammad, his followers (*tabi'in*), and the followers of the followers (*tabi'at-tabi'in*). Salafism is a puritanical, literalist, and ultra-conservative Islamist current within Sunni Islam; the terms “Salafism” and “Wahhabism” are interchangeable. Salafists call for an orientation toward the way of life of the “righteous ancestors” (*as-salaf as-salihun*) and reject all later religious innovations, describing them as *bid'a* (heresy).

The ideologues of Salafism attach great importance in their activities to practice and begin the ideological treatment of believers with a simple call to the observance of the five pillars of Islam. Although it is only natural to call for these basic tenets of Islamic doctrine, the situation gradually becomes more difficult for adherents. The fact is that the ideologists of Salafism teach their adherents to engage in a kind of tough argument, a discussion with other believers, the subject of which becomes a specific interpretation of the tenets of Islam.

Thus, it can be seen that “*salafsalih*” is used both as predecessors and, more specifically, as righteous predecessors. The term is the foundation of the fundamentalist movement in Islam – those who advocate a “return to” certain “origins” of religion (found in the Quran).

**Павлова В.А.**

Екатеринбург, Россия

**ФЕДЕРАЛЬНАЯ СЛУЖБА ИСПОЛНЕНИЯ НАКАЗАНИЙ****Преподаватель: Соснина Н.Г.**

Аннотация. В данной статье рассматриваются проблемы уголовно-исполнительной системы на сегодняшний день.

Ключевые слова: Федеральная служба исполнения наказаний; осужденные.

Сведения об авторе: Павлова Виолетта Алексеевна, студент Института государственного, муниципального управления и права.

Место учебы: Уральский государственный экономический университет.

Соснина Наталья Георгиевна, старший преподаватель кафедры иностранных языков.

Контактная информация: 620144, г. Екатеринбург, ул. 8 Марта, 62/45; e-mail: 5tfwjsorktqg@mail.ru

**Pavlova V.A.**

Ekaterinburg, Russia

**FEDERAL PENITENTIARY SERVICE****Professor: Sosnina B.G.**

Abstract. This article discusses the problems of the penal enforcement system today.

Keywords: Federal Penitentiary Service; convicts.

About the author: Pavlova Violetta Alekseevna, Student of the Institute of State, Municipal Administration and Law.

Place of study: Ural State University of Economics.

Sosnina Natalya Georgievna, Assistant Professor of Foreign Languages Department.

The Federal Penitentiary Service is a service for the execution of punishment at the federal level. In addition, there is also the main department responsible for efficiency (subordinate to the FPS).

To date, the FPS has a number of problems. Firstly, the employment of convicts is insufficient. The most important goal of the Federal Penitentiary Service is the correction of convicts, but it still remains not achieved. Leaving the place of imprisonment, people are very often left without home, without family, without profession. At the same time, they come out with a criminal record, which limits their choice of work. Consequently, they directly face a lot of problems and are partially deprived of a second chance of usual life. Hence, the possibility of an increase in recidivism increases.

Secondly, many correctional facilities are located in populated areas. This factor negatively affects the population of such cities. Residents are often frightened by the fact that there is a colony with convicts near the meth where they live. Moreover, a convicted person who has served his

sentence is sent directly to the city, increasing the spread of the prison subculture.

Thirdly, there is the lack of employees. Currently, young people do not seek to go to work as civil servants, they no longer see prestige in such work, and they see solid disadvantages.

But such employees have many benefits, such as compensation for fuel and lubricants when using a personal car for official purposes; payments for the purchase of housing; monthly cash allowance in the amount of 10% of the salary for the teaching staff, intended for the purchase of books; compensation for travel on a business trip, when transferring to a new place of work, travel to rest. But this work is still really dangerous. Due to the shortage of employees, a large amount of work falls on the current employees of the Federal Penitentiary Service. This affects the working capacity; civil servants overwork, get tired, and are practically not at home.

Fourth, there is low motivation of FPS employees. This fact leads to a negative perception and low authority of employees in the eyes of the public.

Thus, the existence of problems mentioned above need some new measure to be taken.

## **REFERENCES**

1. Cabranes H. Refrain from making judgments. Why US courts should not be involved in foreign policy // Russia in global politics: online journal. – 2016. – URL: <https://goo.su/0fwJ> (accessed: 29.10.2020).
2. War Powers Resolution. – URL: <https://goo.su/0FWH> (accessed: 29.10.2020).
3. The Constitution of the United States of America. – URL: <https://goo.su/0FwH> (accessed: 29.10.2020).

**Пономарева А.М.**

Екатеринбург, Россия

**ИННОВАЦИОННАЯ ДЕЯТЕЛЬНОСТЬ В ОБРАЗОВАНИИ****Преподаватель:****Кривошекова М.С.**

Аннотация. В статье рассмотрены основные тенденции инновационной деятельности в образовании. Приоритеты инновационной деятельности соотнесены с направлениями государственной политики в сфере образования. Представлена общая характеристика инновационной инфраструктуры системы образования.

Ключевые слова: инновационная деятельность; государственная политика в сфере образования; инновационные программы и проекты; инновационные площадки.

Сведения об авторе: Пономарева Алена Мударисовна, студент Института педагогики и психологии детства.

Место учебы: Уральский государственный педагогический университет.

Кривошекова Марина Сергеевна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

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

**Ponomareva A.M.**

Ekaterinburg, Russia

**INNOVATIVE ACTIVITY IN EDUCATION****Professor: Krivosheкова M.S.**

Abstract. The article considers the main trends of innovation in education. The priorities of innovation are correlated with the directions of state policy in the field of education. The general characteristics of the innovative infrastructure of the education system are presented.

Keywords: innovative activity; state policy in the field of education; innovative programs and projects; innovative platforms.

About the author: Ponomareva Alena Mudarisovna, Student of the Institute of Pedagogy and Psychology of Childhood.

Place of study: Ural State Pedagogical University.

Krivosheкова Marina Sergeevna, Candidate of Pedagogy, Associate Professor of the Department of Professionally-Oriented Language Education.

In modern conditions, the most important condition for the development of the education system is innovative activity. Innovative activity in education should be considered as a system of interrelated actions aimed at transforming the established practice of education, at resolving the problems existing in the education system.

Characterizing the targets implemented by innovative activities, let us turn to the Federal Law "On Education in the Russian Federation", in

which it is noted that it is focused on improving the scientific and pedagogical, educational and methodological, organizational, legal, financial and economic, personnel, material and technical support of the education system.

The legislation establishes that innovative activity in the education system is carried out in two main forms: through the implementation of innovative projects and the implementation of innovative programs. As subjects of innovative activity are considered organizations engaged in educational activities, as well as other organizations operating in the field of education and their associations.

Justifying the trends of innovative activity in education, it should be noted as the main ones:

- ensuring the implementation of priority areas of the state policy of the Russian Federation in the field of education;
- orientation of innovative activity on the priorities of socio-economic development of the Russian Federation;
- taking into account in the implementation of innovative activities the main directions of socio-economic development of a particular region, municipality;
- ensuring orientation to the requests of participants in educational relations of consumers of educational services, employers, employees of educational organizations.

It should be noted that innovative activity in education is currently a manageable and systemically regulated process, and its orientation is determined by the priorities of state policy in the field of education

The State Program of the Russian Federation “Development of Education for 2013-2020” is focused on ensuring the high quality of Russian education in accordance with the changing needs of the population and promising development of Russian society and the economy; improving the effectiveness of the implementation of youth policy in the interests of innovative socially oriented development of the country. It defines as priority areas the following positions that determine the direction of innovation in the education system:

- formation of a flexible, accountable system of continuing education, which develops human potential and meets the current and future needs of the socio-economic development of the Russian Federation;
- development of infrastructure and organizational and economic mechanisms that ensure equal access to preschool, general and additional education services for children;



- modernization of educational programs in the systems of preschool, general and additional education of children aimed at achieving modern quality of educational results and results of socialization;

- creation of a modern system for assessing the quality of education based on the principles of openness, objectivity, transparency, social and professional participation;

- ensuring an effective system for socialization and self-realization of youth, development of youth potential.

The federal target program for the development of education for 2016-2020 is focused on “creating conditions for the effective development of Russian education aimed at ensuring the availability of quality education that meets the requirements of modern innovative socially oriented development of the Russian Federation.” The following are considered as priority areas of innovation:

- “creation and dissemination of structural and technological innovations in secondary vocational and higher education;

- development of modern mechanisms and technologies of general education;

- implementation of measures for the development of scientific, educational and creative environment in educational organizations, the development of an effective system of additional education for children;

- creation of infrastructure that provides conditions for training personnel for the modern economy;

- formation of a popular system for assessing the quality of education and educational results

A specific educational organization, focusing on these priorities, as well as, taking into account the positions of internal and external stakeholders, determines the tasks and directions of innovation activity necessary for it. A special role in the implementation of innovative activities in education is currently acquired by the purposeful formation of its innovative infrastructure. According to the legislation, it is represented by a system of federal or regional innovation sites.

Regional innovation platforms are organizations engaged in educational activities, and other organizations operating in the field of education, as well as their associations that implement innovative projects (programs) that are essential for ensuring the development of the education system and the implementation of the main directions of the state policy of the Russian Federation in the field of education.

Thus, in modern conditions, innovative activities in education, focused on improving educational practice and on the development of edu-

cational systems based on innovations, are implemented at all levels of education purposefully and systematically. Its priorities are set by the main directions of state policy in the field of education, the needs of socio-economic development, and the requests of internal and external stakeholders of educational organizations. Innovative activity is designed to provide a new quality of education and create conditions for the development of the educational system.

## REFERENCES

1. Russian Federation. Laws. On Education in the Russian Federation: Fed. Law of 29.12.2012 No. 273-FZ // Sobranie zakonodanie RF. – 2012. – No. 53 (Part 1). – Art. 7598 Russian Federation. Government. Federal target program for the development of education for 2016-2020: resolution of the Government of the Russian Federation of 23.05.2015 № 497. – 2015. – No. 22. – Art. 3232.2014. – № 17. – Ст. 2058.

2. Russian Federation. Government. About approval of the state program of the Russian Federation “Development of education for 2013-2020”: the order of the Government of the Russian Federation of 15.04.2014 № 295. – 2014. – № 17. – Art. 2058.

3. Russian Federation. Government. About approval of the state program of the Russian Federation “Development of education for 2013-2020”: the order of the Government of the Russian Federation of 15.04.2014 № 295. – 2014. – № 17. – Art. 2058.

**АНГЛИЙСКИЙ ЯЗЫК ДЛЯ  
СПЕЦИАЛЬНЫХ ЦЕЛЕЙ  
В МЕДИЦИНСКОМ  
ОБРАЗОВАНИИ**

**Преподаватель:**

**Митрофанова К.А.**

Аннотация. Статья посвящена определению понятий и характеристик английского языка для специальных целей, в том числе английского языка для медицинских целей.

Ключевые слова: английский язык для специальных целей; лингвистика; медицинское образование.

Сведения об авторе: Попова Екатерина Аркадьевна, студент 1 курса магистратуры.

Место учебы: Первый Моковский государственный медицинский университет им. И. М. Сеченова.

Митрофанова Ксения Александровна, доцент института лингвистики и межкультурной коммуникации.

Контактная информация: 123242, г. Москва, ул. Садовая-Кудринская, 3/1; e-mail: katepopova32@gmail.com

**ENGLISH FOR SPECIFIC PURPOSES: IMPLEMENTATION  
IN MEDICAL EDUCATION**

**Professor: Mitrofanova K.A.**

Abstract. The article is devoted to determining the definition and characteristics of English for specific purposes including English for medical purposes.

Keywords: English for specific purposes; linguistics; medical education.

About the author: Popova Ekaterina Arkadevna, 1<sup>st</sup> year Master's Degree Student.

Place of study: I. M. Sechenov First Moscow State Medical University.

Mitrofanova Ksenia Aleksandrovna, Associate Professor of the Institute of Linguistics and Intercultural Communication.

English for specific purposes (ESP) is a subtype of English as a second language or as a foreign language. ESP can be subdivided into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). ESP in most cases is usually taught to undergraduates and post-graduates or to someone who is already in employment. ESP refers to a particular vocabulary and skills students are tend to acquire. There are various characteristics of ESP and Tony Dudley-Evans in his book 'Developments in English for Specific Purposes: A multi-disciplinary approach' defined several absolute characteristics of ESP:

- ESP is defined to meet specific needs of the learners;
- ESP makes use of underlying methodology and activities of the discipline it serves;

- ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre [1].

English for Medical Purposes (EMP) is ESP applied in a medical sphere. EMP can be defined as English language instruction needed by medical personnel, medical researchers, and professors and students in medical and nursing schools [2]. Courses in medical English are aimed to develop student's language and communication skills required in their future professional context. This knowledge is of crucial importance to anyone who is pursuing a career in the field of medicine as English is the dominant language of medical research and a standard language in medical spheres worldwide. That proves the importance of English in medical education for young doctors. A study held at one of the top ten private Korean universities is a good illustration of it. Nursing students were offered a three-credit Medical English course, which was taught exclusively in English and was aimed to equip them with linguistic skills and literacies needed in their field of work. The participants of this study filled in the questionnaire at the end of the course and it was concluded that most students found ESP courses important. Moreover, they were convinced that it positively affected not only academic skills, but also their professional development. That is why more than 80% of participants agreed with the statement "The Medical English course is necessary" [3].

EMP is considered to be a course necessary for medical students in Russia, as it prepares them to perform professional activities in future. EMP helps to acquire knowledge and skills both for academic and clinical career in medicine.

## REFERENCES

1. Dudley-Evans T. Developments in English for Specific Purposes: A multi-disciplinary approach. – Cambridge University Press, 1998. – 301 p.
2. Choi L. J. Implementing English for Medical Purposes (EMP) in South Korea: Nursing students' on going needs analysis // Nurse Educ Today. – 2021, Sep.
3. Jago E. H., Amengual O. Current trends in medical English education and the Japan College of Rheumatology International School // Mod. Rheumatol. – 2017, Nov. – No. 27 (6). – P. 1101-1105.

**КОГОРТНОЕ ОБУЧЕНИЕ КАК  
ОДНО ИЗ ПЕРСПЕКТИВНЫХ  
НАПРАВЛЕНИЙ ПРОФЕССИ-  
ОНАЛЬНОГО ОНЛАЙН-  
ОБРАЗОВАНИЯ****Преподаватель: Романова Г.В.**

Аннотация. Статья посвящена новой модели профессионального онлайн-обучения, а именно когортному обучению, и перспективам развития этой модели.

Ключевые слова: когортное обучение; преимущества когортного обучения; массовые открытые онлайн-курсы; профессиональное онлайн-образование.

Сведения об авторе: Решетникова Дарья Сергеевна, студентка второго курса специальности «Конструкторско-технологическое обеспечение машиностроительных производств». Место учебы: ТИ НИЯУ МИФИ.

Романова Галина Владимировна, кандидат педагогических наук, доцент кафедры социально-экономических дисциплин.

Контактная информация: 624200, Свердловская обл., г. Лесной, Коммунистический проспект, 36; e-mail: til@mephi.ru

**COHORT EDUCATION AS ONE  
OF THE PROMISING DIREC-  
TIONS OF MODERN PROFES-  
SIONAL ONLINE EDUCATION****Professor: Romanova G.V.**

Abstract. The article is devoted to a new model of professional online education, i.e. cohort education and the prospects for the development of the model.

Keywords: cohort education; advantages of the model of cohort education; mass open online courses; professional online education.

About the author: Reshetnikova Darya Sergeevna, a 2<sup>nd</sup> year Student of the Faculty of “Construction-Technological Support for Engineering Production”.

Place of study: Technological Institute of NRNU MEPhI (Moscow Engineering Physics Institute).

Romanova Galina Vladimirovna, Candidate of Pedagogy, Associate Professor of the Department of Social and Economics Sciences.

The period from the end of 2018 to the present time is marked by the emergence of a new crisis in the professional online education market owing to the fact that the model of mass open online courses (MOOCs) does not fully meet the needs of consumers. Nowadays people are increasingly faced with the problem that the chosen course does not suit them to some extent. The crisis also arose because people sign up for courses with a precisely formulated request, including strict requirements for the program, results and support. However, most of the developed professional courses are designed for a wide target audience and do not engage in indi-

vidualization. Shortly after the beginning of the crisis, the pandemic provoked the development of the sharing economy. Now potential students have begun to pay special attention to the presence of an educational community, which previously was not a key criterion for choosing a course.

Justin Reich and Jose Ruiperez-Valiente, MIT researchers, studied the statistics of the largest educational platforms Coursera, edX and some other educational programs. After analyzing the data from 2012 to 2018, the following problems were identified in the organization of MOOC [3]:

- no fixed time and date of training;
- the low level of students' motivation;
- the lack of customizing the product;
- the lack of the opportunity to ask questions during the pre-recorded courses;
- the lack of communication between students or, conversely, useless chats on social networks;
- the expectation and the reality do not usually coincide;
- the low cost of courses or the lack of fees give the impression of the poor quality of education.

The above issues can be solved by the developing the cohort learning model. Cohort professional online education is an online training of students in small groups in which the material is studied by students together, i.e. in "cohorts" [1]. Groups are launched regularly, and the education itself is based on practical lessons from experts, who are in great request on the market. It is worth saying that this is not a revolutionary idea. In fact, cohort education is indistinguishable from group education at small universities. The effectiveness of such kind of professional education has been tested by experience and time, but now it is presented in a new format, namely in an online one.

According to the study by MIT and Harvard University, the advantages of the format are [3]:

- higher listener engaging;
- product customizing;
- developing group work skills;
- gaining the high rate of returns;
- creating and strengthening a personal brand for an expert;
- increasing lifetime value (LTV).

The advantages of cohort professional online learning, in comparison with the disadvantages that students have identified while undergoing MOOCs, are:

1) setting a fixed date and duration of training and working in groups increase the motivation of the students to take an active part in the course;

2) customizing the product allows organizers of courses to attract target audiences while maintaining their satisfaction and loyalty by editing courses to meet the needs of each audience;

3) creating communities in which students can quickly solve training issues and not only them, also increases their loyalty.

In addition, students are attracted by the fact that the learning process is controlled and the responsibility lies not only with the listener, but also with the organizer [2].

From the business perspective, the new format allows educators and managers of professional courses to solve the issues of budget customer attraction and income increase. The adaptation of courses allows them to attract new, narrower target audiences and lead in the race for attention. Customer loyalty is increasing, the LTV of the customer is growing, as a result the company's brand strengthens and this increases the customer base through the grapevine.

This format of professional education helps experts from any field to create their own products, including those from the field of engineering. Experts from enterprises will be able to cooperate with universities that produce specialists in their industry, and attract groups of students and employees to improve their skills to work at enterprises in the country. This will allow students to be confident in their abilities and qualifications, to gain knowledge of the practical nuances of the work, and not only rely on theoretical aspects of their profession.

Thus, MOOCs are being replaced by cohort professional online education, which takes into account the interests of students, employers and experts, allows students to increase their involvement in the learning process and contributes to increasing customer loyalty.

## REFERENCES

1. Cohort education. How does this model work in online courses? – URL: <https://ru.coreapp.ai/journal/tpost/712u9ep7i1-kogortnoe-obuchenie-kak-eta-model-rabota>.

2. Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. – URL: <https://www.pnas.org/content/116/39/19251>.

3. Pros and cons of the largest educational platforms. Research of models of online education. – URL: [https://www.researchgate.net/publication/330316898\\_The\\_MOOC\\_pivot](https://www.researchgate.net/publication/330316898_The_MOOC_pivot).

УДК 368:61(420)

**Рикерт А.П.**

Нижний Тагил, Россия  
**НАЦИОНАЛЬНАЯ СЛУЖБА  
ЗДРАВООХРАНЕНИЯ ВЕЛИКО-  
БРИТАНИИ КАК УНИВЕР-  
САЛЬНАЯ СИСТЕМА  
ЗДРАВООХРАНЕНИЯ**

**Преподаватель: Москалева Л.Ю.**

Аннотация. Статья посвящена Национальной службе здравоохранения Великобритании как универсальной структуре оказания медицинской помощи страхования.

Ключевые слова: национальная служба здравоохранения; медицинское обслуживание; система медицинского страхования; налогообложение.

Сведения об авторе: Рикерт Алиса Павловна, студентка.

Место учебы: Нижнетагильский филиал ГБОУ СПО «Свердловский областной медицинский колледж».

Москалева Людмила Юрьевна, преподаватель английского языка.

Контактная информация: 622001, г. Нижний Тагил, ул. Папанина, 7; e-mail: mila\_moskaleva@mail.ru

**Код ВАК 14.02.03**

**Rikert A.P.**

Nizhny Tagil, Russia  
**THE UK NATIONAL HEALTH  
SERVICE AS AN UNIVERSAL  
HEALTHCARE SYSTEM**

**Professor: Moskalyova L.Y.**

Abstract. The article is devoted to the UK National Health Service as an universal structure of medical care and insurance.

Keywords: National Health Service; medical services; health insurance system; taxation.

About the author: Rikert Alisa Pavlovna, Student.

Place of study: Nizhnetagilsky branch of "Sverdlovsk Regional Medical College".

Moskalyova Lyudmila Yuryevna, Teacher of English.

Address: 622001, g. Nizhny Tagil, ul. Papанина, 7;

The National Health Service (NHS) is the public health care system operating in Great Britain – was introduced in 1948, as a pillar of the welfare state, set up by the Labour government after the Second World War.

The establishment of the Welfare State was one of the great social reforms of British history. It was the national coalition government, during the Second World War, that set up a commission chaired by William Beveridge, professor of economics at Oxford University, to review the systems of medical and social insurance that existed in Britain at the time. Social and medical coverage for all citizens "from the cradle to the grave".

For the first few years, the new National Health Service (NHS) provided completely free medical cover for all people in Britain, regardless of wealth or work status. Citizens did not pay into the scheme; the contributions paid by all people in work (called National Insurance contributions)



were meant to pay for social security benefits and allowances, not for the healthservice.

The new health service was funded directly out of the general finances of the state, not from any individual state health care contributions; so technically it could not run at a loss, nor be in deficit. Britain was the first country in the world to offer its citizens this kind of totally free public health service, available to all citizens. Visits to the doctor and hospital care remained free, but charges were introduced for other services such as dental care or ophthalmic care.

Generally speaking this remains the situation today. Hospital care and visits to doctor's surgery are free (if carried out under the National Health Service), prescriptions, dental work and eye care are paid for – in varying degrees – by the patient. Children and seniors are eligible for more free services than people of working age.

About 18% of each person's income tax goes towards funding the NHS. This adds up to about 4,5% of the average person's income. On a national level, 8,4% of the UK's gross domestic product is spent on healthcare. The scheme covers everything from general practitioners to complex surgery or cancer treatment. The NHS also covers a limited amount of fertility treatment for couples that meet certain criteria. European citizens, as well as those from certain other countries with a reciprocal healthcare agreement, such as Australia and new Zealand, can access the NHS free of charge.

The standards of care in NHS hospitals is generally good, with well equipped clinics and well trained doctors and nurses. However, the system is generally under funded and can sometimes struggle with patient numbers, leading to long waiting lists for non-urgent operations and elective surgery.

Approximately 12% of UK residents hold private coverage. The main benefits of private insurance include reduced waiting times and more comfortable and private facilities. The majority of private clinics and hospitals in the UK are located in London and other large cities. In general, private hospitals tend to specialize in a very specific kind of care. In many cases, it is the same consultants and surgeons who work in both sectors. The advantage of going private is that you are able to access these specialists much more quickly and at a time that is convenient to you. The staff levels, quality of food and other facilities at private hospitals tends to be far better than their NHS equivalents.

The UK welcomes healthcare tourists, especially in the major cities such as London and Manchester, who come to take advantage of the first

class facilities and leading medical practitioners on offer. UK private healthcare is expensive compared to some countries, especially in Asia or Eastern Europe, but the standards are significantly better. For patients seeking quality over cost, the UK is a premier destination to consider. Many of the cutting edge treatments available in the UK, such as pioneering cancer therapies and groundbreaking fertility techniques, are simply not available in many of the budget healthcare tourism destinations, making the UK one of the few options available. In a general sense, the NHS as a whole is undergoing a period of reform. In the last 10 years, the long-standing government management structure was restructured, as was the financial model. Nearly 80% of the NHS budget is now under the control of doctors. Supporters say that ongoing reforms are necessary to give more choices to patients and to reduce costs and waiting times.

In early 2020, Britain's National Health Service was almost at breaking point as the Coronavirus epidemic put unprecedented pressures on staff and facilities. A lack of personal protective equipment (PPE), including face masks, the sheer scale of the epidemic, fear of contagion and lack of experience in dealing with such a major crisis, put exceptional strains on already struggling hospitals and surgeries. But contrary to the worst predictions, the system held, and by the summer much of the National Health Service was operating almost normally again, though in a new and different normality. One of the major consequences of the Covid-19 epidemic was to show how vital a properly funded public health service is in times of crisis. For once, there was virtually total unanimity in Britain, among politicians, administrators, and the general public, that the survival, and indeed the improvement, of the National Health Service, is a national priority.

## REFERENCES

1. Health care reform in the UK. – URL: <http://www.health.gov.ua>.
2. Healthcare in the UK. – URL: <http://www.sunhome.ru/journal/117026>.
3. Modernizing UK health care. – URL: <http://www.rosmedstrah.ru/articles.php?id=419&show=1&theme=1>.
4. UK healthcare System. – URL: <http://engmaster.ru/topic/2326>.
5. Healthcare in the UK. – URL: <http://studentguide.ru/topiki-po-anglijskomu-yazyku/velikobritaniya/zdravooxranenie-v-velikobritanii-uk-health-service.html>.

**ПРОБЛЕМА НЕЗАИНТЕРЕСОВАННОСТИ ДЕТЕЙ МЛАДШИХ КЛАССОВ ПРОЦЕССОМ ОБУЧЕНИЯ****Преподаватель: Походзей Г.В.**

Аннотация. В данной статье рассматриваются причины незаинтересованности детей в обучении и пути их решения.

Ключевые слова: дети; процесс обучения; психология; методы обучения.

Сведения об авторе: Рубинская Наталья Юрьевна, студент Института филологии и межкультурной коммуникации.

Место учебы: Уральский государственный педагогический университет.

Походзей Галина Викторовна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

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

**PROBLEM OF THE LACK OF INTEREST OF YOUNGER STUDENTS IN THE LEARNING PROCESS****Professor: Pokhodzey G.V.**

Abstract. This article discusses the reasons of children's lack of interest in learning and how to address them.

Keywords: children; learning process; psychology; teaching methods.

About the author: Rubinskaya Natalya Yurievna, Student of the Institute of Philology and Intercultural Communication.

Place of study: Ural State Pedagogical University.

Pokhodzey Galina Victorovna, Candidate of Pedagogy, Associate Professor of the Department of Professionally Oriented Language Education.

In modern society, teachers often face the problem of the disinterest of younger students in the learning process, because they have just finished kindergarten and do not want to sit and listen to teachers at school. Some children quickly become involved in the learning process, while others lack motivation; laziness and unwillingness to learn interferes. The reason lies not only in the imperfect methods of schoolwork, but also in the peculiarities of age, in the psychological readiness of the child for school.

Speaking about the main factors of negative attitudes towards learning in children, we can single out lack of ability to set goals and overcome difficulties; lack of formation of educational activities; low motivation to learn. To form motivation to learn means to create such conditions, such an environment in which the child himself wants to learn. To increase the child's interest in the educational process, contact with the child and a trusting atmosphere are very important. It is very important to explain to

the student that the process of developing learning ability is long, but necessary. Most often, children face school maladjustment. In other words, unsuitable for school life. Based on this, psychologists advise parents to help build the learning process for their child; gradually help him to integrate into a new and unusual environment for him. It is extremely important not to scold the child for poor grades; this can only lead to an unwillingness to continue the educational process.

Each teacher, in the course of his pedagogical activity, meets many students who experience difficulties in assimilating educational material. Moreover, in most cases, the teacher uses the traditional way of working with lagging students: he conducts additional classes with them, consisting mainly of repetition and additional explanation of the educational material. At best, they can only lead to temporary positive shifts in learning and will not eliminate the real causes of student difficulties. In such cases, it is necessary to change the educational process in schools to make students more interested. It is proposed to introduce new material not just by memorizing paragraphs, but to present them in a playful way, since in this format children will better memorize the rules. For example, to illustrate a fairy tale according to the rules of the Russian language, so that children remember the exceptions or spelling of individual components.

Psychologists have proved that knowledge gained without interest, not colored by one's own positive attitude, emotions, does not become useful. Passive perception and assimilation cannot be the basis of solid knowledge. In this case, children do not remember well, since learning does not capture them.

In conclusion, we can conclude that it is necessary to improve the educational process in primary school. Thanks to this, children will begin to get involved in the learning process and will come to learn with interest that today there will be something new and exciting for them. Their training will motivate them to move on and learn new things.

## REFERENCES

1. Безруких М., Ефимова С. Почему учиться трудно? – М., 1995.
2. Хабибулина Ф. К. Причины потери интереса к учебе у учащихся младшего школьного возраста. – URL: <http://nmcsova.ru/konf/konf1/pedpsih>.
3. URL: <https://findmykids.org/blog/ru/problems-ovremennykh-shkolnikov> (accessed: 29.11.2021).

*Рубцов Я.А.**Rubtsov Y.A.*

Екатеринбург, Россия

Ekaterinburg, Russia

**СПЕЦИФИКА ПОЛИТИЧЕСКОГО РЕЖИМА В РФ****THE SPECIFICS OF THE POLITICAL REGIME IN THE RUSSIAN FEDERATION****Преподаватель: Соснина Н.Г.****Professor: Sosnina N.G.**Аннотация. Статья посвящена специфике политического режима в Российской Федерации.Abstract. The article is devoted to the specifics of the political regime in the Russian Federation.Ключевые слова: политический режим; специфика; РФ.Keywords: political regime; specificity; RF.Сведения об авторе: Рубцов Ярослав Алексеевич, студент 2 курса, Институт государственного, муниципального управления и права.About the author: Rubtsov Yaroslav Alekseevich, 2<sup>nd</sup> year Student, State and Municipal Management and Law Institute.

Место учебы: Уральский государственный экономический университет.

Place of study: Ural State University of Economics.

Соснина Наталья Георгиевна, старший преподаватель кафедры иностранных языков.

Sosnina Natalya Georgievna, Assistant Professor of Foreign Languages Department.

Контактная информация: 620088, г. Екатеринбург, ул. Народной воли, 45/62; e-mail: bytefrf@gmail.com

The political development of the Russian federation consists of historical stereotypes about the civil society that were influenced by the Soviet government where the basic values of the civil society were ignored. Such values as private property and a competitive market led to psychological discomfort. As a result of mistakes, miscalculations, and often the criminal policy of the reformers, democratic approaches began to cause a negative reaction from a significant number of citizens who, in the conditions of the “wild” market, turned out to be defenseless and impoverished.

The standard of living for many people declined and inequality grew between the winners and losers in this new market economy.

According to the Constitution of the Russian Federation of 1993, part 1, article 1, Russia is a democratic state [1]. Since Russian Empire and the Soviet Union the pluralism had emerged and as a result of it the understanding of the civil rights was lost. Thus, Russia can change its political course towards democracy or on the contrary meet completely amorphous behavior of citizens in the political life of society.

Also, on the basis of Article 13 of the Constitution of the Russian Federation, there is a multi-party system in the country, although it remains only on paper, the inability to correctly form the electorate of voters in the 2003 and 2007 elections led the country to the fact that the spectrum of opinions on political issues narrowed and the dominant role in the State Duma went to a single party. This trend has been traced for quite a long time, which means that in fact there is no opposition in the State Duma and no opportunity to express various political views.

The media in Russia is also a matter of question. The current situation with article 2.1 of the Federal Law of December 30, 2020 No. 481-FZ [2], which allows to register individuals and legal entities as foreign agents under certain circumstances shows that the freedom of speech in Russia has been severely violated. Such fundamental things as freedom of expression and freedom of speech in the country are quite specific things with the rhetoric needed by the state.

Corruption in the political environment also plays an important role. Also, the large difference between the classes shows a trend in the development of the authoritarian orientation of the state. Such tendencies should not prevail throughout the democracy.

Factual non-implementation of Constitution articles, for example, Article 31 [1] on freedom of peaceful assembly and demonstration, also proves that the political regime in Russia is transitional. The lack of civic engagement in the political realities of the present time also allows the bureaucratic apparatus to violate the legitimate interests of citizens for their own sometimes uncivil purposes.

Based on the above facts about the political regime in a retrospective analysis and that of the current specifics of the political regime, it is possible to compile a holistic picture of real political trends throughout the 20<sup>th</sup> century up to the present day. The destruction of pluralism, the inability to develop it correctly has led the country to a transitional stage, at which Russia must first of all choose the rights and freedoms of citizens, which must be fulfilled and the ideals and freedoms of democracy must take the first role in the political regime of modern Russia.

## REFERENCES

1. The Constitution of the Russian Federation: the basic law of the Russian Federation of 12.12.1993 (revised from 01.07.2020). – Access mode: ConsultantPlus, free.Expert.
2. About the mass media: Feder. Law of the Russian Federation of December 27, 1991 No. 2124-1 (as amended on December 30, 2020). – Access mode: ConsultantPlus, free.

**ОНЛАЙН-КУРСЫ  
В ПРОЦЕССЕ ОБУЧЕНИЯ  
ШКОЛЬНИКОВ**

Аннотация. В статье рассматривается актуальность применения онлайн курсов в образовании, их особенности, а также критерии, которые необходимо учитывать при выборе сервисов для разработки онлайн курса.

Ключевые слова: онлайн курс; образование; ИКТ; разработка; обучение.

---

Сведения об авторах: Савичева Дарья Алексеевна, студентка четвертого курса института математики, физики, информатики и информационных технологий.

Зеленина Лилия Евгеньевна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

Место учебы и работы: Уральский государственный педагогический университет.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: savicheva@uspu.su

---

**ONLINE COURSES IN THE  
PROCESS OF TEACHING  
SCHOOLCHILDREN**

Abstract. The article discusses the relevance of using online courses in education, their features, as well as the criteria that must be considered when choosing services for developing an online course.

Keywords: online course; education; ICT; development; teaching.

---

About the authors: Savicheva Darya Alexeevna, 4<sup>th</sup> year Student of the Institute of Mathematics, Informatics, Physics and Technology.

Zelenina Liliya Evgenyevna, Candidate of Pedagogy, Associate Professor of the Department of Professionally-Oriented Language Education.

Place of study and work: Ural State Pedagogical University.

One of the most important tasks of the teacher's activity is to ensure the unity, integrity, continuity and continuity of upbringing and education. Many scientists, institutions and teachers are thinking about solving this problem every year, it is not for nothing that one of the UN sustainable development goals is Goal 4 "Quality Education", aimed at ensuring inclusive and equitable quality education and encouraging lifelong learning opportunities for all [6]. World organizations are trying to popularize this idea as much as possible, they have already developed many recommendations telling how each person can contribute to the development of education.

However, observations recorded during the transition of all educational institutions to forced distance learning revealed that many teachers and students are not ready for digital classes, which significantly ham-

pered the educational process. One of the reasons for this was the inability to use educational platforms and difficulties in using technical support [2]. This is not surprising, because earlier in many schools and universities the leading methods of upbringing and education were traditional lessons, face-to-face conversations with older generations, extracurricular activities, circles and sections with a small introduction of ICT.

According to statistics for 2020-2021, one of the most popular online services are services for the development and study of online courses [4]. Online learning is gaining special popularity, and now it is imperative to master the tools for working in the digital space, since, according to the forecasts of specialists, offline and online education will complement each other and, as a result, a stable model of blended learning will be formed – a format that implies both personal communication with a teacher and classmates, and the opportunity to study online [7].

Online courses have many benefits for learners, for example:

- The opportunity to learn something new in any field in a convenient schedule and test your knowledge.
- Various statistics that allow students to track their progress and gain overall “knowledge” points to compete in rankings with other users.
- Possibilities of simultaneous passage of several courses.
- Ability to return to any stage of the completed or current course to review, use and download the necessary material.

So for teachers, this is a great chance to collect all their experience and best practices on a specific topic in a single space and use completely different types of both theoretical and practical tasks for this. At the same time, various services for course authors also provide additional tools that simplify course creation, for example, automatic detailed statistics for each course and assignment; the ability to add administrators by link or individual invitation for joint testing, editing lessons and assignments, adding comments, assessing students, etc.

There are many different services for creating online courses that meet the necessary requirements and provide the conditions for choosing unique technical means, however, the question arises, how to choose a platform? Based on the analysis and comparison of platforms, the main criteria that must be taken into account when choosing an educational platform for the implementation of an online course can be identified:

- automatic management of the educational process and automatic control of planned results;
- ensuring a uniform load on students by dividing the entire educational material into small, easy-to-learn, complete units;



- availability of a mobile version or mobile application;
- the ability to include various forms of information presentation;
- an interface that should be simple and understandable, both for students during the course, and for moderators and course authors during development, so that you can easily find and use the desired functionality;
- functions to motivate students (ratings, points), etc. [1; 3].

Thus, the choice of a platform should first of all be based on those criteria that ensure the availability and clarity of training (the presence of various types of tasks, ensuring a uniform load, interactivity, etc.), after which it is necessary to take into account the convenience of working on various devices, interface features and the availability of additional opportunities, which are determined by the specifics of the course.

Before proceeding with the creation of a course, it is necessary to prepare theoretical and practical material aimed at studying the chosen topic. At the same time, it is important to remember about the basic requirements for training in accordance with federal state educational standards. So, for example, according to the Federal State Educational Standard, one of the requirements for the results of mastering educational programs is “the formation of students’ motivation for learning and purposeful cognitive activity” [5]. Therefore, the material for the course should be selected in such a way as to focus the attention of students, to interest them in studying this topic and to show the need to study the material through establishing connections with real life or solving problematic problems.

Also, when creating a course on your own, you should carefully choose and think over a topic, since an analysis of already published courses on various school topics on the Stepik platform showed that the number of subject-oriented courses is becoming redundant and significantly complicates the development of a demanded, uniquely new product.

However, in general, the use of ready-made and the creation of your own courses on various platforms is one of the most successful forms for working in the online space and organizing distance learning with the ability to combine the presentation of educational material in various forms and create a convenient structure that reflects the internal logic of the material being studied.

## REFERENCES

1. Бачанцев И. В., Газейкина А. И., Долгов А. В. Выбор образовательной платформы для создания онлайн курсов по программированию // Актуальные вопросы преподавания математики, информатики и информационных

ных технологий. – 2020. – № 5. – URL: <https://elibrary.ru/item.asp?id=43982269> (дата обращения: 11.05.2021).

2. В онлайн-нажмие: как пандемия изменит образование в РФ // Газета «Известия». – URL: <https://iz.ru/1069809/dmitrii-laru/v-onlain-nazhime-kak-pandemiia-izmenit-obrazovanie-v-rf> (дата обращения: 11.05.2021).

3. Как выбрать платформу для запуска онлайн-школы // ИнфоХит. – URL: <https://info-hit.ru/blog/kak-vybrat-platformu-dlya-onlayn-shkoly/> (дата обращения: 12.05.2021).

4. Рынок онлайн-образования в 2020 году. – URL: <https://eddu.io/blog/rynok-onlajn-obrazovaniya/> (дата обращения: 11.05.2021).

5. Федеральный государственный образовательный стандарт основного общего образования (Утвержден приказом Министерства образования и науки Российской Федерации от 17 декабря 2010 г. № 1897).

6. ЦУР № 4 – Качественное образование // Онлайн-кампания #ЗнайСвоиЦели. – URL: <http://sdg.openshkola.org/goal4> (дата обращения: 11.05.2021).

7. CovidEd: как образование перешло в онлайн из-за пандемии // Электронный журнал Inc. – URL: <https://incrussia.ru/specials/covided/> (дата обращения: 12.05.2021).

**ПРИОБЩЕНИЕ ДОШКОЛЬ-  
НИКОВ К НАЦИОНАЛЬНОЙ  
КУЛЬТУРЕ КАК ОСНОВА  
ПАТРИОТИЧЕСКОГО  
ВОСПИТАНИЯ**

**Преподаватель:**

**Кривошекова М.С.**

Аннотация. Статья посвящена вопросам патриотического воспитания дошкольников через приобщение к национальной культуре.

Ключевые слова: дошкольное образование; патриотическое воспитание; национальная культура.

Сведения об авторе: Салова Елена Викторовна, студент Института педагогики и психологии детства. Место учебы: Уральский государственный педагогический университет.

Кривошекова Марина Сергеевна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

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

**FAMILIARIZATION OF PRE-  
SCHOOLERS WITH THE NA-  
TIONAL CULTURE AS THE BA-  
SIS OF PATRIOTIC EDUCATION**

**Professor: Krivosheкова M.S.**

Abstract. The article is devoted to the issues of patriotic education of preschoolers through familiarization with national culture.

Keywords: preschool education; patriotic education; national culture.

About the author: Salova Elena Viktorovna, Student of the Institute of Pedagogy and Psychology of Childhood. Place of study: Ural State Pedagogical University.

Krivosheкова Marina Sergeevna, Candidate of Pedagogy, Associate Professor of the Department of Professionally-Oriented Language Education.

Modern scientific and technological progress, new discoveries and development of technologies have overshadowed spiritual values. With the enactment of the RF Law "On Education in the Russian Federation", significant changes have taken place in the development of the education system. This led to changes in the content of education. Now one of the main directions has become familiarizing preschool children with the national and regional cultural heritage, as well as acquaintance with the history of their native country, region.

A child is not born a patriot, he becomes one. Undoubtedly, the education of civil-patriotic feelings must be started from preschool age. It is at this age that the foundations of civic qualities begin to be laid, ideas about a person in society are formed and a high sensitivity to words and

actions. Fostering patriotism is a long and continuous process. Much here depends on the environment of the child, on what is invested in the consciousness of the child since childhood.

The famous Russian teacher K. D. Ushinsky believed that folk culture is a powerful pedagogical means of instilling patriotism in children. According to him: “The only love for the Fatherland gives upbringing the right key to the thoughts, heart and soul of a person.” National cultural traditions have significant pedagogical potential and play an important role in the patriotic education of children.

Thus, it is necessary from an early age to instill in a child such feelings as love for the native land, responsibility and involvement in civil society.

Therefore, special attention in working with preschoolers should be paid precisely to familiarization with the national culture of their native country, acquaintance with Russian traditions and holidays, arts and crafts, as well as the history of our city and state.

One of the most important goals for teachers of preschool education should be the formation of national identity and the development of civic-patriotic feelings on the basis of fostering love for their closest environment and their Fatherland.

Work in this area can be started by creating the appropriate centers of activity in the group:

“Museum of Folk Art”: here to present products of the most famous paintings in Russia – Gzhel, Khokhloma, Gorodets, Dymkovo, as well as nesting dolls, straw products and decorative items, traditional folk dolls made of fabric. The design of the museum in a group will allow children to get acquainted with the origins of folk art and arts and crafts.

“Center for patriotic education” may consist of photographs of sights of the native city, country, state symbols.

The “Library of Fairy Tales” can present the best works of oral folk art – fairy tales, nursery rhymes, songs with colorful illustrations. A fairy tale is an integral part of a child’s upbringing. Due to it the child learns the world not only with his mind, but also with his heart. A fairy tale is a gracious and irreplaceable source of fostering love for the native land, since it is a creation of the people.

It is necessary to create such conditions for children during the school year to act not only as actors, playing their favorite roles, but also as authors of their fairy tales.

Acquaintance of preschoolers only with oral folk art without immersion in the atmosphere of the life of their ancestors always gives only superficial knowledge that does not allow children to deeply immerse them-

selves in the traditions of their people. Therefore, it is necessary to organize an excursion to the museum of everyday life and folk art so that the pupils can see many objects that have come to us from the past, learn how the dwelling, clothes, everyday life of our ancestors looked like, what they did, and how their life was arranged.

When introducing children to folk culture, one should not forget about play, which is the main activity of a preschooler. At the same time, great importance should be given to folk outdoor games, where you can show creative activity, a sense of unity with the team, ingenuity and just have fun. The game attracts children, as it is accompanied by funny singing songs, counting rhymes, chants.

Be sure to use attributes: masks, illustrations, Russian folk instruments. This keeps the children interested in folk games.

At the next stage of work, you can acquaint children with ceremonial holidays, which were part of the work and life of the Russian people. It is impossible to imagine Russian folk holidays without round dances and songs that children really like. Therefore, together with the musical director, it is necessary to acquaint children with the world of folk music, accustoming them to the beauty of the sound of folk instruments and songs. The kids started their first acquaintance with such folk instruments as wooden spoons, bells and rattles.

All this contributes to the musical development of children, familiarization with the Russian folk image both on weekdays and on holidays.

Acquaintance with such holidays as Christmas carols and Maslenitsa will help children to enrich their knowledge of Russian folk holidays.

The complex work carried out allows:

- to acquaint with the traditions and culture of their people;
- to form an idea of the diversity of traditional holidays;
- to expand the vocabulary with folklore;
- to form ideas about moral and ethical values: kindness, truth, beauty, hard work and courage;
- to form in children a sense of belonging to their people;
- continue to develop communication skills;
- develop a sense of collectivism.

Raising a new generation, teachers must be sure that society needs a creator of our state full of strength and energy, and the future of our country largely depends on how we, teachers, solve the problems of spiritual and moral education.

## REFERENCES

1. Akinina T. M., Stepanova G. V., Terentyev N. P. Spiritual, moral and civic education of children preschool age. – M.: Perspective, 2012. – 248 p.
2. Bure R. S. Social and moral education of preschoolers. Methodical manual. – Mosaic-Synthesis, 2012. – 80 p.
3. Romanyuk O. D. Work experience on the topic “Inviting children to the origins Russian folk culture” // Remote Educational Portal “Extended”. – URL: <https://www.prodlenka.org/metodicheskie-razrabotki/185108-opyt-raboty-na-temupriobschenie-detej-k-isto>.

Семерикова В.А., Зеленина Л.Е.

Semerikova V.A., Zelenina L.E.

Екатеринбург, Россия

Ekaterinburg, Russia

**ЛЮБИТЕ ТО, ЧТО ДЕЛАЕТЕ  
И ВАШИ МЕЧТЫ СБУДУТСЯ****LOVE WHAT YOU DO AND  
YOUR DREAMS WILL COME  
TRUE**

Аннотация. Статья посвящена личному опыту в области преподавания математики. В ней описывается мой путь в эту сферу и почему, так важно любить то, что вы делаете и никогда не отступать от своих идей.

Abstract. The article is devoted to my personal experience in the field of teaching mathematics. It also described my way to this sphere and why it is so important to love what you do and always follow your ideas.

Ключевые слова: математика; психология; любовь; мотивация, идеи.

Keywords: mathematics; psychology; love; mathematics; ideas.

Сведения об авторах: Семерикова Вероника Алексеевна, студент 2-го курса Института математики, информатики и информационных технологий.

About the authors: Semerikova Veronica Alexeevna, 2<sup>nd</sup> year Student of the Institute of Mathematics, Informatics and Information Technologies.

Зеленина Лилия Евгеньевна, кандидат педагогических наук, доцент кафедры профессионально-ориентированного языкового образования.

Zelenina Liliya Evgenyevna, Candidate of Pedagogy, Associate Professor of the Department of Professionally-Oriented Language Education.

Место учебы и работы: Уральский государственный педагогический университет.

Place of study and work: Ural State Pedagogical University.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: veronicasemerikova393@gmail.com

All my life I give people happiness. I feel a sense of joy when people are doing well. I'm always afraid to hurt with words and during the conversation I think how to not hurt a person in any way. At school, in junior grades, I was teased by children, but I have never paid attention to it, because already as a child I understood that they were doing it for fun, they also offended our classmates. For some reason I was offended for them. I tried to help them. I communicated with them when no one was talking to them. I wanted them to smile and feel comfortable. The upbringing of my classmates wasn't my fault.

It was when I was studying in the elementary school and then I realized that I wanted to become a psychologist. I understood that I provide emotional help to everyone without exceptions.

I imagined that psychologist is a person what could provide moral support selflessly. My childish judgments about choosing future profession were confirmed at the more conscious age. But my parents didn't approve my choice. They were guided by the fact that psychologists are not in great demand at the labor market. They did not support me. Some kind people came to help me and they gave me new strengths. We all know how we need help in some periods, especially when the life is just beginning and you are looking at the entire bog world. You have to try and do crazy things. You have desire to try everything, to have time to be satisfied with your life. Every moment is happening right now.

I was motivated by the fact that I had to help people. I entered the pedagogical university on the faculty of mathematics. Why pedagogical? I could get knowledge in two directions –psychology and math. I was interested in it very much.

At the beginning of the second year, I was noticed by the local educational organization “school № 33”. By that time, I had already found mini online school and taught classes for the groups of 3 or more people. Creating my own mini school I was not afraid to declare myself. This quality helped me a lot. I told everyone that I was organizing a small trial groups to prepare them for the Unified State Exam in mathematics, asked friends who have a lot of followers in Instagram to advertise me. I also conducted classes without taking money so that parents and students would look at the results and conclude whether to continue studying on my classes or no.

When I created online lessons I followed my idea to help a person in mathematics. I thought carefully during the lessons, drew and explained each step of the solution. And to support the students morally I presented the information not as “pass the exam and you won't need it anymore”, but as “look”, mathematics is actually so interesting. Seeing the sparkle in their eyes, I decided to share with you a very simple example:

Let's say we take the equation,  $3x+9=0$ , you need to get  $x$ .

You can do what you want within the «frames of mathematics».

Let's say you choose the mathematical action multiplication and multiply our example by 3, then it will be  $9x+27 = 0$ . And you will need to do some more manipulations to solve it. In this case, you have complicated the process of getting an answer to your task.

Or you can divide it by 3, then you will simplify getting an answer.



Divide by 3, it becomes  $x+3=0$ , hence  $x=-3$ .

Based on this example, we will make a philosophical insight that you need to do actions in life in order not to make life difficult for you, but to simplify as much as possible.

Due to love to psychology and mathematics that made me generate positive associations with mathematics in the learning process.

My students began to memorize examples and their solutions and even share it with their friends and parents, which also will be useful for them, because this is once more repetition.

At the moment I continue studying at the university and at the same time I continue buying courses “on business”, “investments”, everything that can help me in the development of my business.

Fortunately, I am just at the beginning of my path. So this article is not about the success that I have already achieved, but of getting very strong support at the beginning of my path.

**Старикова А.В.**

Екатеринбург, Россия

**ПЛЮСЫ ПЕРСОНАЛИЗИРОВАННОГО ОБУЧЕНИЯ ПО СРАВНЕНИЮ С КЛАССИЧЕСКОЙ ОБРАЗОВАТЕЛЬНОЙ СИСТЕМОЙ****Преподаватель: Походзей Г.В.**

Аннотация. Это статья об эффективности индивидуально-личностного обучения, персонализации, по сравнению с текущей системой обучения. О плюсах и минусах разного обучения, о делении класса на группы и подгруппы используя для этого различные методы и принципы.

Ключевые слова: индивидуальность; особый подход; класс; интересы.

Сведения об авторе: Старикова Анна Викторовна, студент института филологии и межкультурной коммуникации.

Место учебы: Уральский государственный педагогический университет.

Походзей Галина Викторовна, кандидат педагогических наук, доцент кафедры профессионально ориентированного языкового образования.

Контактная информация: 620091, г. Екатеринбург, пр. Космонавтов, 26; e-mail: bunny\_nya\_1@mail.ru

**Starikova A.V.**

Ekaterinburg, Russia

**ADVANTAGES OF PERSONALIZED LEARNING VERSUS CLASSICAL EDUCATIONAL SYSTEM****Professor: Pokhodzey G.V.**

Abstract. This article is devoted to the effectiveness of one-to-one training, personalization in comparison with the existing training system. Moreover, the article focuses on the pros and cons of different teaching methods, dividing the class into groups and subgroups using various methods and principles for this.

Keywords: individuality; special approach; class; interests.

About the author: Starikova Anna Viktorovna, Student of Institute of Philology and Intercultural Communication.

Place of study: Ural State Pedagogical University.

Pokhodzey Galina Victorovna, Candidate of Pedagogy, Associate Professor of the Department of Professionally Oriented Language Education.

First, before I start saying something about individual learning, I would like to mention the education system that we currently have. Each country has its own education system, but it will take too long to mention all the differences in them, so I will combine and simplify it in just one.

Kindergarten, school, college or university all have a huge impact on every person who goes through it. Education in all its forms develops the nation, and the future nation – forms a new education system. However, at present, education, especially school education, is not definitely the best

option available now. Yes, it has advantages over other ways of teaching people, such as being able to explain material relatively quickly to a large number of students, or providing a good basis for studying almost any other subject, but it still has more disadvantages than advantages. In addition, grades are one of them.

Some modern teachers claim that grades do more harm to students and their self-esteem than they have a good effect.

English teacher Gina Benz was very concerned and upset by the fact that some of her students started having health problems due to the fact that they were trying to maintain a high GPA in order to study in the future at college, which requires a high ACT scale. She heard that some of them even stayed up until 1-3 a.m. to finish their homework. Therefore, Ms. Benz decided to make her class non-evaluative-instead of giving her student a letter about their work, she provided them with high-quality feedback. It was a great decision because the students' performance did not drop, she could still give them their final semester grade by checking their work on her own, rather than on the AF scale, but most importantly, the students began to have more fun while studying and it helped their emotional health. "A class without grades relieves students of the pressure that keeps them awake all night," says Gina Benz.

Secondly, one of the bad things about the modern education system is lack of interest. Much of the learning process is reading, learning theory without any practice, or more than just sitting in front of a book and copying parts of it into a notebook, zero space for creativity. In this monotonous system, effectively working students are not a pure interest in learning by them – but the strongest self-control, not allowing themselves to be distracted and the constant repetition of already passed material. This part of the educational system is in dire need of improvement.

Last but not least – Lack of individuality in learning. The fact that everyone is unique and special in his or her own way is obvious, but why does education not pay attention to it at all? Not everyone is at the same level in different subjects, some feel better in math, others in art or biology. Even if a student has a predisposition to mathematics and an interest in it, he still will not be the same with other "mathematicians". In general, he may understand mathematics better or worse, or know some of its components better than others. Therefore, the fact that students study the same material even if they never need it in the future sounds like a waste of time and resources. This, however, does not change the basics that everyone should acquire – for example, literate speech, writing, reading, as well as basic math skills and general knowledge of the world. However, the

foundation should not be studied in 10 or even more years; students easily master it in 3-5 years.

Having mentioned this, I also want to speak about personalized learning and education.

First, what is one-to-one learning? Personalized learning is an educational approach that seeks to adapt learning to the strengths, needs, skills and interests of each student. Each student receives a curriculum based on what he or she knows and how he or she learns best. An individual-personal approach to students presupposes an attitude towards each educated person as a self-valuable person, pedagogical support of a person, his / her ability to be himself in the social system. One-to-one learning is focused on the needs of the individual student. The training is specific and tailored to each need. This teaching method can be used alone or it can be part of a differentiated teaching. Some students who receive one-to-one instruction need teachers to help them understand and learn. An individualized learning program and training itself is not specifically required for a specific type of student, such as people with ADHD, autism and disabilities, but for any type of student. Even if someone is considered by society to be a “normal” student with no special needs, individualized learning will always be the best option for him.

An important element of these plans is that they are developed with a collaborative student-teacher approach. This allows students to take responsibility for their own classroom experiences and participate in planning.

Of course, the ideal solution is to focus on each student separately, but this program will probably not take place for various reasons. However, the best solution for this is to create specific groups, depending on the level of knowledge of the students in the subject and their interest in it. With “groups” within the class, it will be easier to plan a lesson.

Personalized learning involves developing personalized lesson plans that reflect the interests and needs of each student, and using technology to aid in one-to-one learning.

How might this look in action? Well, there are many ways, but the most common are group projects, they help with team building, communication and leadership skills. Teachers will be there for students to help if they struggle with something, but allow students to choose their own path in the work. The time they would normally spend lecturing to the class is freed up, allowing them to focus on supporting each student's individual progress.

To sum all up, a personalized classroom learning approach benefits both learners and educators by providing learners with a personalized

learning experience to pursue their interests at their own pace and allowing teachers to focus on leadership, support and long-term planning.

## REFERENCES

1. TeenVogue. “Why Are Grades Important? Some Teachers Say They Do More Harm Than Good” by Zach Schermele. – URL: <https://www.teenvogue.com/story/why-teachers-getting-rid-grades> (accessed: 13.11.2021).

2. Senses. “What is wrong with the Indian Education System?” – URL: <https://senseselec.com/blogs/what-is-wrong-with-the-indian-education-system/> (accessed: 14.11.2021).

3. Prodigy. “7 Personalized Learning Strategies To Implement In Class & Examples. – URL: <https://www.prodigygame.com/main-en/blog/personalized-learning/> (accessed: 15.11.2021).

*Суставов П.Е.*

Екатеринбург, Россия

**АНАЛИЗ ПРАВОВОГО  
ПРИМЕНЕНИЯ ОГНЕСТРЕЛЬ-  
НОГО ОРУЖИЯ СОТРУДНИКА-  
МИ ПОЛИЦИИ РОССИИ И США****Преподаватель: Гузикова В.В.**

Аннотация. Статья посвящена изучению актуальных проблем по правовому регулированию применения сотрудниками полиции огнестрельного оружия на основе анализа действующего законодательства двух стран – России и США, предлагаются пути их решения.

Ключевые слова: огнестрельное оружие; защита; законные основания.

Сведения об авторе: Суставов Павел, курсант 2 курса факультета подготовки сотрудников полиции.

Место учебы: Уральский юридический институт МВД России.

Гузикова Валентина Викторовна, кандидат филологических наук, доцент кафедры иностранных языков.

Контактная информация: 620057, г. Екатеринбург, ул. Корепина, 66; e-mail: psustavov@gmail.com

*Sustavov P.E.*

Ekaterinburg, Russia

**THE ANALYSIS OF THE LAW-  
FUL USE OF FIREARMS BY  
POLICE OFFICERS IN RUSSIA  
AND THE UNITED STATES****Professor: Guzikova V.V.**

Abstract. This article is devoted to the study of topical problems in the legal regulation of the use of firearms by police officers based on the analysis of the current legislation of two countries – Russia and the United States; ways of their solution are proposed.

Keywords: firearms; protection; legal grounds.

About the author: Sustavov Pavel, 2<sup>nd</sup> year Cadet of the Faculty of Police Officers Training.

Place of study: Ural Law Institute of the Ministry of the Interior of Russia.

Guzikova Valentina Victorovna, Candidate of Philology, Associate Professor of the Department of Foreign Languages.

Eкатеринбург, ул. Корепина, 66;

In this article, we will look at the legal basis for the use of firearms, which are guided by law enforcement officials in Russia and the United States, as well as the reasons why employees refuse to use them.

Today, in post-pandemic conditions, police officers carry out their official activities in a very dangerous environment, which is primarily characterized by a high degree of public danger of criminal encroachments, vigorous activity of criminal elements against the forces of law enforcement, increased aggressiveness and cruelty of crimes.

Statistics, in general, show that for the period January – September 2021 in the country, the number of unlawful acts against the person in terms of murder and attempted murder decreased by 8,4%. A year earlier, statistics recorded 7,7 thousand murders and attempted murders. In the

United States for the same period, according to the FBI, about 18 thousand murders were registered. The report highlights the relationship between shootings and killings. About 80% of the murders were committed with the use of firearms.

Let's move on to the legal framework. It is important to remember that Russian police officers have the right to use weapons only when there is a need to ensure an immediate response to socially dangerous actions that are, as a rule, illegal in nature. Firearms in Russia are used by police officers only in accordance with the legislation of the Russian Federation. The main legal source is the Federal Law "On Police". It contains general provisions on the use of physical force, special means, and the procedure for the use of firearms and related prohibitions. The provisions of the law here ensure the protection of the life and health of citizens, as well as the property of citizens and organizations. It is so determined that a police officer should only use weapons that are in service. Moreover, due to the principle of humanism, it is unacceptable to use such weapons that could be inflicted excessively severe injuries, or which represent a source of unjustified risk. In practice, using firearms is a last resort. It should be agreed that, first of all, weapons can be used as a deterrent during detention. In order for the use of firearms by an employee of the internal affairs bodies to be lawful, it is required not only to strictly observe special rules, but also to take into account the severity of the harm that has occurred. Special norms contain the conditions, grounds and procedure for the use of weapons, that is, these are norms reflecting the procedure for the actions of an employee to use weapons themselves. The severity of the harm that has occurred is the rules that exclude liability for the consequences of actions committed according to the law. However, the legislator does not indicate which of these norms have priority.

Unlike their Russian counterparts, the specificity of the actions of the US police officers is such that physical force is used mainly to detain and deliver offenders to the police department. Including fighting techniques are used, but in comparison with the use of special means and firearms, physical force is rarely used. This is due to the fact that in the United States, in most states, in accordance with amendments to the US Constitution, citizens have the right to acquire and own firearms. Accordingly, the tactics of an officer's actions with a potential offender should provide for the possibility of a more harsh and quick action on a potential danger. In this case, the officer approaching the offender is already ready to extract the Tazer he has in order to overcome the opposition in case of disobedience to his legal requirements and thereby ensure his personal safety, or,

depending on the information received, extract and use lethal force. The wording “weapon of lethal force” already reflects the meaning of its use. In accordance with the instructions, lethal weapons are used by police officers in cases where the police officer sees a threat to himself in the actions of an opponent, as well as when other milder measures do not work. That is why US police officers use firearms more often than their Russian counterparts.

Thus, the use of firearms by the police of both countries is strictly regulated and has a number of prohibitions, which is mainly related to the condition to preserve the life and health of citizens, even those who break the law. However, there are still a number of unresolved issues.

In order to eliminate problems in the use of firearms for Russian police, it is necessary:

1. To comment in more detail on the norms of the legislation on the use of firearms.

2. To establish by law crimes, in the suppression of which the use of service weapons is recommended.

3. To teach employees to write an application report and weapons, because during its preparation it is easy to miss important and specific circumstances that forced the use of firearms.

In our opinion, such work will help to increase the level of effective and competent use of weapons by the police.

## REFERENCES

1. Federal Law No. 3-FZ of Feb. 7, 2011, *Sobranie Zakonodatelstva Rossiiskoi Federatsii* [sz rf] // Collection of Russian Federation Legislation (official gazette, in Russian). – 2011. – No. 7.

2. Analysis of statistical information on the state of crime for January-September 2021. – URL: <https://mvdmedia.ru> (September 27, 2021).

3. The Law Library of Congress, Global Legal Research Center (2021). – URL: <http://www.law.gov> (date of access: 25.11.2021).

4. Ruzaeva D. V. Problema prevysheniya polnomochii sotrudnikami politzii pri primenenii fizicheskoi sily, spetsial'nykh sredstv ili ognestrel'nogo oruzhiya // *Skif. Voprosy studencheskoi nauki*. – 2019. – № 9 (37).



Сухарева П.Д.

Sukhareva P.D.

Екатеринбург, Россия

Ekaterinburg, Russia

**ПРОБЕЛЫ В ПРАВЕ****THE FLAWS IN THE LAW****Преподаватель: Соснина Н.Г.****Professor: Sosnina N.G.**Аннотация. Статья посвящена проблеме пробелов в праве.Abstract. The article is devoted to the problem of gaps in law.Ключевые слова: пробелы в праве; аналогия закона; аналогия права.Keywords: gaps in law; principles of law; analogy of law.Сведения об авторе: Сухарева Полина Дмитриевна, студентка 2 курса, Институт государственного, муниципального управления и права.About the author: Sukhareva Polina Dmitrievna, 2<sup>nd</sup> year Student, State and Municipal Management and Law Institute.

Место учебы: Уральский государственный экономический университет.

Place of study: Ural State University of Economics.

Соснина Наталья Георгиевна, старший преподаватель кафедры иностранных языков.

Sosnina Natalya Georgievna, Assistant Professor of Foreign Languages Department.

Контактная информация: 620144, г. Екатеринбург, ул. 8 Марта, 62/45; e-mail: arbit.viktor@mail.ru

Flaws in the law arise where there is a contradiction of equal force norms, when one of them destroys the other. Flaws in legislation should be eliminated in the process of law-making by making amendments and additions to laws, issuing new, more improved legal acts. Sometimes in law enforcement practice there are situations when the disputed relationship is of a legal nature, is included in the scope of legal regulation, but is not provided by a specific rule of law. The law enforcement officer discovers a gap in the legislation [1].

A gap in the law is the complete or partial absence of the necessary legal norms in this law. A gap in the law is the complete or partial absence of the necessary legal norms in the current regulatory legal acts. A gap in the law cannot be identified with an “error in law” as a result of an incorrect assessment of objective conditions and the manifestation of the wrong legislative will, which should be embodied in a normative legal act. A “mistake in law” is possible if the law-making body mistakenly considers any relations to be those that are not subject to legal regulation; mistakenly relies on the specification of the law in the course of its application; mistakenly transfers the issue to the discretion of the one who will apply the law; issues a norm that is not needed, mistakenly solves the issue in

the established norm. In the first three cases, an “error in law” conjectures the presence of gaps.

Thus, there are two options: the first is the adoption by the competent authority of a legal act regulating this issue. However, this process is lengthy and complex. Therefore, for an operational solution, the second option is used, which consists of the analogy of the law and the principle of law. The first one is the application to regulate these relations of a law that regulates similar relations. The second is the solution of specific issues, using general ideas and principles of law, when there are no acts regulating both specific relations and similar ones.

If there are flaws in criminal law and legislation on administrative offenses, the way out is to refuse to initiate a case, that is, to make an acquittal decision. A lawyer-practitioner in this case should be guided by the principle, *“There is no crime and there is no guilt, there is no punishment and there is no penalty if there is no law.”*

If there is a gap in the field of civil legislation, the courts cannot refuse justice, citing the absence of the law. In the case of flaws in civil law relations, an analogy of two types is applied: analogy of law; principle of law. An analogy is excluded if it is expressly prohibited by law or if the law links the occurrence of legal consequences with the existence of specific norms.

So, it is necessary to stress several points contributing to determining essence of the flaws in the law. A flaw in law arises in cases when, in the process of a clash of certain interests (personal or public), there is a need for legal qualification of a disputed situation (fact, relationship) and if the need for such qualification is covered by legal awareness. A flaw in the law is associated with the complete or partial absence of legal norms necessary for a professional legal assessment of this dispute (fact, relationship). A flaw in law can arise only in such a sphere of public relations that: a) have already been regulated to a certain extent by means of legal norms, i.e. have already become the subject of legal influence; b) in principle allow their legal regulation, but previously did not need it; in the latter case, the very fact of a situation requiring professional legal qualifications indicates that these relations need their regulation by means of legal norms.

The first and natural way to completely eliminate the flaw is to adopt a new norm. But this is a long way since the legislator cannot continuously, urgently plug “holes” in the law, he does it gradually, eliminating the most significant of them. Flaws arise constantly and they need to be filled

in promptly, overcome. For this purpose, there is an institution of legal analogy.

## **REFERENCES**

1. Shibaev M. V. To the Question of the Interpretation of the Idiom Holy S..t in the Judicial Linguistic Expertise // Jurilinguistic: Forensic Linguistic Expertise, Linguoconceptology. – URL: <https://clck.ru/SG55X>.

*Научное издание*

**Актуальные проблемы профессиональной сферы  
в современном мире**

Часть II

Оригинал-макет:  
Кропотухина Полина Владимировна

Подписано в печать 12.02.2022. Формат 60х84<sup>1</sup>/<sub>16</sub>.  
Бумага для множ. аппаратов. Печать на ризографе.  
Гарнитура «Times New Roman».  
Усл. печ. л. 8,2. Уч.-изд. л. 7,5.  
Тираж 500. Заказ