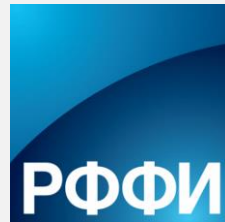




**PROCEEDINGS OF  
III INTERNATIONAL CONFERENCE OF  
STUDENTS, POSTGRADUATE  
STUDENTS AND YOUNG  
RESEARCHERS  
'LANGUAGES AND CULTURES IN THE  
WORLD OF TODAY'**

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Department of Linguistic Education

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The conference proceedings are of high interest for all researchers interested in linguistics, learning and teaching foreign languages.

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## TABLE OF CONTENTS

### PLENARY PAPERS

**David Lawrence Erben**

NARRATIVE AND THE NATIVE AMERICAN EXPERIENCE ..... 14

**Lozovoy Aleksey, Kornilov Vasily, Glushan Valentin**

THE SYSTEM OF MACHINE TEXT TRANSLATION WITH AUTOMATIC CORRECTION  
FUNCTION ..... 14

### ENGLISH FOR SPECIFIC PURPOSES

**Afanasieva Maya**

ANALYZING PRODUCTIVITY AND RESISTANCE TO ALUMINUM IONS FOR THE  
DIFFERENT ORIGIN MALTING BARLEY ..... 17

**Bogomolova Ekaterina**

MYSTERY OF DOLPHINS' LANGUAGE ..... 19

**Voytenko Maria**

THE RELEVANCE AND POTENTIAL OF INTELLIGENT VENTILATION ..... 21

**Voloshchenko Elizaveta, Zabolotnii Evgeni**

SODARS ..... 23

**Gubarev Dmitry**

PROSPECTS FOR THE USE OF PHOTONICS IN ELECTRONIC DEVICES ..... 25

**Gusakovskaya Galina**

"WILLPOWER" AND EATING BEHAVIOUR DISORDERS ..... 26

**Zaharova Viktoria**

DETERMINATION OF MOISTURE CONTENT IN A NAPHTHA PRODUCT ..... 28

**Zakharchuk Alexander, Sidelnik Ellina**

THE ROLE OF LEARNING ENGLISH FOR IT WORK ..... 29

**Kliuiko Andrey**

ANGULAR 4 OVERVIEW ..... 31

**Larkina Ludmila**

ANALYZING THE INFLUENCE OF MOUNTAIN TOURISM ON HUMAN HEALTH  
FROM ECOLOGICAL STANDPOINT ..... 32

**Lashhev Andrei**

BUILDING FORMATIONS IN GROUPS OF DRONES BY METHOD OF ROTATION . 35

**Limanova Ekaterina, Opryshko Anna**

THE MINIMUM WAGE ..... 37

**Mamontov Valeriy**

"SMART BUILDING", AS A PART OF MODERN SOCIETY ..... 38

<b>Mnukhin Andrey</b>	
ARTIFICIAL INTELLIGENCE. A THREAT TO HUMANITY OR THE NEXT GREAT STEP? .....	40
<b>Opryshko Maria, Georgiadi Alexandra</b>	
WORKING PRACTICE AS AN ESSENTIAL COMPONENT OF TRAINING IN HOSPITALITY INDUSTRY .....	42
<b>Parkhomenko Vladimir</b>	
THE VINE ROBOT AND ITS APPLICATIONS .....	43
<b>Pushkarev Alexey</b>	
DEVICE SOFTWARE DEVELOPMENT .....	46
<b>Salmanov Vyacheslav</b>	
ENGLISH IN THE FIELD OF INFORMATION TECHNOLOGY .....	47
<b>Skorohod Irina</b>	
STEALTH-TECHNOLOGY: PROS AND CONS .....	49
<b>Tarantsov Ilya</b>	
SOLAR-POWERED AIRCRAFT .....	51
<b>Teslenko George</b>	
TO THE QUESTION OF ESP IMPORTANCE IN PROGRAMMING .....	54
<b>Trach Anastasia, Aleksandrova Angelina</b>	
VALUES AND PERSPECTIVES OF LIFELONG LEARNING .....	55
<b>Frunze Ann</b>	
COMPARING AND EVALUATING POTATO VARIETIES IN THE URALIAN REGION EXPERIMENTAL PLOT.....	57
<b>Tsirkulenko Artemy</b>	
BELL'S THEOREM AND QUANTUM NOT LOCALITY .....	59
<b>Shafrostova Svetlana, Sidelnik Ellina</b>	
WHAT IS MEMS TECHNOLOGY? .....	61
<b>Shel Viktorya, Skachko Oleg</b>	
PRINCIPLE OF OPERATION OF DISTILLATION WORK .....	63
<b>Shkurko Valentina, Opryshko Anna</b>	
THE CONCEPT OF CONTRACT IN SCIENTIFIC AND PHILOSOPHICAL INTERPRETATION .....	64
<b>Shulga Denis</b>	
A HISTORY OF HYPERSONIC FLIGHTS .....	65
<b>Yashchenko Pavel</b>	
PRELUDE TO MODERN PROGRAMMING .....	67
<b>Larkina Ludmila</b>	
ANALYZING THE MICROSCOPIC FUNGI SPREAD IN DIFFERENT SOIL TYPES WITH MUCOR AND ASPERGILLUS AS EXAMPLES .....	69

<b>Zabolotnii Evgeni, Voloshchenko Elizaveta</b> ULTRASONIC GAUGE OF SEA WAVE PARAMETERS ON SEA SHELF .....	71
<b>Volgina Julia</b> ANDRAGOGY: THE SCIENCE OF TEACHING ADULTS .....	73

## **RUSSIAN FOR SPECIFIC PURPOSES**

<b>Баллоук Эрнандес Хуссейн Али</b> НАНОТЕХНОЛОГИИ В СОВРЕМЕННОМ МИРЕ .....	75
<b>Герреро Проаньо Джефферсон Исмаэль</b> ПРИМЕНЕНИЕ НАНОТЕХНОЛОГИЙ В КОСМОСЕ .....	77
<b>Герреро Серда Натали Маритза</b> НАНОТЕХНОЛОГИИ В МЕДИЦИНЕ .....	79
<b>Гранха Родригез Хосуэ Эстебан</b> ПРИМЕНЕНИЕ УГЛЕРОДНЫХ НАНОМАТЕРИАЛОВ В ЭЛЕКТРОНИКЕ И СВЕТОТЕХНИКЕ .....	82
<b>Гуаранда Олгин Карлос Эдуардо</b> ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В УПРАВЛЕНИИ ПРЕДПРИЯТИЕМ .....	83
<b>Диаз Арекипа Дуглас Ясмани</b> ПРОИЗВОДСТВЕННЫЙ ПРОЦЕСС РЕМОНТА АВИАТЕХНИКИ .....	85
<b>Кастийо Эскалера Луис Фернандо</b> НАНОТЕХНОЛОГИИ В БЫТУ .....	86
<b>Лопез Прадо Кевин Александер</b> КЛЮЧЕВЫЕ ПРОБЛЕМЫ РАЗВИТИЯ НАНОТЕХНОЛОГИЙ .....	88
<b>Мохамедделмустафа Элшариф Мохамед Элсафи</b> ЭЛЕКТРОНИКА И НАНОЭЛЕКТРОНИКА. ПЕРСПЕКТИВЫ РАЗВИТИЯ .....	90
<b>Наранхо Нуньез Йошуа Николай</b> ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В ОБРАЗОВАНИИ .....	92
<b>Орtiz Эспиноза Даниэль Алехандро</b> НАНОТЕХНОЛОГИИ В МИРОВОМ СТРОИТЕЛЬСТВЕ .....	94
<b>Ортиков Суннатилла Анварович</b> АВТОМАТИЗАЦИЯ ПРОЦЕССОВ УПРАВЛЕНИЯ ПРЕДПРИЯТИЕМ .....	95
<b>Падилья Кардона Хосе Алехандро</b> ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ РАЗВИТИЯ ЭЛЕКТРОЭНЕРГЕТИКИ В СОВРЕМЕННЫХ УСЛОВИЯХ .....	98
<b>Родригес Салазар Даниэл Хосе</b> ПРИМЕНЕНИЕ НАНОТЕХНОЛОГИЙ В МАШИНОСТРОЕНИИ .....	100
<b>Сармьенто Мена Мишель Лизет</b> К ВОПРОСУ О ТЕХНОСФЕРНОЙ БЕЗОПАСНОСТИ .....	102

<b>Сингх Нишант</b> ИСТОРИЯ ЗАРОЖДЕНИЯ САМОЛЕТОСТРОЕНИЯ .....	104
<b>LANGUAGE CULTURE COMMUNICATION</b> .....	107
<b>Буренко Антон, Нечепуренко Мери</b> КОНЦЕПТ «ЧЕСТЬ» В РУССКОЙ КАРТИНЕ МИРА .....	107
<b>Berezutskaya Darya</b> THEORETICAL ASPECTS OF VORONEZH CINEMA CLUB ACTIVITIES UNDER THE DIRECTION OF S.N. PENZIN .....	109
<b>Vorotov Aleksandr, Pushnina Anastasiia</b> SOCIO-TECHNOLOGICAL CULTURE IN MODERN SOCIETY .....	111
<b>Vysochina Anastasia</b> MAIN PROPERTIES OF INTERNET COMMUNICATION .....	113
<b>Vasilovskaya Victoria</b> IDIOMS AS AN ESSENTIAL PART OF ENGLISH LANGUAGE .....	114
<b>Gold Kamila</b> COMMUNICATION IN SCIENCE: THE ETHICAL DIMENSION .....	115
<b>Grigoryeva Polina</b> THE DISTINCTIVE CHARACTERISTICS OF CANADIAN ENGLISH .....	117
<b>Gurkina Olga, Danilova Irina</b> ENGLISH AS LINGUA FRANCA .....	119
<b>Kudriavtseva Irina</b> IDIOMS WITH A NUMERIC COMPONENT SYMBOLIC MEANING OF THE NUMBER .....	121
<b>Kashirina Natalia</b> ON THE QUESTION OF THE ROLE OF FOREIGN LANGUAGE LEARNING IN THE CULTURAL SELF-IDENTIFICATION OF LEARNERS .....	123
<b>Korobka Pavel</b> PHRASEOLOGICALLY CONDITIONED MEANINGS OF THE COMPONENT WORDS INITIALLY RELATED TO THE NOTION OF "DOG" IN RUSSIAN, ENGLISH, GERMAN AND FINNISH IDIOMS .....	125
<b>Kravets Olga</b> THE ANALYSIS OF COMPARATIVE STRUCTURES IN THE ENGLISH AND GERMAN LANGAUGES: FUNCTIONAL-SEMANTIC APPROACH .....	128
<b>Krasnoschekov Evgeny</b> DEIXIS AND EVOLUTION OF LANGUAGE .....	130
<b>Kulev Vasilij</b> THE ROLE OF LANGUAGE IN THE CONTEMPORARY GLOBAL SPACE .....	132

<b>Melnik Olga</b>	
METAPHORS IN POLITICAL DISCOURSE .....	134
<b>Minka Angelika</b>	
REPETITION PATTERNS EXPRESSING QUALITATIVE AND QUANTITATIVE RELATIONS .....	137
<b>Mkhitaryan Arkadiy</b>	
AVIATION IN CONTEMPORARY CULTURE .....	139
<b>Nechaeva Tatiana</b>	
LANGUAGE. CULTURE. COMMUNICATION .....	141
<b>Нови Дарья</b>	
ВЛИЯНИЕ АРАБСКОГО ЯЗЫКА НА ПОВСЕДНЕВНУЮ ЛЕКСИКУ ИСПАНСКОГО ЯЗЫКА .....	142
<b>Ordgahovskaya Irina</b>	
VISUALIZATION AS A NON-VERBAL MEANS OF CREATING A WOMAN IMAGE IN ADVERTISING.....	144
<b>Оржаховский Александр</b>	
СОБОРНОСТЬ РУССКОГО ЧЕЛОВЕКА В ИСТОРИЧЕСКОМ АСПЕКТЕ .....	145
<b>Ovcharenko Ivan</b>	
LA FRANCOPHONIE: CONVERTING POWER OF LANGUAGE INTO POLITICAL INFLUENCE .....	147
<b>Рарченко Елена</b>	
COMMUNICATION IN SOCIAL SPACE OF CULTURE .....	148
<b>Pomigueva Ekaterina</b>	
PECULIARITIES OF LANGUAGE OF MODERN YOUTH .....	149
<b>Pushnina Anastasiia, Vorotov Aleksandr</b>	
HR-TECHNOLOGIES IN MODERN CULTURE .....	150
<b>Полякова Елена</b>	
СИМВОЛЬНОЕ ПРЕДСТАВЛЕНИЕ СОМАТИЧЕСКОГО КОДА КУЛЬТУРЫ В РУССКОЙ И АНГЛИЙСКОЙ КАРТИНАХ МИРА (на примере соматизма голова/head) .....	152
<b>Порова Ольга</b>	
LEXICAL METHODS OF FORMING THE IMAGE OF THE "ALIEN" IN ENGLISH MASS MEDIA .....	154
<b>Revyako Ekaterina</b>	
EXPRESSING MENTALITY THROUGH PHRASEOLOGICAL UNITS .....	156
<b>Rogova Darya</b>	
MULTICULTURAL LONDON ENGLISH .....	159
<b>Semenova Vasilisa</b>	
AUSTRALIA IS GOOD FOR LIVING .....	161

<b>Скороход Ирина</b>	
ДУШЕВНОСТЬ КАК ОДНА ИЗ ГЛАВНЫХ ЧЕРТ РУССКОГО НАЦИОНАЛЬНОГО ХАРАКТЕРА .....	163
<b>Soldatov Boris, Soldatova Natalya</b>	
THE IMPORTANCE OF INTERCULTURAL COMPETENCE DEVELOPMENT THROUGH FOREIGN LANGUAGE TEACHING .....	164
<b>Степанова Александра</b>	
ЛОГОЭПИСТЕМЫ ИЗ СОВЕТСКИХ КИНОФИЛЬМОВ В КОММУНИКАТИВНОМ ПРОСТРАНСТВЕ НОСИТЕЛЕЙ РУССКОГО ЯЗЫКА .....	167
<b>Sysoeva Daria</b>	
LANGUAGE, CULTURE AND CEREBRAL CORTEX. THE COGNITIVE ASPECT .....	168
<b>Terentjev Andrew</b>	
THROUGH PINK GLASSES OR HOW WE LOOK AT OUR COUNTRY .....	170
<b>Jacinto Nsue</b>	
AFRICA: FEATURES OF CULTURE DEVELOPMENT .....	173
<b>Shipelik Olga</b>	
ADVERTISING AND INTERNET AS THE SPHERES OF CULTURAL SECURITY OF THE PERSON .....	175
<b>Шель Виктория, Скачко Олег</b>	
КАК СВЯЗАНЫ ЯЗЫК И ОБЩЕСТВО? .....	176
<b>Ovcharenko Victoria</b>	
TYPES OF MOTIVATION IN A FOREIGN LANGUAGE LEARNING .....	177
<b>ACTUAL PROBLEMS OF CONTEMPORARY LINGUISTICS</b>	
<b>Авдеева Ирина, Александров Андрей</b>	
ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В ЛИНГВИСТИКЕ .....	179
<b>Басенко Гюльнара</b>	
ИССЛЕДОВАНИЕ РЕЧЕВОГО ВОЗДЕЙСТВИЯ С ПОЗИЦИИ ПРАГМАЛИНГВИСТИКИ .....	181
<b>Василенко Светлана</b>	
К ВОПРОСУ О ВАРИАТИВНОСТИ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ В ТЕКСТОВОМ ПРОСТРАНСТВЕ .....	183
<b>Жабин Евгений</b>	
ОСОБЕННОСТИ ФОНЕТИКО-ГРАФИЧЕСКОЙ АДАПТАЦИИ ЗАИМСТВОВАННЫХ ОДНОСЛОВНЫХ ТЕРМИНОВ МЕНЕДЖМЕНТА В РУССКОМ ЯЗЫКЕ .....	185
<b>Zaytseva Ekaterina</b>	
LINGUISTIC THEORY OF EMOTIONS .....	187

<b>Krasnoschekov Evgeny</b>	
POSSESSIVE "SYSTEM" AS A STAGE OF THE DEVELOPMENT OF LANGUAGE IN THE FRAMEWORK OF ERGATIVE SYSTEM .....	189
<b>Майк Анастасия</b>	
ИСКУССТВОВЕДЧЕСКИЙ ДИСКУРС КАК СЛОЖНОЕ ЯВЛЕНИЕ .....	191
<b>Павленко Лариса</b>	
КОНВЕРТИРОВАННЫЕ ГЛАГОЛЫ ДВИЖЕНИЯ В АНГЛИЙСКОМ ЯЗЫКЕ .....	193
<b>Поленова Галина</b>	
ВЗАИМОДЕЙСТВИЕ КЕТСКОГО И РУССКОГО ЯЗЫКОВ И КУЛЬТУР .....	196
<b>Проскуренко Наталья, Полякова Елена</b>	
ПАРЕМИОЛОГИЧЕСКИЕ ЕДИНИЦЫ КАК СРЕДСТВО ОТРАЖЕНИЯ НАЦИОНАЛЬНОЙ САМОИДЕНТИФИКАЦИИ РУССКОЯЗЫЧНЫХ СТУДЕНТОВ .....	198
<b>Рябцева Ольга</b>	
ТЕКСТ В ЛИГВОФИЛОСОФИИ М. М. БАХТИНА .....	200
<b>Санченко Евгения</b>	
ПОНЯТИЕ «ЭЛИТАРНАЯ ЯЗЫКОВАЯ ЛИЧНОСТЬ» КАК ПРОБЛЕМА СОВРЕМЕННОЙ ЛИНГВИСТИКИ .....	202
<b>Скачко Олег, Волкова Виктория, Опрышко Анна</b>	
К ВОПРОСУ ВОСПРИЯТИЯ И ПОНИМАНИЯ ТЕКСТА КАК ОДНОЙ ИЗ ПРОБЛЕМ СОВРЕМЕННОЙ ЛИНГВИСТИКИ .....	204
<b>Шевченко Юлия, Сидельник Эллина</b>	
ГЕНЕРАТИВНАЯ ЛИНГВИСТИКА .....	206
<b>Щитова Наталья</b>	
ФУНКЦИОНАЛЬНЫЕ И СТРУКТУРНЫЕ ОСОБЕННОСТИ ЧИСЛИТЕЛЬНЫХ В ХУДОЖЕСТВЕННОМ ТЕКСТЕ (НА МАТЕРИАЛЕ РОМАНА С. КОЛЛИНЗ «ГОЛОДНЫЕ ИГРЫ») .....	208
<b>Лозовой Алексей</b>	
ПРОБЛЕМА ЗНАЧЕНИЯ В ФЕНОМЕНОЛОГИИ ЭДМУНДА ГУССЕРЛЯ .....	210
<b>Нечепуренко Мери</b>	
ПСИХОЛИНГВИСТИЧЕСКИЕ ОСНОВЫ ПРОЦЕССОВ ФОРМИРОВАНИЯ ВЫСКАЗЫВАНИЙ (НА МАТЕРИАЛЕ РЕЧИ МЛАДШИХ ШКОЛЬНИКОВ) .....	212
<b>TRANSLATION AND TRANSLATION STUDIES</b>	
<b>Bahmatskaya Anna</b>	
INTERDISCIPLINARY APPROACH TO THE STUDY OF TRANSLATION .....	215

<b>Пальмова Елена</b>	
ТРУДНОСТИ ПРИ ОБУЧЕНИИ ПЕРЕВОДУ ТЕКСТОВ НАУЧНО-ТЕХНИЧЕСКОГО СТИЛЯ .....	217
<b>Stuart Ludmila</b>	
THE MAIN RULES AND REQUIREMENTS OF TRANSLATION .....	219
<b>Sysoeva Daria</b>	
ALLUSIONS AND THEIR TRANSLATION IN SATIRICAL FANTASY NOVELS .....	222
<b>Tarasova Darya</b>	
INTERLINGUAL SYNONYMIC COMPLIANCES AND ITS TRANSLATION .....	224
<b>Tkacheva Yulia</b>	
TEXT AND CONTEXT IN TRANSLATION .....	226
<b>Fedorenko Polina</b>	
NATIONAL COLOURING IN TRANSLATING TEXTS ABOUT TOURISM .....	228

## **TEACHING LANGUAGE AND CULTURE**

<b>Privalova Yulia</b>	
LANGUAGE PORTFOLIO AS STUDENT'S AUTONOMOUS LANGUAGE LEARNING ACTIVITY REFLECTION .....	232
<b>Andrushko Alexandra, Lutsenko Nalalia</b>	
RUSSIAN AND ENGLISH PUNCTUATION. SIMILARITIES AND DIFFERENCES DISCOVERED IN THE PROCESS OF STUDYING THE FOREIGN LANGUAGE .....	234
<b>Baluyan Svetlana</b>	
THE "OLD-TYPE" TESTS IN THE EARLY HISTORY OF LANGUAGE TESTING IN THE USA .....	235
<b>Batalova Ekaterina</b>	
THE INTERNET AS THE WAY TO LEARN ENGLISH .....	238
<b>Berezutskaya Darya</b>	
MEDIA LITERACY AND MEDIA EDUCATION .....	240
<b>Burenko Ludmila</b>	
THE ROLE OF A TEACHER AS A MEDIATOR OF LANGUAGES AND CULTURES IN THE PROCESS OF ADAPTATION OF FOREIGN COURSE BOOKS TO THE RUSSIAN-SPEAKING STUDENTS' NEEDS .....	242
<b>Vasenov Mikhail</b>	
POLITICALLY CORRECT RENDERING OF NATIONALLY SPECIFIC FEATURES .....	244
<b>Danilova Irina</b>	
SCIENTIFIC RESEARCH PROJECT AS A FORM OF INDIVIDUAL STUDYING IN THE UNIVERSITY .....	248

<b>Дембицкая Юлия</b> АНГЛО-РУССКИЕ СТИХОТВОРЕНИЯ КАК СРЕДСТВО ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ НА НАЧАЛЬНОМ ЭТАПЕ .....	250
<b>Demonova Yulya</b> BEST WAYS TO GENERATE A TITLE FOR AN ENGLISH SCIENTIFIC RESEARCH PAPER: PRACTICAL TIPS .....	253
<b>Dimcheva Tatiana</b> THE DEVELOPMENT OF HIGHER SCHOOL LEARNERS' SOCIO-CULTURAL COMPETENCE BY MEANS OF WEBQUESTS .....	255
<b>Zhukovskaya Natalia</b> THE ROLE OF CULTURE ASSIMILATORS IN DEVELOPING INTERCULTURAL COMPETENCE .....	257
<b>Idiyatova Anastasia</b> TEACHING COMPLEX (DEPENDENT (SUBORDINATE) CLAUSES) SENTENCES IN SCHOOL .....	259
<b>Kashirina Natalia</b> PSYCHOLINGUISTICS AS THE BASIS OF THE FOREIGN LANGUAGES TEACHING METHODOLOGY.....	261
<b>Kovalenko Elena</b> DEVELOPING SKILLS OF THE CORRECT USING OF GERMAN VERBS IN PRÄSENS AND PERFEKT BY SECONDARY-LEVEL .....	264
<b>Makarova Elena</b> CULTURAL PSYCHOLOGY AS THE BASIS FOR LEARNING AND TEACHING LANGUAGE .....	266
<b>Mesropyan Robert</b> EFFECTIVE LEARNING OF ENGLISH WITH VIDEO CHANNELS .....	268
<b>Nekrutenko Elena</b> LEARNING BUSINESS ENGLISH THROUGH GAMES .....	270
<b>Nesmiyanova Victoria</b> USING INTERNET FOR SPEAKING PRACTICE .....	272
<b>Nikulshina Albina, Polenova Galina</b> THE INTRODUCTION OF THE GERMAN NOUNS IN THE ELEMENTARY SCHOOL .....	274
<b>Ovsyannikova Jeanne</b> MOBILE APPLICATIONS IN LEARNING ENGLISH LANGUAGE .....	277
<b>Ovcharenko Victoria</b> MOTIVATION IN TEACHING A FOREIGN LANGUAGE .....	279

<b>Salnaia Leila</b>	
TEACHING ESP TO ADULT LEARNERS .....	280
<b>Sidelnik Ellina</b>	
THE INTERRELATION OF FOREIGN-LANGUAGE SOCIALIZATION AND CROSS- CULTURAL DIALOGUE .....	281
<b>Trach Anastasia</b>	
TYPES OF INFORMAL EDUCATION .....	283
<b>Ulanova Olga, Maslakova Ludmila</b>	
ANALYZING WAYS OF MEMORIZING LEXICAL MATERIAL WHEN MASTERING THE PROFESSIONAL ENGLISH LANGUAGE BY AGRICULTURE STUDENTS .....	284
<b>Yakovlev Alexey</b>	
TEACHING AMERICAN CULTURE TO STUDENTS MAJORING IN LINGUISTICS: A MODULE ON AMERICAN VALUES .....	286

**PROCEEDINGS OF III INTERNATIONAL CONFERENCE  
OF STUDENTS, POSTGRADUATE STUDENTS AND YOUNG RESEARCHERS  
'LANGUAGES AND CULTURES IN THE WORLD OF TODAY'**

**WEDNESDAY, 25<sup>th</sup> OCTOBER**

**ABSTRACTS**

**PLENARY PAPERS**

**NARRATIVE AND THE NATIVE AMERICAN EXPERIENCE**

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Narratives are produced, circulated and consumed within a cultural and social space. Narratives are part of cultural creation and social signification. Therefore, social and cultural conditions are not simply reflected in them: they take part in the articulation of those conditions. One of the central issues in the Native American context is that of self-fashioning. Native American literature in this sense is concerned with expressing in prose and poetry the problematic of self-fashioning. To be a subject is at the same time to undergo subjection. Like other forms of domination, this one is as much exercised as self-exercised. The creation in literature of the Native American subject takes place within a fabulous habitat-- the symbolic structures embedded in the institutions and practices that fits Native Americans into material and ideological subjects. There is a paradoxical sense in which one can see these structures of violence as having been enabling structures, especially for Native American writers.

**THE SYSTEM OF MACHINE TEXT TRANSLATION  
WITH AUTOMATIC CORRECTION FUNCTION**

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People have been concerned by the problem of text translation quality since the origination of languages and therefor translation necessity. Already in the ancient world, writers and philosophers, turning to translation problems,

pointed out the indispensability of requirements to translation quality evaluation [1].

Translation quality may be assessed from different points of view: on account of the correspondence to the original or “equivalence of translation” (separately from the effect produced by the translation), or from the point of view of the communicative effect achieved through translation or, in other words, its pragmatic value [2]. These approaches, shall not lead to mutually exclusive estimates, however, a specific evaluation can be formed depending on the aiming of the evaluator and own intentions of an interpreter. Therefore, when it comes to machine translation, the criteria for numerical evaluation of the machine-translated text quality in accordance with the correspondence to the original text are decisive.

It is important to note that there is a formal restriction known from the first days of machine translation [3]:

$$C \cdot A \cdot Q \ll 100\% \quad (1)$$

Where C is vocabulary coverage, A - automatism, and Q - quality.

This paradigm asserts that a fully automatic high-quality translation (FAHQMT) is not possible. No one can create a translation system that would have universal coverage of linguistic phenomena, would be completely automatic and would show high quality. Nevertheless, when anyone of the three factors is approximated, almost 100% of the productivity can be achieved. Thus, when quality (Q) is not taken into account, fully automatic translation of any electronic document will be certainly possible, i. e.  $C \cdot A = 100\%$ .

When the vocabulary coverage (C) is limited, as, for example, in the “Meteo 1” system, which duplicates weather forecasts in Canada in French and English with full automatism and high quality, then  $A \cdot Q = 100\%$ .

When an automatism (A),  $C \cdot Q = 100\%$  is significantly lost, translation will take place in a dialog box based on the dictionary (DBMT), as it occurs in “Lidia” project [4, p. 30]. The dialog box of the machine translation system at each stage of the translation process shows all kinds of ambiguities, thus ensuring a high level of coverage and quality.

The assessment method described in [3] does not exclude the human factor. With the current level of development of computer technology and machine translation technologies, it is possible to revise and supplement the formula (1) formed in the second half of the last century, if we consider a machine translation system from one language to another as a model of an inversible “blackbox” [1].

Then formula (1) shall change to:

$$C \cdot A \cdot Q \cdot T \rightarrow 100\% \quad (2)$$

Where T is the time to reach an acceptable machine translation result. The model of the inversible “blackbox” can be represented with the scheme shown in Fig. 1. In case of translation from the native language into a foreign language, we use a direct translator (operation 1 - downloading data, operation 2 - direct translation). Then the obtained result is translated back from the foreign language into the native language using the reverse translator (operation 3 - uploading data to the reverse translator). At the next stage, the result of the reverse translation (operation 4) is compared to the original text (operation 5). If there is a discrepancy between the original text and the reverse translation, the direct translation adjustment mechanism (step 6) and a second reverse translation shall be started. When the correspondence between the original text and the reverse translation is achieved, the last iteration of the direct translation shall be the resultant one (operation 7). For such a model, the percentage of matches of words in the first reverse translation with the original text relative to the number of iterations before reaching the “equivalence” (reversibility) of the translation can serve as a criterion for the numerical evaluation of the quality of the machine-translated text.

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### **ANALYZING PRODUCTIVITY AND RESISTANCE TO ALUMINUM IONS FOR THE DIFFERENT ORIGIN MALTING BARLEY**

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Our topic is up-to-date because it is associated with several sciences: plant breeding, crop growing, agro-chemistry, pedology, food industry and economics. The questions of plant breeding were studied by I.G. Loskutov. The problems of both crop growing and agro-chemistry were learnt by V.E. Torikov. The questions of pedology have been studied by M.V.Ivanov. The problems of economics as well as food industry have been learnt by Adams W.J.; I.A. Altuchov.

Barley is known as one of the oldest crops, belonging to grass family.

It is evaluated as a fundamental component in brewing. That is why it is necessary for plant-breeders to reveal the barley varieties that can be used as the donors of economically valuable traits. In other words, it is necessary to find the best sort among the diversity of malting barley varieties for growing in our climate. It will help to ensure high quality products.

Beer is a source of nutrients such as vitamins, minerals and fiber. Provided beer is consumed in small quantities, it might be even healthy, because it is rich in vitamins: thiamine, riboflavin, pantothenic acid, pyridoxine, biotin, mezoizitol, cyanocobalamin and niacin. Folic acid and its derivatives, for example, folate is also abundant in beer. Vitamins are involved in the metabolism and help normalize all processes in the body. Beer gets vitamins from the malt, in which they are produced during the barley grains germination. Beer is high in soluble plant fiber. The latter helps to avoid constipation and decrease cholesterol. The beer is high in over 30 minerals, which get into the drink mainly from the malt. The natural condition as the subject influence barley varieties as the object. Our research problem is it is difficult to cultivate barley because of soil acidic reaction. The aim is to analyze the productivity and resistance to aluminum ions for the different origin malting barley. The first task is to determine the germination energy of barley seeds as well as the barley grain moisture content.

The second objective is to describe the resistance of malting barley varieties to aluminum ions. The third task is to measure the weight of 1000 grains as well as grain yield mass plots. The fourth objective is to determine barley grain protein content. The fifth task is to select the best variety in terms of both productivity and resistance to aluminum ions.

We have carried the investigation out at N.I. Vavilov research institute of Plant industry. We have analyzed 32 malting barley varieties from the collection, belonging to N.I. Vavilov research institute of plant industry. Suzdalets variety was evaluated as the standard one for the region and Ruben originated from Czech Republic was estimated as the standard for brewing quality.

Barley humidity is considered to be one of the main quality indicators which form the grain class, being combined with other indicators. Increased grain moisture content contributes to the changes that result in activating the growth of microorganisms. Provided the grain water content is insufficient, it reduces the product shelf-life. According to moisture content, barley grain is divided into four groups.

There are some 5060-86 GOST requirements for the amount of different components in malting barley. For example, malting barley grain humidity ought to be at 14.5% level. And malting barley protein content should be in the range of 9-12%. This is due to the fact that the protein content increase of above 12% grain is both strongly heated and badly loosened during malting. It is possible to conclude that six of the varieties studied on the protein content as the dry matter percentage exceeds the allowable level to more than 12%, while in one of the varieties learnt decreases the protein content to at least 9%.

The barley ears have been analyzed by the standard method applied. We selected the top 10 ears from each plot. We undertook certain length of each ear selected, counting the number of grains and spikelets. Then we defined the ear weight. We used confidence intervals for comparing barley varieties. After comparing the best grades, we were not quite sure that one of them had been superior to the other. Therefore, we used confidence intervals for comparing varieties. Having determined the mass of 1000 seeds, we estimated the nutrient reserve of seeds. We have found out that the higher is the weight of 1000 seeds in the same crop, the higher the nutrient content is. In order to determine the mass of 1000 grains, we took two samples, containing 500 pieces each. They have appeared to weigh nearly 0.01 grams. The discrepancy between the sample mass has allowed no more than 1.5% by weight of one thousand seeds. One of the main factors that hinder the barley growth of barley has been found to increase soil acidity and, in particular, the presence of mobile aluminum ion in the soils, as barley has appeared to be very sensitive to soil salinity.

We have applied Kosarev method in order to test the barley plant stability to toxic aluminum ions. As a result, this method allowed us to distribute the samples studied into three groups. The first one characterized as highly stable has over 0.60 stability. The second one termed as stable possesses 0.3-0.6 stability. And the third one referred to as weak-stable has less than 0.30. As a result five varieties- Prestige, Sabel, Barleta, Alondra and Nebi have been described as being of optimal cultivation value under our climatic conditions. It is important to notice that all of them have originated from different countries.

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## **MYSTERY OF DOLPHINS' LANGUAGE**

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It would be fair to say that dolphins are one of the most mysterious creations on our planet. Their psychology, the way of thinking and amazing possibilities of the body have always attracted the interest of numerous researchers. Probably, one of the most difficult tasks in biology today is decoding of dolphins' unique language and understanding their consciousness' structure. Special equipment are used for it. The problem is that many functional features of their sense organs and brain are hard-to-explain for us.

There is a growing consensus among various scientists about some facts. Dolphins' voices study has shown that they can produce a lot of different sounds in frequency band from 150 to 150 000 Hertz which are inaccessible for human hearing. At the same time, their speech speed is so high, that it's possible to distinguish definite sounds only when listening to the record in jog mode. However, as scientists found out, the dolphin uses its voice not only for data transmission to other individuals. It also represents a unique tool for hydrolocation. When using it, the dolphin can define a shape, size and material of some object even in turbid water, receiving and reproducing visual three-dimensional pictures of world around. During so-named "acoustic space scanning" animals generate about 30 signals per second. That is every second the information processing comparable with work of the most powerful computers is made. So these creatures receive and transmit data in the form of

broad pictures by means of ultrasonic images. Therefore they perceive sounds not as people do – they use “sound hieroglyphs” instead of words. And every sound dolphins make is the holographic projection of whole object. [1]

This idea was described by Russian academician V.Zlobin, and then it was developed by his American colleagues D. Kassevitz and H. Brown. It's said that big brain allows dolphins to communicate by such pictures. Flavoring, olfactory, tactile, thermal and other types of feelings are transferred in the form of images, in the wide band of ultrasonic vibrations and other kinds of impact on dolphins' sense organs.

One of the most interesting activities in this scientific area are experiments of the Wild Dolphin Project, founded by Denise L. Herzing. [2] She has been studying behavior and communication of Atlantic spotted dolphins in the wild for over 25 years. And the aim of this project is to achieve two-way communication between people and dolphins using a special underwater computer. By means of long-term interaction with these animals, the scientists diving near them regularly have learnt the number of specific whistles dolphins made. These sounds had been analyzed in different situations and identified. As a result, the device has synthesized these whistles. And once, after hard process of work, Denise received the first request from the dolphin, when playing with him in the water, which was translated into human language. Then the scientists tried to transmit sound message to animals and observed their reaction.

From the other hand, if the sound speech of dolphins has such difficult structure, it isn't enough only to imitate it. We need to understand the essence of “sound hieroglyphs”. The earlier result of cetacean sounds recording was spectrogram – the frequency and sound amplitude distribution in time, but it didn't provide information about shape of wave. The group of British and American researchers has created a special device named CymaScope [1]. It can make a visual image of sound. The base of this device is thin membrane, vibrations of which are initiated. Thanks to the work of different meters and filters, sound field is shown on the image made by camera which is attached above the membrane. Such pictures display the distribution of vibrations energy in space. Actually, it's possible to receive cross sections of dolphins' sound beams. The first experiments with using of CymaScope allowed to distinguish sounds of different individuals visually.

It's important to understand that the aim of such researches is not only to decode dolphins' “words” and to learn talking with them. The essence of their mind represents a large unexplored field, and may be, even the other level of biological development. Today it becomes clear, that we should learn to

understand the surrounding nature for harmonious interaction with it. Dolphins are one of the wonderful mysteries the solution of which can influence our knowledge significantly. It will probably allow us to decode other animals' language in future.

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## **THE RELEVANCE AND POTENTIAL OF INTELLIGENT VENTILATION**

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The respiratory system consists of the organs involved in breathing. The respiratory system does two very important things: it brings oxygen into our bodies, which we need for our cells to live and function properly; and it helps us get rid of carbon dioxide, which is a waste product of cellular function. The nose, pharynx, larynx, trachea and bronchi all work like a system of pipes through which the air is funneled down into our lungs. There, in very small air sacs called alveoli, oxygen is brought into the bloodstream and carbon dioxide is pushed from the blood out into the air. When something goes wrong with a part of the respiratory system, such as an infection like pneumonia, it makes it harder for us to get the oxygen. Common respiratory symptoms include breathlessness, cough, and chest pain [2].

The increasing number of patients on mechanical ventilation all over the world, and the shortage of intensive care-trained nurses and physicians to optimally manage and wean patients on mechanical ventilation, indicate that advanced closed-loop mechanical ventilation systems will be needed to reduce ICU staff workload and shorten the duration of mechanical ventilation.

“Intelligent ventilator” is determined as a dynamic and responsive machine that provides every patient with safe, efficient, synchronised, comfortable and appropriate ventilatory support through a continuous interactive process utilising four basic elements: on-line non-invasive respiratory function monitoring; initialisation of the most ideal ventilatory pattern for the current lung condition; automated closed-loop controlled adjustment of the ventilatory

support in response to any change in the lung condition; and timely weaning from the ventilatory support in a safe and controlled fashion, without inducing any clinical deterioration of lung function.

“Intelligent ventilator” is defined as appropriate application of the most suitable mode of ventilation in every clinical situation with on-line, automated adjustment of the mode and level of support as required whenever the individual patient’s respiratory needs alter, with automated weaning as soon as possible to reduce the time needed for mechanical ventilatory support and days in the ICU.

The most well-known, basic and effective form of closed-loop control ventilation which is widely used today is PSV. The clinician sets a target pressure (the pressure support setting), and flow is automatically adjusted to maintain that pressure throughout inspiration. As the ventilator monitors airway pressure (the target), the control algorithm continuously modulates the flow (the output) to achieve the desired pressure.

Most patients could be automatically ventilated optimally according to the ‘least work of breathing’ fit of the measured mechanics of the lungs and chest wall. Simply by providing the maximal alveolar ventilation, for the lowest minute ventilation, and the least dead-space ventilation, the resulting blood gases would be the best possible for the state of the lungs. It is recognized the importance of preventing the development of intrinsic (auto) positive end-expiratory pressure (PEEP) while maximizing alveolar ventilation.

Indications for intelligence ventilation are sudden cessation of blood circulation; mechanical asphyxia of respiration; trauma of the chest, brain; acute poisoning; a sharp drop in blood pressure; cardiogenic shock; asthmatic attack, after operation, with pneumonia disorders of consciousness and psyche; lowering blood pressure to a critical level, In stroke (internal bleeding; damage to the lungs; pathology in the area of respiratory function; coma), in newborns (severe forms of asphyxia at birth, bradyarrhythmia, shock, stopping breathing; acute respiratory failure due to respiratory distress syndrome; spinal and craniocerebral injuries; edema of the brain; disorders in lung development and diaphragm; pulmonary edema; convulsive status.

Intelligence ventilation is especially important in a preterm infant, the introduction of anesthesia with the help of an anesthesia respiratory apparatus, during an operation or in a coma, a people, which cannot breathe on their own. Intelligence ventilation using in incubators for newborns, ensures the development of the lungs, brain, eyes fast on the necessary level. The introduction of anesthesia with the help of an anesthesia respiratory apparatus has the advantages: stable concentration of the most injected narcotic

substance throughout the operation, good controllability. The use of devices for artificial ventilation and anesthesia breathing apparatus in the first hours of emergency medical care significantly affects the health of the victim.

Advantages: life support, wide field of application.

Disadvantages: possible complications, the need to restore muscle corset.

Thus, this type of medical equipment is very important and common in modern healthcare all over the world and Russia as well. There are both domestic equipment and foreign. However, foreign one is more reliable and widespread, they have a more pleasant interface. Domestic apparatus for intelligence ventilations are cheaper, easier to repair, but in many ways less reliable and sensitive. I hope that the production of this type of equipment will be developed in Russia and as result it will become more quality and affordable for hospitals.

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#### **SODARS**

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Sodar is a meteorological instrument for measuring the structure of vertical turbulence and the wind profile in the lower layers of the atmosphere by sound sensing. The field of application is meteorology. It is also used by enterprises, while can be considered as potential sources of emergency situations. In particular, at the aerodromes sodars provide with on-line wind monitoring and control of the vortex flows of aircraft.

Acoustic (sound) sounding is one of the most promising remote methods to study the lower atmosphere. The first acoustic locator (sodar) was created in the USA in 1946. The first modern sodar with continuous echoes was invented in Australia in 1968. Already in the early 1970s, Doppler sodars appeared. Now in the world there are several hundred sodars, most of them are serial production devices, which are a certified tool for measuring wind profiles. In Russia, four acoustic locators are used in scientific research. There are two at the Geographical Faculty of Moscow State University in Moscow and two in Tomsk, at the institutes of the SB RAS.

Acoustic sounding is based on the use of the physical phenomenon of sound scattering on atmospheric turbulent irregularities of the inertial interval. Sodars serve as a reliable tool to measure the profiles of wind speed and direction, as well as the standard deviation of the vertical velocity component and the structural characteristic of temperature pulsations [1].

The great advantage of syringe technology is its relative cheapness. For example, modern Doppler sodar is much cheaper than Doppler radar. The second advantage is the economy in operation, all-weather (except for cases of extremely strong precipitation). Also, the advantage is the high temporal and spatial resolution of the data. The last is 10-20 m, and when using small sodars reaches up to units of meters. This opens up unique opportunities for studying the fine structure of the atmospheric boundary layer. Sodars are the best means of detecting thin retarding layers of temperature inversions, individual convective thermals, wave motions in the lower atmosphere, low-level jets on wind speed profiles, and the like. Sodars are successfully used in studies of air currents of regional and medium scale, including breezes on the coasts of the seas, flows around uneven terrain, etc.

Sodar data also serve as an important aid in the analysis of the dynamics of the content of small gas impurities and solid particles in the lower atmosphere, as well as in the study of certain synoptic processes and weather phenomena-the passage of fronts, inversion of settling, layered clouds and fog layers, etc. Practical application of sodars is diverse. Abroad, they are set in many airports to quickly track dangerous for aviation wind shear in the lower atmosphere, nuclear power plants, large production facilities. Sodars are widely used in environmental monitoring systems of large cities and industrial zones, while carrying out astrophysical observations, and sound systems, in the design of buildings in areas with unknown potential for pollution, etc. Limitations in the use of sodars are a relatively small range of measurements and noise pollution of the atmosphere. The latter is due to the fact that sodars operate at frequencies of audible range (conventional sodars - from 1 to 2 kHz, small sodars - around 4 kHz) [2].

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## **PROSPECTS FOR THE USE OF PHOTONICS IN ELECTRONIC DEVICES**

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The growing demand for ultra-fast optical communications, optical interconnections for data centers and optical systems for global computer networks in recent years has identified a trend in the use of optical communication systems to replace traditionally used electronic ones.

The combination of technologies wired over optical fiber and wireless communication has led to the creation of a new interdisciplinary field of radio Photonics and microwave Photonics [1].

Radio Photonics is believed be a relatively new fundamental scientific and technical direction which focuses on the study of semiconductor lasers, photodiodes and photo transistors, microwave diodes and transistors with an additional optical input, as well as units and modules on the basis of their combination with each other and with ultrafast digital and microwave analog component base electronics.

Briefly the goals and objectives of the above mentioned fields can be formulated as the research and development of ultrafast optoelectronic devices with bandwidth at microwave frequencies and their applications in various optical and radio transmission systems and active devices of formation and processing of radio frequency signals using optical, optoelectronic means.

The advantages that can improve the characteristics of widely used radio equipment, UHF band arebased on the properties of the propagation medium (optical fiber):

- small transmission loss (<0.2 dB/km)
- extended operating frequency band (up to 15 THz)
- much better weight and dimensions (fiber: weight 1.7 kg/km, diameter 250 μm; coaxial cable: weight 560 kg/km, diameter 10mm);
- insensitivity to electromagnetic interference (dielectric), but also on the fundamental properties of the media:
  - photon - massless elementary particle that can exist by only moving at the speed of light, the electric charge of the photon equal to zero;
  - improved performance (up to tens of femtoseconds);
  - extended bandwidth (up to terahertz) [2].

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## **“WILLPOWER” AND EATING BEHAVIOUR DISORDERS**

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Nowadays, one very often hears advice such as: “Just do it”. Many people believe that “plus size person” equals to “lazy person”. So they are sure that pieces of advice like “Improve your willpower”, “Go to the gym”, “Eat small portions” can help fat people lose weight. And there are people who do sports four hours a day, eat just oatmeal for breakfast, celery for lunch and water for supper. How strong is the willpower of a person who can prevent themselves from eating for such a long time that this leads to death? These people have enough “willpower” indeed!

But these people have not always been at the death’s door. There was a time when they were young, good-looking and healthy but one day someone said: “You are fat”, “You are disgusting”, “Go to the gym”, “Don’t be a lazy pig”. And someone who has a predisposition to eating disorders got the real mental illness. At the beginning, when you are losing weight and everything is fine, others make compliments, it seems that you are loved and accepted, but very soon your metabolism slows down and your body starts to gain fat from any amount of food and drink, just to survive. That is why, in most cases, “a plus size person” is not equal to a lazy person but means “a person who has eating disorders”. Sometimes the person understands that it is unhealthy if 500 kilocalories of food leads to weight gain but still continues to reduce portions and starts to starve. He or she spends most of life in the race with themselves to be acceptable by society.

Diet commercials constantly appear on our television screens, in magazines, and on the internet pop-up ads, telling us that once we lose weight, we will be happy. While you’re standing in the checkout line at the grocery store you are surrounded by magazines claiming to have the newest and best diet. Each month another new diet appears, claiming to be the diet to end all diets. Whatever happened to last month’s diets that claimed the same thing? We spend billions of dollars each year trying to look the way society tells us we need to look. If diets really work, then why are there so many of them? The reason a new diet pops up each month is that last’s month’s diets did not work. As soon as you start to diet, you automatically set yourself up for failure. Many of the diets on the market right now are also unhealthy. They deprive you of the proper nutrition your body needs to survive. Next time you decide that you are

going to start another diet because you feel you are too fat, stop and sign up for a self-esteem class instead because anorexia statistics are shocking.

Anorexia nervosa is one of the well-known eating disorders. Anorexia is not a will dysfunction, it is, rather, an illness of biological nature, influenced by the environment. The symptoms of anorexia often include rapid weight loss, continuing to limited eating even when weight is very low, intense fear of gaining weight, feeling fat, even if underweight, inability to realistically assess one's own body weight, striving for perfection and being very self-critical, undue influence of body weight or shape on self-esteem, infrequent, irregular, or even missed menstrual periods in females, laxative and diuretic pill use, compulsive exercising, social withdrawal; physical symptoms are low tolerance of cold weather, brittle hair and nails, dry or yellowing skin, anemia, constipation, swollen joints, tooth decay, and a new growth of thin hair over the body. Untreated anorexia can lead to death from starvation or suicide.

So, how dare we to give such advice knowing that many people die of anorexia every day? Without treatment, up to 20% of people with serious eating disorders die. With treatment, 2 – 3% of people with anorexia die. Statistics show that mortality rates from anorexia are the highest among all psychological disorders. Anorexia statistics show that with treatment, only 60% make a full recovery in which they live a life free from any eating disorder related thoughts or behaviors. About 20% make a partial recovery, meaning that they may be able to hold a job and maintain some superficial relationships but still remain very focused on food and weight. They may also remain underweight in the longer term, which can give rise to other health complications. The final 20% stay dangerously underweight. They are frequently seen in emergency rooms, mental health clinics, inpatient hospital units, and eating disorder treatment programs.

There are many anorexic celebrities who have suffered from eating disorders. In the past, anorexia and other eating disorders were usually not talked about. However, many famous people with anorexia, bulimia, and binge eating disorder are now bravely coming forward and talking about their conditions and sharing their stories of recovery. Their stories may provide hope and inspiration for recovery to people who are struggling with eating disorders. But there is the dark side. Many celebrities died from anorexia. Eliana Ramos, an Uruguayan model, died at the age of 18, as well as her sister Luisel the following year, at the age of 22. Anna Carolina Reston was a Brazilian fashion model who died at 21. Carola Scarpa was a Brazilian actress; she died at the age of 39. Susan Peters was an American actress and died at the age of 31. All these and other famous

and common people were good-looking and attractive, had career prospects and could live a long and happy life, but they are already dead.

So, what should we do to this deadly tendency? First, we should forget about the concept of “willpower” because if a person does not want something, they obviously do not need it. What is the point of doing what you do not want to do? The next step on the way to a happy life is the ability to see beauty in other people, to love and respect ourselves, no matter what size we are.

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## **DETERMINATION OF MOISTURE CONTENT IN A NAPHTHA PRODUCT**

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Naphtha is the most popular raw material. Goods which contain oil components are widely used in manufacture of household items and consumer goods, in medicine, cosmetology and practically in all spheres of human life. We live among naphtha, we sell naphtha, and we wear clothes from it.

Amount of water in naphtha influences its quality. So at high content of water in naphtha the technological duty is broken, pressure in devices increases, micro explosions begin, efficiency of a rectification column and heat exchange devices decreases and also the padding amount of heat is needed to heat naphtha.

The purpose of this work is to study the device which defines water content in the studied oil product.

Kulonometrichesky titration according to Karl Fischer is applied when determining trace amounts of moisture in the range is from 0.001% to 1%. The coulometric titrator of Fischer allows taking measurements in fluid, solid and gaseous exemplars. The method of kulonometrichesky titration is absolute, so periodic standardization of solution on Fischer's titrator is not required [1].

Definition of moisture is made in a cell which is filled with anode solution in which test of the analyzed substance is located. Anode solution (Karl Fisher reagent) consists of alcohol (ROH), the basis (B), oxide of sulfur (SO<sub>2</sub>) and an iodine (I<sub>2</sub>), also includes the cathodic part with cathodic solution (smaller volume) immersed in anode solution. These two zones are divided an ion - a permeable membrane. Titration is carried out by an iodine of I<sub>2</sub> which is formed in solution on the platinum anode when passing through it electric current. In

the presence of water an iodine oxidizes SO<sub>2</sub>, at this one mole of I<sub>2</sub> interacts about 1 mole of H<sub>2</sub>O. In other words, 2 mol of electrons react about 1 mole of water:



The equivalence point, as a rule, is defined by a bipotentiometric method. Couple of control platinum electrodes between which the direct current is started up are shipped in anode solution. In equivalence point bliz solution contains in the main I<sup>-</sup> and few I<sub>2</sub>. In a point of equivalence there is a surplus of I<sub>2</sub> that leads to sudden power failure between control electrodes and serves as a signal of the end of titration.

The boundary space charge which went for iodine selection is proportional to water content in an exemplar [2].

This method is very relevant with a high precision.

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## THE ROLE OF LEARNING ENGLISH FOR IT WORK

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Nowadays, communication between people plays a very important role. English becomes not just a convenient means of communication, but the must for establishing contacts between entrepreneurs, economists, IT - specialists, employees of large firms.

The problem of English speaking skills at a good level is especially relevant today. In the second half of last century, English began to play the role of an international language. It is spoken by people all over the world. But any industry has specific designations, terms, names, and they should not be interpreted in different ways. Especially in the IT sphere it is important to be able to understand and use all these details. Why is it important to be able to understand and use all these details in the IT sphere? A lot of programming languages are based on English words. This means that mastering a new programming language and learning how to deal with familiar ones more skillfully will be much easier if you are proficient in English. All specialized literature is written, first of all, in English. And not everything was translated

into Russian. Even less material is translated correctly, because some terms can't be translated.

Often difficulties arise in the work. Sometimes you want to find a solution to the problem in the World Wide Web, and it often happens that the necessary information in for example, Russian Internet, simply was not published. But in the English-speaking environment, you can find almost any necessary information, especially IT field. All the largest IT companies in the world are placed in the US (Google, Microsoft, ORACLE, Apple etc.) and even in their Russian branches, English predominates. If you speak the language, then you will be able to build a career in one of the world's largest IT corporations. Also, you can pass specialized certification in the field of information technologies and receive certificates of such companies as CISCO, Microsoft. This will improve your resume.

Programmers often work with foreign customers. Most often, all communications take place exclusively in English - and initial negotiations, drafting of the technical assignment, and its coordination, and interaction during the implementation of the project. Most of the master classes, seminars and webinars from the most famous programmers and managers in IT are conducted in English. That attending such events is extremely useful for professional and personal development.

In IT anyone else should always be aware of new trends, developments, concepts, etc. About 90% of the new information in the network appears in the English, speaking this language is not a privilege, it's a necessity.

The main problem around the person in ordinary life is lack of practice of English. You need independent practice, special language training. In the 21st century, using the Internet and other ways of finding information, it becomes easier to learn a foreign language, but this is increasingly necessary for every educated person. In IT English is now the most common language and I think that this will continue for a very long time.

## **ANGULAR 4 OVERVIEW**

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### Introduction

Angular is an open source Javascript framework that is used to develop single page applications (SPA) in HTML and Javascript and has been conceived as a mobile first approach. You can create Web applications from a simple chat to a whole social network using this framework.

There are only three major versions of Angular: 1, 2 and 4. The third version doesn't exist, as it can take place in many frameworks lifecycle. In this case the reason was the router package version mismatch, so it was decided to use monotonous version flow and name the next version as fourth.

The first version strongly differs from the second one, but the second and fourth ones are quite similar, that gives you an opportunity to upgrade your application to newer Angular version.

There are the following advantages of newer Angular versions:

- Fewer concepts
- Performance speed up
- Simplified code structure

### What's new in the fourth version of Angular

Angular 4 is extremely flexible in what it allows for data architecture [1]. A data strategy that works for one project doesn't necessarily work for another [1]. Angular has quite good documentation and big variety of online courses (for example, on the Pluralsight website).

Angular uses component-based programming and it also allows to declare special directives, services and templates. You need to use dependency injection (DI) to link your service with the component. In the same time, you don't need to understand all the DI principles to be able to use it, which is one more best thing in Angular.

Angular 4 has two improved code directives:

- ngFor – you can assign local variables right inside the cycle body
- ngIf – you can use “else” syntax to declare some actions, which will be executed if the condition is false

Angular 4 features:

- Angular 4 is faster and easier than Angular 2

- It supports latest the version of browsers and old browsers, including IE9+ and Android 4.1+
- It is a cross platform framework
- Code structure is very simplified, than the previous version of Angular
- Typescript 2.1 and 2.2 versions compatibility
- Source maps for templates

Talking about features, it's hardly to skip the last one. Source maps allow you to see and fix errors with your templates, that was much more difficult in previous Angular actions. There you needed to run your application to see if everything is fine. When the application crushed, you could figure out, that you have some errors with your templates. On the contrary, the component errors and issues can always be detected during the code compilation or smart code analysis, that's why you could see them immediately.

#### Conclusion

To sum up, Angular can be a little bit confusing for those who are still in the learning phase. But for experienced developers who have knowledge of version 2, then it will be very easy for them to use both 2 and 4 versions and they will find it very helpful. Moreover, the file analysis was improved (source maps for templates) along with web pages rendering speed.

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## **ANALYZING THE INFLUENCE OF MOUNTAIN TOURISM ON HUMAN HEALTH FROM ECOLOGICAL STANDPOINT**

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We have selected the topic concerned, because firstly it is of great interest for us as a student of agriculture according to our university specialization. Agriculture is known to study the questions connected with nature, and tourism provides people with the opportunity to obtain knowledge about natural resources, such as both plants and animals. Secondly, this topic is of great interest for us as a student of agro-chemistry, ecology and soil science according to our faculty specialization. Thirdly, ecology is known as the science studying the relationship between both nature and people, surrounding you [1].

Physical as well as human health has appeared to be one of the most essential human requirements. Health is known as the organism condition that enables it to fulfill all its functions, the absence of diseases connected either with the body or with the soul. Our modern life has been found to be very intense, for people have to both work and study a lot. The environment is contaminated by the wastes produced by industry, agriculture and transport. As a result people become cruel. They hurt and even betray each other. Therefore they often fall ill. That's why tourism ought to provide the opportunity to spend time outdoors, especially among the virgin nature.

The Russian Federation is evaluated as a huge country, occupying the area of 17 100 000 square kilometers. For this reason the country is rich in natural resources. It provides the opportunity to see many interesting sights.

The purpose of our article is to analyze the influence of tourism as our article subject on human health as the object. The first task is to view tourism from different positions. Firstly, it means a collective kind of sport. Sport means the people's activity organized according to some certain rules, that is to develop their physical as well as intellectual abilities, and also their preparation to these activity and inter-personal relationship.

Both mountain-climbing and skiing are known as famous kinds of sport. There are a lot of sights in Russia that allow people to become physically fit. For example, mountain resources are abundant in Russia. The second objective is to describe Russia's mountain resources that are suitable for tourism. Elbrus, Kazbek and Pushkin's peaks have been found to be among the highest. It has also been found that the highest mountain chains are the Urals, the Caucasus and the Crimean Mountains. «The Red Glade», «The Arches» and «The Dom Bay» can be evaluated as the most famous mountain-skiing resorts. Secondly, tourism is known to be the kind of activity, providing the factors that favor human health. The third task is to consider factors that influence human health when undertaking tourism activity. The first factor, favoring human health has been found to be the air. There is the relationship found between mountain height and air characteristics. One of our important theoretical statement is the higher are the mountains, the purer the air is, since these mountains are far from civilization. Thus the combination of breathing in fresh air and such physical activity as mountain-climbing contribute people's health. It is known that there is no dust, industrial fumes and exhaust gases in the mountain air. As a result the air density as well as pressure is lower in the mountains than in the plains. It provides people with positive emotions. Besides mountain-climbing can be both dangerous and hard. A person can either fall down or simply get tired to carry a heavy rucksack, walking for a long time

period. However it is more difficult for our muscles to climb up than down. Tourists help as well as rescuer each other.

Our theme is sometimes connected with the idea of dialectical thinking based on contradictions. For example, on the one hand, it is paradoxical, but oxygen is deficient in the mountain air. Our fourth objective is to consider the impact of tourism on human organism systems. The medical research demonstrates that lack of oxygen transfers the signals to our spinal bulb respiration center and then to muscles. A person begins to breathe in more often. Finally, a person's chest as well as lungs works more efficiently. However, on the one hand, it improves the lung ventilation, and therefore oxygen comes to our tissues faster. It favors blood circulation, as it results in new red cell emission. Mountain air treats a lot of diseases: nervous, cardiovascular, digestion system, locomotive system, and also upper airway damage, allergies, immune deficiency, spasmodic asthma.

However it is prohibited to climb too high in the mountains, for firstly too little oxygen can cause a person to faint. The second factor favoring human health is known to be solar radiation. Mountain air is transparent. Therefore solar radiation is intense in the mountains. On the one hand, it is good for health, because firstly, the skin becomes resistant to bright solar light. As a result, solar radiation treats dermatitis. But on the other hand, too bright sunlight results in eye damage. Our fifth task is to analyze the influence of tourism on human knowledge, in particular and cultural level, in general. Secondly, tourism denotes the recreational activity, which provides interesting information. For instance, mountains can be of various and very beautiful colors. Beauty perception results in intense adrenalin emission. It depends on the mountain rock composition. Dark blue mountains are rich in fluorine as well as manganese. Iron is abundant in red mountains. Marmolite epidote and malachite are sufficient in green mountains.

In conclusion the topic of our article is of great theoretical importance, because it contributes to not only ecology, but other sciences: chemistry, medicine, psychology and mineralogy.

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## BUILDING FORMATIONS IN GROUPS OF DRONES BY METHOD OF ROTATION

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According to some experts, unmanned aerial vehicles (UAVs) are the most promising direction of development of aviation. However, there is a need for an effective management system of a group of unmanned craft. The use of UAVs in groups can significantly extend their functionality. In this paper attention will be focused on such type UAVs as drones.

Task formulation for controlling a group of copters

Let there be a group of  $\mathbf{R}$  out of  $N$  drones  $r_i \in \mathbf{R} (i = \overline{1, N})$ . The status of each drone  $r_i \in \mathbf{R}$  is described by the vector-function of  $s_i(t) = [s_{i,1}(t), s_{i,2}(t), \dots, s_{i,k}(t)]^t$ . Status variables  $s_{i,h}(t)$  are coordinates  $x_i(t), y_i(t), z_i(t)$  of drone  $r_i \in \mathbf{R}$  in space, its current speed, acceleration, angles of roll  $\varphi_i(t)$ , pitch  $\theta_i(t)$ , and yaw  $\psi_i(t)$ , the remaining onboard supply of energy, etc. The mutual location of drones in the group is described by the following matrix:

$$D(t) = \begin{bmatrix} 0 & d_{1,2}(t) & d_{1,3}(t) & \cdots & d_{1,N}(t) \\ - & 0 & d_{2,3}(t) & \cdots & d_{2,N}(t) \\ - & - & 0 & \ddots & \vdots \\ - & - & - & 0 & d_{N-1,N}(t) \\ - & - & - & - & 0 \end{bmatrix},$$

where each element  $d_{i,j}(t)$  of the matrix  $\mathbf{D}(t)$  represents the distance between the drone  $r_i$  and  $r_j$  at the current time. For each drone  $r_i \in \mathbf{R}$ , information is available about its own status (i.e., spatial coordinates  $x_i(t)$ , velocity, acceleration, angles of roll, pitch and heading) and information about distances  $d_{i,j}(t) (i, j = \overline{1, N}, i \neq j)$  between drone  $r_i \in \mathbf{R}$ , and the other drones  $r_j \in \mathbf{R} (j = \overline{1, N}, j \neq i)$  in the formation

Each drone  $r_i \in \mathbf{R}$  has a control system and can change the coordinates  $x_i(t) = x_i(t), y_i(t), z_i(t)$  of its position in space depending on the input controls  $u_i(t)$ . The target formation of the group of drones is a set  $\mathbf{V}$  of target positions  $v_\mu \in \mathbf{V} (\mu = \overline{1, N})$  of individual drones.

Each target position of a drone  $v_\mu \in \mathbf{V}$  is characterized by  $p_\mu(x_\mu, y_\mu, z_\mu) (\mu = \overline{1, N})$ .

$$\mathbf{D}_f = \begin{bmatrix} 0 & d_{1,2} & d_{1,3} & \cdots & d_{1,N} \\ - & 0 & d_{2,3} & \cdots & d_{2,N} \\ - & - & 0 & \ddots & \vdots \\ - & - & - & 0 & d_{N-1,N} \\ - & - & - & - & 0 \end{bmatrix},$$

where each element  $d_{i,j}$  of matrix  $\mathbf{D}_f$  is a distance between the coordinate  $r_i$  and  $r_j$  of target positions  $v_i$  and  $v_j$  in the target formation. The task for the group of drones is to determine the sequence of controls (vector-function of controls)  $\mathbf{u}(t) = [u_1(t), u_2(t), \dots, u_N(t)]^T$ , the implementation of which would rearrange the group of drones from the initial position specified by the matrix of distances  $\mathbf{D}(t_0)$  into the target formation specified by matrix  $\mathbf{D}_f$  in minimum time.

### The algorithm for the solution of the target task

To solve the task formulated in the previous section, the following algorithm must be followed:

1. To draw up a matrix of all possible combinations of distribution of copters in the target positions. The number of possible combinations is  $n!$ , where  $n$  is the number of copters.
2. To determine what version of the sum of all movements of the copters in the group to their target positions is minimal.
3. By rotating the initial formation about one of the initial positions, to determine the angle at which the trajectories of the drones moving to the target position do not intersect with others.
4. To move the drones to the target position, when the desired angles are found.

### Conclusion

In this paper, we consider the problem of building the target formation of drones for those cases where the primary factor is the relative position of the group elements in relation to each other, not the absolute coordinates of their position in space. The proposed method can be applied to solve the tasks of building formations by a group of quadcopters and other mobile robots, when the robots of the group possess communication channels to exchange information among themselves (collective management strategy).

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## **THE MINIMUM WAGE**

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It's obvious that the main line of state policy is the social one. It includes various benefits for categories of citizens, including minimum wage (MW).

Minimum wage is established minimum wage per hour, day or month that an employer must pay to his or her employee and for which an employee can legally sell his or her labor. Nowadays, minimum wage affects the work of the most underpaid employees. For the first time such a method of regulation was proposed as a means of combating "diaphoretic" because, having market power, employers used their employees to the maximum for a small fee, that is, they established an "unjust" price for the labor of their employees. The roots of this method of solving the problem lie in the belief that the market is not able to establish independently a "fair" price for the work of the least able employees, since freedom is intoxicating employers and they begin to catch up to the maximum, despite the fair distribution of labor and pay for it. Therefore, the only way to solve this problem is administrative intervention in the form of MW. That is a change in the structure of wages and the redistribution of income. In this regard, MW is considered one of the ways to combat poverty.

A comparative analysis of the American states showed that the annual and average wage fund of companies, as well as the employment rate, grew faster in the states where the minimum wage is established. However, a study of the British market showed that prices are growing faster in sectors regulated by MW than in other sectors. Also, the Low Pay Commission survey showed that instead of cutting jobs, employers preferred to cut rates, working hours, increase prices and find opportunities to increase labor productivity.

Currently, the minimum wage in Russia is 7.800 rubles. In comparison with the previous periods we can observe a growth trend since MW increases every quarter.

It is necessary to touch upon such a notion as living wage. Living wage (LW) is cost estimate of basket of goods (the minimum set of goods and services needed to ensure life and human health), as well as mandatory payments and charges (taxes, utilities, etc.). At the first quarter of 2017, the cost of living was 9.909 rubles [2]. LW also tends to grow.

However, if we compare the data, we can see that the living wage exceeds the minimum wage. How is it possible that the average Russian's salary cannot afford him or her the minimum necessary for normal life?

We tried to find an answer to this question in federal laws of Russian Federation. In article 133 of Labor Code of Russian Federation the provision that the minimum wage may not be lower than the subsistence level is fixed. Article 421 of Labor Code of Russian Federation states that the process of raising the minimum wage to a specified level should be determined by a certain federal law, but at the same time, no relevant normative legal act has been adopted [1].

At the moment, there is no exact information when this provision will come into effect, but one thing is clear: the state plans to increase the minimum wage to the living wage.

On the basis of the above, it can be concluded that the minimum wage is a necessary step on the part of the government, which will increase the standard of living of the population. However, we believe that it is necessary to establish an imbalance between the minimum wage and the living wage as soon as possible. This will indicate a significant leap in social policy of Russia.

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## **"SMART BUILDING", AS A PART OF MODERN SOCIETY**

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Smartphones that we use every day are powerful tools. Each advancement in technology only improves their capabilities. The rapid development of smartphones has affected "smart buildings" as well. The use of integrated technological systems in "smart buildings" is one of the most significant trends in the field of digital innovations. [1]

A "smart building" is a building in which all engineering and information systems are integrated into a single management system. Such deep integration allows the implementation of scenarios of inter-system interaction - for example, the preparation of the building's heating system by the beginning of the working day, the control of the capacity of the ventilation system depending on the temperature, the number of people in the room and air quality, the automatic transition to an energy-saving regime in the absence of people in the building, etc... [2]

A "smart building" is no longer just beauty and comfort, although initially the idea of creation of such buildings included precisely these parameters, it is an imperceptible to the surrounding effective work of engineering equipment, which creates the ideal conditions for the life of the inhabitants of the building. Efficiency of work is achieved through a clear interaction of individual systems, their integration.

Advantages of a "smart building" systems' complex.

In general, the concept of a "smart building" is aimed at meeting the individual requirements of the customer in the management of the building. Complex control systems provide safety and comfort, offer information about the state of building systems in a convenient form, and ensure efficient use of equipment.

Heating.

"Smart buildings" go into a mode of reduced energy consumption, when there is no one in the house, and also at night. The sensors take into account the temperature on the street and give the command to warm up the house exactly as much as is necessary for the given time of the year. On average, one square meter of a "smart building" consumes about 15 kWh per year, which is four times lower than in a house with the lowest level of electricity consumption.

Lighting.

"Smart buildings" offer several options for reducing energy costs. You can put motion sensors in the rooms, due to which the light will automatically light up and go out when someone enters and exits.

You can also develop a special solution for lighting the staircase in the house - "smart staircase". The solution is carried out according to the principle of "running lights". On the staircase, there are two sensors: the first in front of the lower step, the second in front of the upper step. When you walk along it, the step behind the step lights up, and after you pass, the steps automatically go out.

Management of electrical appliances.

The advantage of "smart buildings" in the management of electrical appliances is that it completely closes the supply of electricity to non-functioning appliances. Thus, you both save, and do not wear out the technique. "Smart buildings" offer solutions that prevent classic situations like "forgot to turn off the iron, tap." A competent distribution of electrical load will save up to 65% of resources.

As a result, the decrease in operating costs and consumption of energy resources and water is available. To this end, smart-house management

systems are used in the west. Over time, all costs for installing a "smart building" system are compensated.

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## ARTIFICIAL INTELLIGENCE.

### A THREAT TO HUMANITY, OR THE NEXT GREAT STEP?

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“... you just can't differentiate between a robot  
and the very best of humans.”

— Isaac Asimov, I, Robot

Even nowadays, in the 21st century, when some people think of a sentient robot, they imagine it as something, that would want to destroy humankind. Partially, this is because of the Terminator franchise being so popular. But is artificial intelligence (or AI, for short) really such a bad thing? In this report, we will take a look back at the history of AI, and try to understand the pros and cons of creating a sentient machine.

The history of AI began in antiquity, with myths and legends of artificial beings gifted with intelligence or consciousness by master craftsmen. The idea of artificial intelligence is based on the assumption that the process of human thought can be mechanized. The study of mechanical reasoning has a long history. Chinese, Indian and Greek philosophers all developed structured methods of formal deduction in the first millennium BC. Mechanical men and artificial beings appear in Greek myths. In the Middle Ages, there were rumors of secret mystical or alchemical means of placing mind into matter [2].

In the 17th century, Leibniz, Thomas Hobbes and René Descartes explored the possibility that all rational thought could be made as systematic as algebra or geometry. Hobbes famously wrote in his “Leviathan”: "reason is nothing but reckoning". By the 19th century, ideas about artificial men and thinking machines were developed in fiction, as in Mary Shelley's Frankenstein or Karel Čapek's R.U.R. (Rossum's Universal Robots), where for the first time the idea of robots rising against mankind was shown. AI has continued to be an important element of science fiction into the present day.

In the 20th century, the study of mathematical logic provided the essential breakthrough that made artificial intelligence seem plausible. In the 1940s and 50s, a handful of scientists from a variety of fields (mathematics, psychology, engineering, economics and political science) began to discuss the possibility of creating an artificial brain [1]. It was at this time, that Isaac Asimov first created his “Three Laws of Robotics”, which became the main rules of robotic “behavior”.

- A robot may not injure a human being or, through inaction, allow a human being to come to harm.
- A robot must obey the orders given it by human beings except where such orders would conflict with the First Law.
- A robot must protect its own existence as long as such protection does not conflict with the First or Second Laws [3].

The field of artificial intelligence research was founded as an academic discipline in 1956. Since then, great improvements were made. Modern computers can play chess better than any human. Autopilots can fly, and even safely land airplanes. Modern robots can even have long-lasting dialogues with their human companions. It seems that in the following decade, intelligent robots shall become a part of our daily lives. More and more people are working to make robots see and feel the world just like us. And yet, many people still feel skeptical about gifting a machine with sentient knowledge.

People seem to fear that a sentient robot can consider himself better than any human, and therefore, try to get rid of us, as of a useless mess. But what are the odds of that, if any at all? In my opinion, if we were ever to create a sentient machine, we would create it, based on ourselves. Such a robot would have feelings, his own opinions, concerns and ideas. Just like a normal person. Therefore, we would have to treat it not as a pet, or a worker, who doesn't need any salary, but as our brother in mind. Of course, such a robot would have to go through an educational program, similar to our own and to be raised like a child, so that he (or it?) would develop a similar psychology to that of our own, and yet understand his (it's) difference from us. Perhaps, Asimov's laws might be of some use.

All this raises a simple question: why would humans even need such a companion? What are the advantages of having a self-aware robot, compared to the risks of it, having a mental breakdown of some sort? Well, first of all, considering that even today the computing power of some devices is far superior than that of our brain, this robot would be much better in calculating risks, and therefore, will make decisions much quicker. And, being freed of flesh, this robot would be able to work in conditions, that would be deadly to a

normal person. For example, in areas with high radioactivity, as a diver, working at extreme depths et cetera.

Another thing worth to mention, is that the conscience of a robot, being part of one's brain, could, theoretically, be transported onto something like a flash drive, and then put in another device. Imagine yourself being a robot, piloting a deep-diving submersible. Just, instead of climbing inside of it, you simply transfer your conscience in its' main computer. The same goes for space travel. No need for oxygen, and a complete control of the submarine, or spacecraft. Maybe, one day, we would even use such technology to transfer our own minds inside robotic copies of ourselves. The key to immortal life.

In conclusion, I would like to state, that, in my opinion, the creation of artificial intelligence would open many opportunities for humanity. From the depths of the ocean, to the endless light-years of the universe.

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## **WORKING PRACTICE AS AN ESSENTIAL COMPONENT OF TRAINING IN HOSPITALITY INDUSTRY**

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Working practice is an essential part of each higher educational course, and industry-based programs such as hospitality are not an exception. Part of students' experience includes practical experience and an understanding of how the industry operates in a professional setting. However, the limit of time and opportunities make working practice fail to meet the expectations of students providing hopefully only limited skills and credits in students' credit cards. That is one of the reasons (among others like lack of money, boredom, etc.) why students search for extra practice in their free time.

Previous researchers have suggested that in order to be successful in the hospitality industry, students need to obtain work experience in addition to completing their degrees. And the benefit of gaining such experience from the industry viewpoint is quite big because those students who graduate without extra experience may be inadequately prepared for the work and demands of the hospitality industry [1].

Moreover, when graduates apply for a job, work experience is the first thing that is inquired by employers and it's a big problem for those who did not have enough practice and failed to provide the employers with the necessary recommendations. Although industrial organizations value academic experiences and achievement, they expect young specialists to possess a solid and practical understanding of the industry: knowledge and skills developed through real-world or industry-based experiences [1].

One of the ways out of this situation is seemed to be popular experienced-based program "Work and Travel" when students can obtain the necessary qualifications during summer vocations. The participants of this program have a splendid opportunity to plunge into their future profession and get the full understanding of how it works. The managers of the program help students in getting temporary jobs in hotels in different countries. It gives future specialists in hospitality industry a chance to master their skills in such things as:

- hotel orienting that is the diversity in hotels organization (staff, rooms, equipment, inner rules, dress-code, etc.);
- meeting guests (variety of guests, their nationality and appropriate behavior with them, peculiarities in communication, etc.);
- self-organization (mastering your manners, speech, working habits, etc.).

However the majority of students believe their work experience contributions are more important towards their future than their education there shouldn't be any separation of education and practice in hospitality. Because knowledge and skills gained from theoretical education is obviously indispensable. That means that future employers' challenge of finding broad-minded, well-read, highly intellectual employees with adequate skills and good work.

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## **THE VINE ROBOT AND ITS APPLICATIONS**

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The vine robot is a robot that mimics ivy or grape vines and according to recent studies can grow thousands of times its original lengths at speeds faster than

the average person can run. The new soft, flexible robots could find wide application in tight situations, such as to slither through rubble or snake inside the human body.

Elliot Hawkes, a roboticist at the University of California, Santa Barbara, developed the original idea of a flexible robot after watching an English ivy plant.

Previously, scientists have designed robots that copy the way animals and other organisms move ranging from jointed legs and flapping wings to slithering bodies and undulating tails. Besides locomotion — the ability to move from one place to another — cells and organisms can navigate their environments through growth. For example, neurons branch outward to incorporate themselves into limbs, and roots grow downward into the soil to absorb water and nutrients. Some advantages of growth over locomotion include the ability to maneuver through narrow spaces and to form potentially useful 3D structures.

The mechanism through which the vine robot mimics the behaviors found in nature includes a control system that differentially inflates the body, which makes the robot turn right or left. For this, a software system was developed that based direction decisions on images coming in from a camera at the tip of the robot.

A primary advantage of soft robots is that they can be safer than hard, rigid robots not only because they are soft, but also because they are often lightweight. This is especially useful in situations where a robot could be moving in close quarters with a person. Another benefit, in the case of the vine robot, is that it is flexible and can follow complicated paths.

This, however, also poses some challenges. Controlling such a robot requires a precise model of its motion, which is difficult to establish for a soft robot. Rigid robots, by comparison, are much easier to model and control, but are unusable in many situations where flexibility or safety is necessary. In addition, using a camera to guide the robot to a target is a difficult problem because the camera imagery needs to be processed at the rate it is produced. Thus, significant amount of work is needed to design algorithms that both ran fast and produce results that are accurate enough for controlling the soft robot.

Until recently, robots that grow could extend only about one to five times their body length and at speeds of up to about 60 centimeters per hour. The latest prototype, however, can grow thousands of times its body length at speeds of up to 35.4 kilometers per hour. In comparison, the average man can run about 24 kilometers per hour for short periods. The newly developed robot is made of soft, flexible polyethylene, the most common plastic in the world. It grows from

its tip via internal air pressure, which pushes plastic tubing stored at its base up through the core of its body. The robot is initially about 28 cm long, but can rapidly reach a maximum length of about 72 meters. The body does not move as the tip extends. That is, the body of the robot could be held tightly in hands, while the tip would keep growing. The inside of the robot is divided into several separate chambers, typically with one on either side of the body. To make the robot turn left or right, one side more than the other is inflated. The robot is equipped with a camera on its tip, so it can sense light. The camera transmits data to the base of the robot via a cable running through the robot's body. The robot can use data from its camera to help it grow toward light, much like a plant would. The camera can also send full-color video to an operator to help them steer the robot. In experiments, the robots could grow through narrow gaps and over surfaces covered in glue or nails — the robots did not lose much air pressure when punctured, as the nails partially plugged their own holes. The robots could also pull cables, spray water mist to douse fires, and form 3D structures such as hooks that could be used to turn valves. In one experiment, one of the robots could apply enough force to lift a 70 kilograms crate.

One of the most significant applications for vine robots is in search-and-rescue operations, where the robots could grow through rubble and debris, searching for survivors. Unlike small-animal-inspired rescue robots, the body of the growing robot could act as a tube to pass oxygen or water to the trapped survivor. In a related application, firefighters can grow the robots to the base of a fire to deliver water, as opposed to having to spray from a distance or risk lives to get close to the flame.

These robots can also find use in minimally invasive surgery. The University of California team have successfully made robot bodies down to 1.8 millimeters diameter and are currently working with neurosurgeons.

Vine robots are currently handmade and are not yet ready to fight a fire, take part in rescue operations or perform an operation on a brain. However, active research is underway. New, more robust materials for the robot's body, such as rip-stop nylon and Kevlar, can expand the range of their application, and finding ways to automate manufacture of the robots so that dozens of them could cost almost nothing will potentially make them ubiquitous.

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## **DEVICE SOFTWARE DEVELOPMENT**

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I would like to tell you about device software development on the example of my summer internship in the Taganrog technological center. I have never had to deal with such tasks before. That is why, my method of device software development may be not optimal and uniquely correct.

I divided my work into several stages:

1. Familiarization with programmable devices.
2. Building a strategy for creating a software. Selection of development environment and of the program language.
3. Creation of the primary version of the program and its testing.
4. Creation of the final version of the program, which includes all the functions of the device, and its testing.

Stage 1. Familiarization with programmable devices.

We have to write a program for two sensors, the first of them is the High Accuracy Digital Type Dual-Axis Inclinometer. Inclinometer is a high precision dual-axis sensor, which can show us tilt angle and temperature. Second device is an Absolute encoder. The encoder has same functions as inclinometer, it shows tilt angle. Both devices use the RS485 interface and are connected via the CAM port.

Stage 2. Building a strategy for creating a software. Selection of development environment and of the program language.

Now we should choose development environment and programming language. Based on the existing programming skills, the Visual Studio was chosen as the development environment. As a programming language, we chose C#, because it can speed up our software development. It was a new language for me, that is why I spent few more days just to understand features that distinguish it from programming languages, which I already know.

Stage 3. Creation of the primary version of the program and its testing.

This is the most interesting and hard part of the development. Creation of the primary version took a week, may be more. This program version allows processing data from sensor and displaying it on the screen. The data contains 9 bytes of information, which we need. First 3 bytes are the X axis returned angle value in compact BCD code. Next 3 bytes - Y axis returned angle value, analysis method is similar to X axis. Last 3 bytes are internal temperature value. Testing

was carried out by connecting the device to the computer via USB by using adapters.

Stage 4. Creation of the final version of the program, which includes all the functions of the device, and its testing.

The final version of the software must include all the functions stated in the technical documentation and have a user-friendly interface. The completion of the program takes an average of a week.

First, an interface is formed. Then we add features and capabilities. The final version of the software includes the following functions:

1. Setting relative/absolute ZERO.
2. Setting communication rate.
3. Setting output mode.
4. Setting module address command.

All functions are implemented by exchanging data with the device; we send a request and receive a response from the sensor. This process is reflected in the status bar of the program. After completing the writing of the program, it once again undergoes full testing. By this, the creation of the device software is over. However, we have 2 devices and as we already know they have the same interface and type of setup. Therefore, to write the second program for the encoder, we take primary version of the inclinometer program. We change the order of data processing, interface and several more values and get the primary version of the encoder software. Further, we repeat the algorithm as in the previous program: testing, working out the final version of the program and testing again.

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## **ENGLISH IN THE FIELD OF INFORMATION TECHNOLOGY**

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Nowadays information technology is the fastest growing industry. Disputes conducted on the vastness of the global network confirm that knowledge of English is one of the key elements that make it possible to work in this field successfully. Most of programmers get higher education in English in English

speaking countries. It's impossible to enter such educational institutions if you don't know English. So, for example, if Indians want to get second higher education or alternative graduate degree, they must know the language.

If a person strives for more, tries to succeed, he cannot use the same knowledge that he has, he needs to exchange experience with colleagues around the world. People restrict their communication with talented people because of ignorance of the language. It is unreasonable to deprive oneself of ties with the world community.

Due to the fact that English is the language of international communication it is much more convenient for the developers to negotiate in English. And that the higher the level of their language, the less unresolved issues caused by the language barrier, people will have. The narrower the specialization the higher level of English the programmer should have. Whatever it is either development application or information security or network administration, each area has its special terms and a good specialist must use them fluently.

As the development of new technologies takes place all over the world, the publication of all technical literature is conducted in English. It is necessary to know the language at the proper level in order to use this knowledge in a timely manner, because this information may lose its relevance even earlier than it is translated into other languages. In addition, specialists do not have so much time to do translations of all published literature but translated data is sometimes of poor quality and not correct.

The programming language is not a one of human language. But programmers use variable names, function names, different comments in their code. Of course it should be understandable for everyone, and it is the most comfortable way to use English for this.

In consideration of software it is known that only the most popular and widespread items have their own localized versions. When programmers have a problem with setting up, using software, developing their projects, they firstly try to find a solution on the Internet, but if existing sources cannot help in solving the issue, people need to ask for help on forums. If the person is not confident in his English language skills he makes a very big mistake, asking only Russian-speaking specialists for advice, thereby automatically refusing from the possible help of the whole world. It is difficult to get a hint from somebody if you are waiting for the translation of the manuals. It will be more useful to work with English version, it allows not only to use author manuals and real menu but also improve foreign language.

Since the main offices of most of the world's largest IT corporations are located in the United States, the development of technologies around the world in their

branches is also conducted in English. You don't have to move to the USA to get an appointment in Microsoft, Intel or Google, for example, you can get it in Moscow and work with great specialists on the same project. Just learn English! Anyone who is seriously connected with information technology strives to get a certificate of passing specialized certification, hold in English. Such certificate from Microsoft, Oracle, Sun, Symantec or CompTIA is a real evidence of your high level in computer science. This, of course, will positively influence his reputation and significance in the company.

Knowledge of the language becomes a necessity for a specialist in the field of information technology. Ability to speak English opens wide opportunities. You can choose either to work in the best companies of the country, or to study abroad, you can even receive an offer to work in foreign firms or get a good pay rise or even a promotion. Boundless virtual world is welcoming you if you speak the language of business and computer technologies.

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## **STEALTH-TECHNOLOGY: PROS AND CONS**

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Stealth planes today are a real legend and have generated a set of myths. While stealth is still considered at the bleeding edge of aviation technology, from the very dawn of aviation. Aircraft designers have always sought to make fighters and bombers invisible to the enemy. During the First World War, German engineers set out to build the world's first invisible warplane. They replaced the canvas skin on experimental monoplanes with a translucent acetate film. Unfortunately for the designers, early tests revealed that the revolutionary material actually made the aircraft more as they reflected sunlight.

With the development of radar at the beginning of World War Two, the race was on to design a warplane that was undetectable by the new technology. British aircraft designers built De Havilland DH. 98 Mosquito plane whose frame was constructed of radar absorbing plywood. Germany's Horten Ho-229 was designed from the start to evade radar. Aware of the existence of the radical new aircraft at the war's end, American agents raced into the heart of Germany

to smuggle out the prototypes that later helped the United States develop its first top-secret stealth aircraft.

The official combat debut was America's F-117A Nighthawk stealth fighter. The aircraft featured angled surfaces that deflected radar energy away from the signal source. The wings and fuselage were also coated with special radar absorbent materials. The stealth also featured cowls fitted over the exhaust vents to diffuse heat that reduced the aircraft's infrared signature.

The second stealth warplane to enter service was the Northrop B-2 Spirit. Inspired by earlier 'flying wing' designs like the Nazi Ho-229, the rudderless, aircraft was designed to be virtually invisible to enemy air defenses.

The current America's F-22A Raptor fighter was also designed for stealth. Its combat missions included raids on ISIS in Syria. In 2015, The F-22 was joined by an even newer American stealth aircraft - the fifth generation multirole F-35 Lighting II. Other powers are also fielding their 5G stealth fighters that are expected to match the F-35 in capability. These include Russia's Sukhoi T-50 and China's J-31.

Stealth technology, also termed "low-observable" technology, is a set of techniques that render military vehicles, mostly aircraft, hard to observe.

This technology includes the following features: visual stealth - low visibility is desirable for all military aircraft and is essential for stealth aircraft; infrared stealth requires that aircraft parts and emissions, particularly the engines, be kept as cool as possible. Embedding jet engines inside the fuselage or wings is one basic design step toward infrared stealth; acoustic stealth - incorporates acoustic-stealth measures, including sound-absorbent linings inside its engine intake and exhaust cowlings; radar stealth - it is the use of reflected electromagnetic waves in the microwave part of the spectrum to detect targets or map landscapes.

As the radar can detect an aircraft at greater distances, the most significant aspect of stealth technology is the principle of eliminating radar reflections. This can be done by either absorbing radio waves or deflecting radio waves (shaping of the surfaces). The methods of deflection and absorption of waves complement each other in order to create a stealth aircraft. It is important to note that these methods reduce the visibility of the object to such an extent that it fails to appear on most radar screens.

Shaping involves designing the aircraft in such a way that the radio waves, instead of being reflected back along the same path are deflected and scattered in different directions. This is achieved by using sharply angled flat surfaces or special curved surfaces which conduct the radio wave along its surface and thus do not give back a reflection.

Special ferromagnetic covering of a fuselage is used for absorption of radiation of the radar. Radar-absorbent materials (RAM) are used especially on the edges of metal surfaces. They absorb radiated energy from a radar station into the coating and convert it to heat rather than reflect it back. Current technologies include dielectric composites and metal fibers.

With a counter-counter tech the following shortcomings of stealth technology become apparent: modern systems using the L-Band radar are said to be capable of detecting stealth aircraft; stealth aircraft have to hide their infrared signature; stealth aircraft are visible when they open their weapons bay doors to release their weapons; the radar absorbent coating is extremely fragile and needs to be replaced after being exposed to combat or harsh weather. In addition, absorption qualities of coating quickly deteriorate when it becomes dirty or damaged. Another crucial disadvantage is its extremely high manufacturing, operational and maintenance costs of stealth craft.

Despite the problems mentioned above, the stealth technology continues to be used in aircraft industry. This technology was first met skeptically by Russian experts; the newest aviation developments, though, show that the decrease in visibility is one of the top priorities of domestic military aircraft building.

As the stealth technology develops, the sixth generation craft will significantly differ from cars of the previous generations in that they will fully incorporate stealth technology overcoming at the same time its current drawbacks. The 6G vehicles will be able to fly at a supersonic speed, have excellent maneuverability and will be able to carry higher payloads.

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## **SOLAR-POWERED AIRCRAFT**

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The dream of flight powered only by the sun's energy or sunlight has long motivated both scientists and hobbyists. The most important advantage of solar-powered aircraft is that they are zero fuel vehicles propelled by solar energy. In theory, the length of the flight of an unmanned craft is only limited by the necessity to maintain the vehicle and can be months or even years. Solar

aircraft are also virtually noiseless compared to traditional airplanes because they use electric engines. In addition, designing solar vehicles requires intensive search of new materials for the lightweight frame and more efficient solar panels and batteries. Therefore, solar aircraft industry may become a driver for the growth of other related hi-tech industries. So, it is easy to see the appeal of a solar-powered aircraft.

Solar-powered aerodyne (heavier-than-air aircraft) - one which can be sustained in level flight in the atmosphere using solar energy impacting on its airframe as its energy source.

The first solar-powered aircraft was designed in the United Kingdom in 1978. Its first flight was a short hop that occurred at Lasham Airfield, Hampshire, on 19 December. The subsequent 1979 flight took place on 13 June and covered just under 0.75 mi (1.2 km). All flights were made on battery power that had been recharged on the ground from the installed solar cells.

A short time later, The Solar Challenger took off. It was a solar-powered electric aircraft designed by Paul MacCready's AeroVironment. It was powered entirely by the photovoltaic cells on its wing and stabilizer, without reserve batteries, and was the first such craft capable of long-distance flight. In 1981, it successfully completed a 163-mile (262 km) demonstration flight from France to England.

The crown of long scientists' and engineers' work is Solar Impulse 2. Most of the Solar Impulse wing and body are covered with more than 17,000 photovoltaic cells. Four batteries keep the plane's four engines operating for nighttime flight. The Solar Impulse 2 was in trip around the world that took 17 months and covered more than 42,000 kilometers. Bertrand Piccard and Andre Borschberg, pilots of the plane, completed their world tour flight on July 26, 2016.

To date, the capabilities of solar-powered aircraft are severely limited. However, as the technology develops and matures, the range of their application can become practically unlimited. For example, such planes can be used for carrying cameras or other sensors. In the stratosphere, they can sample gases near the ozone layer. They can also monitor forest fires or track hurricanes on the ground. The images taken by aerial vehicles are better than those made satellites with less cost to create.

For the military, solar airplanes can help with reconnaissance. Like spy planes, they can fly high, which makes them unnoticeable. But whereas spy planes must fly over and return, solar airplanes are virtually unblinking eyes. They can take uninterrupted photos or videos for years. For law enforcement, solar aircraft will be good for border and port patrol.

Let us now look at the basic principle underlying the work of solar aircraft. A certain surface of wings or other parts of the airplane (tail, fuselage etc.) are covered by solar cells connected in a certain configuration. During the day, depending on the sun irradiance and the inclination of the rays, the cells convert light into electrical energy. A converter, called Maximum Power Point Tracker, ensures that the maximum amount of power is obtained from the solar panels. This power is used firstly to power the propulsion group and the onboard electronics, and secondly to charge the battery with surplus of energy. During the night, as no more power comes from the solar panels, only the battery supplies the various elements.

Despite many advantages, solar aircraft have a number of imperfections. Firstly, foul weather or low cloud can cut out almost all sunlight. Secondly, night flight in the wrong direction can end up never seeing sunlight at all. Thirdly, during winter, the planes struggle to stay up, with days being short and nights long. Because the sun is close to the horizon and the solar aircraft usually point straight up, with the plane struggling to collect enough sunlight to stay aloft. In addition, these planes are not heavy lifters; the strongest built to date can carry one pilot. Furthermore, today these type of aircraft are too light and fragile to take off in strong wind and fly in turbulence.

As we have shown, despite recent success in building prototypes, mass-produced reliable and economically viable solar-powered aircraft remain mainly a thing of the future. However, the boom in production of electrically powered cars that we have seen lately, as well as general tendency to favor green engineering decisions lets us hope that the moment when solar vehicles will displace traditional fuel-powered aircraft is not so far ahead.

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## **TO THE QUESTION OF ESP IMPORTANCE IN PROGRAMMING**

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Good specialist in any sphere should know at least one foreign language, preferably English, but especially for IT-specialists it is the most necessary.

Way of denial of this fact leads to stagnation. Progress is made by people, exchanging their knowledge among people all over the world. These people are ahead of you and most of their colleagues in their main sphere of activity. But there are a lot of reasons to learn English. We will consider the most important of them.

Technical documentation

Firstly, we must think about documentation. If you face difficulties in your job, you quickly figure out that most of answers you need exist in technical documentation. But every technical document for every programming language is written in English. This is done because of any person from anywhere in the world must understand what is written there.

Translation is a very long process so when the book becomes public, it will no longer be relevant: the next version of the language will be released; new documentation will be released.

Searching for Help across the web

When documentation is no good, we decide to look for the solution in the Internet.

A lot of students and young programmers make a mistake, formulating their requests in Russian. Acting like this they deprive themselves from most of the available articles useful for the solution of the problem. They are searching among people who communicate in Russian, while the whole world communicates in English.

Programmer community speaks English. A lot of programmers publish their articles in English. And very few of them are translated into Russian. For this there is neither the means nor the desire.

Professional literature

Programmers from all over the world communicate in English. Therefore, they also read books in the same language. Such text will be understood by everyone at once, and it will greatly facilitate communication and multiply knowledge.

Of course, some of this literature is translated into Russian. But at the time of the release, the translations lose their relevance.

Foreign customers and work abroad

Knowledge of English can give you an opportunity to live and work anywhere in the world.

The international labor market is huge and constantly needs new workers. In the future, this trend will only intensify. And only those who know English can be admitted there.

If a person seriously expects to evolve as a professional, and plans to build a career as a successful programmer, he or she can't do nothing without knowledge of English.

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## **VALUES AND PERSPECTIVES OF LIFELONG LEARNING**

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For a long period of time education was the imparting and acquiring of knowledge through teaching and learning at a school or a similar institution, and a professional was prepared for his long working life just through several years at high school. Despite the increased duration of primary, secondary and university education (14-18 years depending on the country), the knowledge and skills acquired there are usually not sufficient for a professional career spanning three or four decades. Today 'schooling' is only one type of learning and it is not enough for actualizing one's full potential as a professional or personality.

It is undeniable that the existing system can't solve problems of social, economic, political, moral-educational character effectively on behalf of the person, the state and a society. The speed of modern life with its bulks of information and the acceleration of scientific and technological progress determine the lifelong need for upgrading, updating and relearning. The urgency for greater effectiveness in current conditions in the marketplace requires professionals to renew their knowledge and competence continuously. According to a recent research, adult learners are the fastest growing worldwide segment of the population pursuing relearning. The reason behind

this trend is the fact that many professionals are beginning to realise that to remain competitive in the ever-changing world of business they need to stay current and updated.

“Lifelong learning (LLL) is about acquiring skills that enable us to survive. This may sound a bit dramatic, but it is about learning to help us through our daily lives”. LLL can be defined as the “capacity to respond flexibly to changing circumstances, to learn throughout a career, and ...to deal capably with previously unmet situations”, or “life - wide, voluntary and self-motivated pursuit of knowledge for either personal or professional reasons” [1]. Lifelong learning is the concept that “It's never too soon or too late for learning”, a philosophy that has taken root in a whole host of different organisations.

In 2016, UIL’s (UNESCO Institute for Lifelong Learning) work focused on the achievement of Sustainable Development Goal and its related targets, as set out in the 2030 Agenda for Sustainable Development and the Education 2030 Framework for Action. UIL’s efforts to advance this agenda in 2016 included the production of the 3rd Global Report on Adult Learning and Education, which focused on the impact of adult learning and education on health and well-being; employment and the labour market; and social, civic and community life. Another key contributor to this agenda was the Recommendation on Adult Learning and Education 2015, published by UNESCO in 2016, which replaced the 1976 Recommendation on the Development of Adult Education [2].

In recent years in Russia special attention is being given to establishing the system of lifelong learning. The former president of the Russian Federation D. Medvedev on Krasnoyarsk Economic Forum on February, 15th, 2008 has announced: “The system of LLL accessible to each person should become the main result of our work. Education that develops throughout all life of our people.” [3].

It is clear from these observations that the only way to move forward with career is to continue educating yourself throughout your career. This will help to remain equipped with valuable tools and information, and it will help to achieve the career development. Lifelong learning can help to remain ahead of the competition so it’s important to make the effort to update one’s skills competences as often as possible. It becomes particularly important with industries that are constantly evolving, so lifelong learning plays a vitally important role not only in the pursuit of personal and professional upgrading but also in national competitiveness and development.

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## **COMPARING AND EVALUATING POTATO VARIETIES IN THE URALIAN REGION EXPERIMENTAL PLOT**

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We have picked up this topic, because firstly, we study at an agrarian university. Secondly, I learn at the agronomy, biotechnology and soil science faculty. Agronomy is known to be connected with many sciences, such as crop-breeding, genetics, biochemistry, seed-breeding, biotechnology and other sciences. There are many scientists of both present and past who has made a great contribution to our research. The example of the former is known to be Lorch, who was engaged in breeding potatoes. Having conducted a comparative studying of potatoes, he developed his own method of breeding work. The example of the latter is Shanina. She is considered to be a creator of potato varieties in the Uralian region.

Potatoes are viewed as the universal use crop [1]. They grow under various environmental conditions. Potatoes have been found to grow below and above sea level, under cold conditions and in a hot desert. Potatoes contain an optimal amount of both organic and mineral substances that are necessary for a human. Potato tubers are used for food, feed and industrial purposes. Potatoes are used as a raw material for alcohol, starch, dextrin, glucose industry. Potatoes are used as a medicine. For example, they are applied as a drug in case of insufficient blood formation, atherosclerosis, and hepatic insufficiency. Potato tubers are rich in tuberoses that are capable of destroying the tubercle Bacillus. Antibiotic solanine is able to suppress the fungi activity.

Potatoes have been found to be a good proceeding crop. For example, it appeared to be a good predecessor for wheat, barley, maize, sugar beets,

millets and other field crops. All these explain the proverb about potatoes being the second bread for people.

Potato yields depend on many factors, such as variety, basis, planting dates, favorable climatic conditions and a planting scheme. Potatoes are known to be the crop for which the right variety selection is of great practical value. We know potato varieties to differ in their biological and economic characteristics. They form any technology basis.

Potato varieties are to have a stable manifestation of the main signs under all growing conditions, that are resistant to both biotic and abiotic stresses.

The investigation purpose is to select the most promising potato varieties for various purposes. The first task is to set the onset time for plant development individual phases. The second objective is to make a visual account of diseases. The third task is to analyze the inventory productivity. The third objective is to determine the potato tuber biochemical composition. The fourth task is to evaluate both dining and culinary characteristics of potato varieties. The fifth objective is to estimate the potato varieties for the test nursery.

Our investigation was conducted on an experimental plot located at the Uralian Scientific Research Institute of Agriculture in 2015. the vegetation period was characterized by both excessive moisture and low air temperature.

The potato varieties examined were cultivated on some certain types of soil, such as sod-podzolic medium loam as well as medium acidic ones. These types of soil are characterized by different degree of nutrient availability. These kinds of soil are low in nitrogen. Phosphorus is abundant in this soil. And the potassium amount is increased as well.

The experimental plot as the subject influences potato varieties as the object in our investigation. The varieties concerned are subdivided into early ones, such as Kamensky, Shukovsky, Meteor as well as medium early ones, for instance, Nevsky, Irbitsky and Kuznetchanka.

As a result, potato variety «Meteor» was characterized by the highest yields among the others early potato varieties, due to the great number of tubers in a bush. Potato variety «Irbitsky » has the highest yields among the medium early potato varieties. Its tuber weight constitutes from as little as 16 to as much as 51 grams, that is much heavier than all other varieties. Potato variety «Kamensky» possesses higher degree content of both vitamin C and protein among the early varieties. Potato variety «Nevsky» is characterized by a higher both starch and protein content among the medium early varieties. Potato varieties «Kamensky» and «Irbitsky» has a higher content of sugar and vitamin C. Therefore potato varieties «Kamensky» and «Irbitsky» have been found to be best in taste.

Our investigation hypothesis was both production net profit and efficiency depend on different variety tuber yields. As a result it has been confirmed.

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## **BELL'S THEOREM AND QUANTUM NOT LOCALITY**

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The 21st century is a century of information technologies and new tremendous discoveries which are made constantly around us. And all of us have a unique opportunity not only to study these opening, but also to learn from them something that in a root it is capable to turn our human outlook and perception and to bring it to qualitatively new level.

One of the most interesting scientific areas in which there are these discoveries – quantum mechanics. Often they have not only scientific, but also philosophical character. Such things as corpuscular and wave dualism, quantum superposition, Einstein– Podolsk – Rosen's paradox, quantum complexity and other riddles of quantum physics seem very ambiguous and mysterious. As the outstanding American physicist Richard Feynman has told: "I think that I can safely claim: nobody understands quantum mechanics". Many scientists tried to overcome these paradoxes and contradictions, and results of their further researches were even more surprising, than paradoxes. Especially it is necessary to allocate the physicist John Bella and his well-known theorem which in due time has turned minds of many scientists.

Everything has begun with the fact that in the attempts to explain strangenesses of quantum mechanics, scientists have created the so-called theory of the hidden parameters. These are hypothetical internal parameters of system (particle) which values can't be measured experimentally. The hidden parameters define values of other parameters counted by means of wave function. The theory of the hidden parameters claims that the impossibility of obtaining full information on a condition of a particle is connected with a lack of our knowledge.

The ratio of uncertainty claims that it is impossible to measure at the same time two not switching (untied) sizes, for example, the coordinate and an impulse of a particle. There is a question whether the particle had initially properties characterized by these sizes, or they have appeared only as a result of measurement? From the point of view of local realism all objects of a research have "objectively existing" values of parameters, irrespective of the taken measurements. Einstein adhered to this point of view. He believed that though properties are inherent in an object initially, they are hidden from our knowledge (the hidden parameters). Niels Bohr considered that the properties characterized by physical quantities appear as a result of measurement. It doesn't make sense to speak about them out of the act of measurement. Bell has shown that the experiment which results will be absolutely various depending on whether the probabilistic description for each particle is fair can establish the truth, or it is property of collective of particles. In the latter case it is supposed that each separately taken particle from the moment of the birth has certain values of all physical parameters. At different particles these parameters are various. Unimaginably there is a lot of particles therefore the experimenter can't learn a set of parameters for each particle (classical ensemble – accident). Therefore these parameters also are hidden. If this is so, then certain inequality which have received the name of John Bell have to be carried out. The proof of this situation also carries the name of the Bell's theorem. Bell's inequality is nowadays main argument in a dispute between supporters of local realism and quantum not locality.

Finally to check experimentally the Bell's theorem it has turned out only not so long ago: several experiments which with big reliability allow us to tell that the principle of quantum mechanics which claims that electrons have no characteristics until they aren't observed by means of the detector was confirmed have been made. Up to this point particles exist in several states at the same time. But there is more to come. At the moment when the condition of one particle is measured, the condition of other particle confused with it also changes, and instantly, kind of far they weren't from each other. Thus, there are no isolated systems; each particle of the Universe is in "instant" (exceeding velocity of light) communications with all other particles. All System even if her parts are divided by huge distances, functions as Uniform System.

Someone can tell that it would be wrong to extrapolate results from electrons to other objects, but it is possible to take them into consideration and to think that, perhaps, between everything that is in the Universe, there is a certain deep communication which is still not subject to our perception. And this

thought begins to bring slowly us for a framework of our stereotypes and our outlook, opening the road to the future which already somewhere nearby.

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## **WHAT IS MEMS TECHNOLOGY?**

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Micro-Electro-Mechanical Systems, or MEMS, is a technology that in its most general form can be defined as miniaturized mechanical and electro-mechanical elements (i.e., devices and structures) that are made using the techniques of microfabrication. The critical physical dimensions of MEMS devices can vary from well below one micron on the lower end of the dimensional spectrum, all the way to several millimeters. Likewise, the types of MEMS devices can vary from relatively simple structures having no moving elements, to extremely complex electromechanical systems with multiple moving elements under the control of integrated microelectronics. The one main criterion of MEMS is that there are at least some elements having some sort of mechanical functionality whether or not these elements can move. The term used to define MEMS varies in different parts of the world. In the United States they are predominantly called MEMS, while in some other parts of the world they are called “Microsystems Technology” or “micromachined devices” [1].

Over the past several decades MEMS researchers and developers have demonstrated an extremely large number of microsensors for almost every possible sensing modality including temperature, pressure, inertial forces, chemical species, magnetic fields, radiation, etc. Remarkably, many of these micromachined sensors have demonstrated performances exceeding those of their macroscale counterparts. That is, the micromachined version of, for example, a pressure transducer, usually outperforms a pressure sensor made using the most precise macroscale level machining techniques. The performance of MEMS devices is exceptional, as well as their method of production leverages with the same batch fabrication techniques used in the integrated circuit industry, which can translate into low per-device production

costs. Consequently, it is possible to not only achieve stellar device performance, but to do so at a relatively low cost level.

In MEMS devices, a three-dimensional spatial structure is formed on the substrate and mechanical blocks are formed within that structure. A system is then created by fabricating electrical circuits that drive those mechanical blocks on the same substrate. This technology is targeted at devices that range in size from mm down to microns, and involve precision mechanical components that can be manufactured using semiconductor manufacturing technologies. These devices can replace bulky sensors and actuators with micron-scale equivalents. This reduces cost, bulk, weight and power consumption while increasing performance, production volume and functionality.

MEMS are chip-level devices that can sense or control the physical environment created using microfabrication technology. While the electronics are fabricated using integrated circuit (IC) process sequences (e.g., CMOS, Bipolar, or BICMOS processes), the micromechanical components are fabricated using compatible “micromachining” processes that selectively etch away parts of the silicon wafer or add new structural layers to form the mechanical and electromechanical devices. MEMS promises to revolutionize nearly every product category by bringing together silicon-based microelectronics with micromachining technology, thereby, making possible the realization of complete systems-on-a-chip. MEMS is truly an enabling technology allowing the development of smart products by augmenting the computational ability of microelectronics with the perception and control capabilities of microsensors and microactuators. MEMS is also an extremely diverse and fertile technology, both in the applications it is expected to be used, as well as in how the devices are designed and manufactured. MEMS technology makes possible the integration of microelectronics with active perception and control functions, thereby, greatly expanding the design and application space.

Microelectronic integrated circuits (ICs) can be thought of as the “brains” of systems and MEMS augments this decision-making capability with “eyes” and “arms”, to allow microsystems to sense and control the environment. In its most basic form, the sensors gather information from the environment through measuring mechanical, thermal, biological, chemical, optical, and magnetic phenomena; the electronics process the information derived from the sensors and through some decision making capability direct the actuators to respond by moving, positioning, regulating, pumping, and filtering, thereby, controlling the environment for some desired outcome or purpose. Since MEMS devices are manufactured using batch fabrication techniques, similar to ICs, unprecedented

levels of functionality, reliability, and sophistication can be placed on a small silicon chip at a relatively low cost [2].

As a breakthrough technology, allowing unparalleled synergy between hitherto unrelated fields of endeavor such as biology and microelectronics, many new MEMS applications will emerge, expanding beyond that which is currently identified or known.

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## **PRINCIPLE OF OPERATION OF DISTILLATION WORK**

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In this article represented by a schematic representation of a distillation column - a chemical reactor, in which oil is processed and gasoline is extracted from a gasoline toluene mixture. The task of automation of the technological process is determined and the initial mathematical model [1, from 98] of oil distillation is compiled.

The procedure occurs in the interaction of vapor and liquid streams having different structure and temperatures: the liquid entering the process has a lower temperature than steam.

In the case of periodic distillation, the mixture is separated into various constituents or fractions by sequential selection of these components with varying process parameters during the process. The schematic diagram of the distillation column is shown in Figure 1.

Fig.1.1 Principle scheme of oil distillation.

Distillation according to the given scheme allows to receive two or more products under stationary process conditions simultaneously. The distillation process is carried out in apparatuses-distillation columns.

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## **THE CONCEPT OF CONTRACT IN SCIENTIFIC AND PHILOSOPHICAL INTERPRETATION**

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The concept of contract is food for thought in Philosophy and Juridical Science. At the first sight it can seem that contract is just an agreement between people about something. But actually the concept of contract has many aspects that need our attention. They found expression in opinions of famous philosophers. Aristotle considered contract like the source of law and pondered over correlation between contract and law. He explained that contract was private and partial law, and contracts did not enforce law, and laws gave power to treaties that corresponded to law. And at all law itself was a kind of contract, so that if a person didn't trust the contract or abrogate it, he/she broke the law too. Most people voluntary communications were based on contractual principles, so that the destruction of the contract force destroyed the possibility of people communication [1]. Contract really can be considered like a source of law because it generates, changes or puts an end to mutual rights and obligations between parties. It is recognized in Juridical Science. And the philosopher correctly noticed that communications that are based on the contract cease after its dissolving. Therewith we should stress that volitional component is important in contract relationships because desire of the parties makes the contract a true one.

Thomas Hobbes believed that the third natural law consisted in people obligation to carry out agreements that were concluded by them. Without it agreements did not matter and were empty sounds. And if the right of all to all remained, people continued to be at war [2]. Of course, breach of the contract casts doubt on the meaning of its concluding. And according to Hobbes' estimation, we can say that the contract makes a certain balance of relationships in the society whose members are only interested in their own benefits. So how Hobbes comprehended state of war like people's fighting for their own aims in this situation.

We can find similar meaning in I. Kant's phrase that no peace contract should be considered as such, if the base of new war secretly remains [3]. In this situation we can purport «peace contract» like parties' agreement about something that is value for both. Then if we use Kant's opportunity like a model, it turns out that the contract contains point that can turn situation in favor of one of the parties. This is «the base of new war» because other party would

start new argument, defending his/her interests. And we come back to T. Hobbes' opinion that the war is fighting for one's own benefits. It's true that interests are our general purposes. And everybody expects and aims to get the most good. But we should take into account other people interests because the contract relationships are based on conscientiousness. That's why, according to civil law, deviation from this foundation provide amenability.

So the concept of contract contains many aspects that are expressed in opinions of great philosophers. And this attitudes mean corresponds to scientific and legal information. We found out that the contract forms kind of source of law, making rights and obligations between parties. The contract is closely related to will. And in addition the contract can make a certain balance of relationships in society, if the parties take action, basing on conscientiousness foundation. But excesses are not exception.

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## **A HISTORY OF HYPERSONIC FLIGHTS**

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Hypersonic flight is flight through the atmosphere below about 90 km at speeds above Mach 5, a speed where dissociation of air begins to become significant and high heat loads exist.

The history of hypersonic flights started in June 1944 when the V-2 rocket launched by Nazi Germany and later used by the United States in its early rocketry work, was the first manufactured object to achieve hypersonic flight. In February 1949, its upper stage reached a maximum speed of Mach 5 (3,836 miles per hour; 6138 kilometers per hour). The vehicle, however, burned on atmospheric re-entry, and only charred remnants were found. In April 1961, Russian Major Yuri Gagarin became the first human to travel at hypersonic speed, during the world's first piloted orbital flight. Soon after, in May 1961, Alan Shepard became the first American and second person to make hypersonic flight. In November, 1961, Air Force Major Robert White flew the X-15 research airplane at speeds over Mach 6.

Let us now turn to a hypersonic speed and explain it as a physical phenomenon. In aerodynamics, a hypersonic speed is one that is highly supersonic. Since the 1970s, the term has generally been assumed to refer to speeds of Mach 5 and above. The precise Mach number at which a craft can be said to be flying at hypersonic speed varies, since individual physical changes in the airflow (like molecular dissociation and ionization) occur at different speeds; these effects collectively become important around Mach 5. The hypersonic regime is often alternatively defined as speeds where ramjets do not produce net thrust at all. To reach the speed of 6000 kph aircraft designers use special engines in their craft – scramjets. A scramjet (supersonic combustor ramjet) is a variant of a ramjet airbreathing jet engine in which combustion takes place in supersonic airflow. As in ramjets, a scramjet relies on high vehicle speed to forcefully compress the incoming air before combustion. While a ramjet decelerates the air to subsonic velocities before combustion, the airflow in a scramjet is supersonic throughout the entire engine. This allows the scramjet to operate efficiently at extremely high speeds.

While the definition of hypersonic flow can be quite vague and is generally debatable, a hypersonic flow may be characterized by certain physical phenomena that can no longer be analytically discounted as in supersonic flow. The peculiarity in hypersonic flows are as follows:

1. Small shock stand-off distance. As a body's Mach number increases, the density behind a bow shock generated by the body also increases, which corresponds to a decrease in volume behind the shock due to conservation of mass. Consequently, the distance between the bow shock and the body decreases at higher Mach numbers.
2. Entropy layer. As Mach numbers increase, the entropy change across the shock also increases, which results in a strong entropy gradient and highly vortical flow that mixes with the boundary layer.
3. Viscous interaction. A portion of the large kinetic energy associated with flow at high Mach numbers transforms into internal energy in the fluid due to viscous effects.
4. High-temperature flow. High temperatures due to a manifestation of viscous dissipation cause non-equilibrium chemical flow properties such as vibrational excitation, dissociation and ionization of molecules resulting in convective and radiative heat-flux.

Having looked at theory, let us return to the history of actual hypersonic flights, more precisely to the SR-71 and X-15 craft. The former is a long-range, Mach 3+ strategic reconnaissance aircraft that was operated by the United States Air Force. It has held the world record for the fastest air-breathing manned aircraft

since 1976. The SR-71 Blackbird was designed for flight at over Mach 3 with a flight crew of two in tandem cockpits. The maximum flight speed of the craft was limited by the temperature of the air entering the engine compressor, which was not certified for temperatures above 800°F (427 °C). SR-71 “Blackbird” started an era of high-speed aircrafts.

The other manned aircraft, North American X-15, was a hypersonic rocket-powered aircraft operated by the United States Air Force and the National Aeronautics and Space Administration as part of the X-plane series of experimental aircraft. The X-15 set speed and altitude records in the 1960s, reaching the edge of outer space and returning with valuable data were used in subsequent aircraft and spacecraft design. The X-15's official world record for the highest speed set in October 1967 when William J. Knight flew Mach 6.72 at a speed of 4,520 miles per hour (7,274 km/h), has remained unchallenged as of September 2017.

Today, there are no manned aircraft in operation flying the speeds of Mach 5. However, fundamental research continues and a number of projects to design hypersonic aircraft of both civil and military application are at various stages of their implementation and degrees of success. Producing any sort of hypersonic vehicle is a long-term project that will take a lot of time, effort and significant amounts of money, but the benefits of hypersonic transportation prompt that such projects are well worth investing into.

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## **PRELUDE TO MODERN PROGRAMMING**

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At dawn of electronic computers, starting from the late 1940s, there was not much a person could do to control a computer. The machines of that era were, admittedly, much simpler in design than modern nanochip-rigged pocket monsters we use every day, but they still were extremely complicated and

required extensive training to operate, since computers had a rather difficult and convoluted form of control – punched cards.

Punched cards were small, plastic or cardboard strips that, as the name suggests, had holes punched through them in the right places. Those holes, read by the computer, were transferred into binary data that the computer would use to perform calculations on, or even accept new commands from. This method is very impractical, however, since punched cards are physical objects that are very limited in size and susceptible to damage – it's hard to record even a few bytes of information on one, and should one be damaged – or simply punched in the wrong place – all the data on it would be ruined. Besides, even an indestructible punched card set would still be slow to operate, with constant need to change one card for another.

This situation, along with growing speed and power of computers, asked for a change in the way computers were operated.

That's when Assembly Languages – the first real programming languages – come into play. First commonly dated to 1947, Assembly would be the first major innovation on the way to modern programming. Instead of using machine codes to give commands to a computer, it would use mnemonic directives that can be easily understood and remembered by a human. Those directives then could be converted into machine instructions that a computer can understand with an assembler.

Still the process of controlling the machine could be simplified, though. Assembly is a low-level language, which means it works directly with raw memory – this can be done automatically, however, and just the thing for that has been engineered in 1954 in IBM by a team of scientists led by John W. Backus. Fortran, the first successful attempt at creating a high-level programming language, allows writing pure logic code with only the tasks to be completed – everything memory related would be done under the hood thanks to a compiler that would convert high-level Fortran code into Assembly commands. This principle is used in all modern programming languages. Assembly is, of course, still used to this day for a number of reasons, but the bulk of programming is done in comfort of a high-level development environment.

Of course, programming didn't stop evolving then. To this day, people innovate and combine technologies to improve the experience of controlling a computer. However, it involves many subtle key differences relevant to only the professionals in the field. And the progress, although faster than in the dawn of the field, is much less steep and exciting. Old ways to write programs can already be considered history, but it doesn't lessen the ingenuity of people who

made, perhaps, the biggest steps to what we now know and cherish as modern programming.

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## **ANALYZING THE MICROSCOPIC FUNGI SPREAD IN DIFFERENT SOIL TYPES WITH MUCOR AND ASPERGILLUS AS EXAMPLES**

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Our theme is promising as, firstly it deals with several sciences: soil science, soil geography, microbiology, agronomy and merchandising. The problems of soil science were studied by B. A. Tomilin. The problems of soil geography were studied by T. P. Sizova. The questions of microbiology were studied by P. Mikely. The problems of agronomy have been learnt by Vavilov N.I. The problems of merchandising were studied Korolkov A.P. Secondly, food is an important human need. Feed is a necessary livestock requirement. Soil is referred to as the medium where both food and forage plants grow. Soil appears to be a valuable medium for fungi reproduction, as it is known as a three-phase system, having very firm surface that is located near gaseous and liquid phases.

Microscopic fungi pollute the soil by means of toxins [1]. They are known as the low micro-organisms having no chlorophyll. Food as well as feed must be suitable for consumption. People eat poisonous animal products. As a result, they can fall ill and even die. Polluted soil produces poisonous plants. Soil toxins decrease the yields. So our research problem is it is hard to germinate seeds because of soil toxins. Besides, polluted soil becomes infertile. Thirdly, fungi produce aflatoxins both B<sub>1</sub> and G<sub>1</sub>. Aflatoxins are referred to as the fungi metabolism products that exist after the fungi have decayed. They affect the liver negatively. Gene mutations result from aflatoxins. Aflatoxins prevent the protein from synthesis. A protein is compared with the main organism building material.

Microscopic fungi as the subject influence different soil types as the object. Microscopic fungi are known to be the organisms of tiny size, existing in the micro-environment. We have carried the investigation out at the chair of microbiology and immunology. The first theoretical regulation is the more molds are there in a living organism, the stronger their effect is. The second theoretical regulation is the higher is the content of soil compounds suitable for microscopic fungi, the more fungi dwell there.

Our aim is to develop the recommendations for agronomists and agro-chemists on increasing yields and soil fertility. The first task is to calculate the approximate number of colonies in the soil after their cultivation in the nutrient medium. We have applied Koch method. The second task is to determine the soil moisture. The third task is to systematize the fungi on spreading in different soil types.

We used the Koch method to calculate the microscopic fungi. Firstly, we have prepared the soil solution. We have placed 10 grams of soil into a flask. This flask can contain 250 ml of sterile water. Secondly, we have added 10 milliliters sterile water. Thirdly, we have been shaking it for 10 minutes. The coarse are settled as a result. Fourthly, we have prepared the suspension. It comprises different amounts of soil. Fifthly, we have poured 1 ml suspension by means of a sterile pipette into the tube. It includes 10 ml sterile tap water. The first test tube contains 1 ml suspension. It corresponds to the (ten in minus one degree) dilution. The next tubes comprise , , degrees. The resulting dilutions make the inoculation medium.

The first experimental stage is taking the sod-podzolic soil sample. The second step is preparing the soil dilution required for the microscopic fungi cultivation. The third stage is growing them. The fourth step is calculating colonies grown. The fifth stage is finding the average number: colonies, colony forming units per gram- both total and dominant in absolutely dry soil. The sixth step is making a conclusion about microscopic fungi presence in the microscopic fungi in the sod-podzolic soil.

Our hypothesis is toxin formation as well as their composition depends on microscopic fungi habitat. The number of replications constitutes 2. An average number of colonies equals both 27 and 4. As a result, the organisms that are in larger quantity than any others grow in each nutritive medium. So we have received the total dominant form, equaling 59 as well as 50 %.

The soil moisture content corresponds 11.1%. So the empty weighing bottle mass constitutes 22.6 grams. And the mass of the one, containing raw soil inside, is equal to 32.6 grams. And the mass of the bottle, having dry soil in it, equals 31.6 grams. As a result, the organisms that are found in larger quantity

than any others grow in each nutritive medium. There are more microscopic fungi in the black than in the sod-podzolic soil as the black soil is richer in nutrients.

Aspergillus microscopic fungi predominate in Southern soil types and Mucor are predominant in the North. Each soil discussed is characterized by some certain physico-chemical characteristics, that influence microbiological communities.

The microorganism specific diversity and their number are influenced by the physical, chemical and physical-chemical soil properties. As a result, on the one hand, some kinds of soil stimulate both growth and development of some microorganisms over others. But on the other hand, some other kinds of soils slow the microorganism development down. However physiological groups of microorganisms are constant. Various latitude fungi are different in physiological characteristics.

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## **ULTRASONIC GAUGE OF SEA WAVE PARAMETERS ON SEA SHELF**

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Sea excitement is the process of sea surface fluctuation. Oscillations are generated due to various factors, for example due to wind, earthquake or from external impact on water.

There are such elements of sea waves as wave height, wavelength, wave period, direction of wave propagation, wave speed, wave steepness, wave type, wave form, degree of excitement, sea surface state.

The whole complex of modern wave observations usually performed visually and by using various appliances and devices, such as: electrode wavegraph, electrocontact wavegraph, capacitive wavegraph, float wavegraph, shipborne wavegraph.

The ultrasonic measuring instrument of sea waves is an acoustic locator, relating to instruments for measuring and recording both sea level and sea-wave parameters by pulse echolocation with a polyharmonic sounding signal that forms in a nonlinear aquatic medium as it propagates in a vertical direction from the bottom to the water-air interface [2].

The apparatus can be used for sea wave measurement of largest deviation of instantaneous water level from the mean sea level at the observation point values, as well as other parameters excitement - height, period, and the wavelength with high accuracy in a large range of variation of their values.

The analogue is the device Wave sonar of the Canadian company ASL Environmental Sciences.

The device comprises a sealed cylindrical body. An electroacoustic transducer is placed on top of it, which emits short pulses of ultrasonic signals with a filling frequency of 420 kHz to the water in the direction of the normal to the water-air interface.

Inside the case there are electronic components including a short pulse generator, a receiver of signals reflected from the surface of the water, an analog-to-digital converter, a processor, a memory unit and a battery pack. The device is installed as a part of a submerged buoy station on a bearing buoy with floats, which is sunk at a distance up to 225m / 55m and fixed at the necessary depth with the help of a cable and a bottom anchor (depth to 2000m) [1].

In the report the ultrasonic measuring instrument of sea wave parameters on the sea shelf is considered, the feature of which is the use of a multifrequency sounding signal. This makes it possible to reduce the magnitude of the error in measuring the height of the wave due to the decrease in the transverse dimension of the "blotch of illumination " on the reflecting surface.

The ultrasonic meter can be a tool for measuring wave parameters from objects under water, it can provide measurements for a long time with high accuracy, reliability and stability, making the device promising for inclusion in the composition of reference systems required for verification and standardization measurements in the water area sea landfill, in particular, in the water area of the hydro-aerodrome flight basin.

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## **ANDRAGOGY: THE SCIENCE OF TEACHING ADULTS**

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Contemporary educational paradigm relies greatly upon the electronic, blended or online learning. A lot of institutions try to deliver meaningful online courses to various categories of students. It may be assumed that at its early stage of development electronic learning was mainly aimed at adult people, who had little chance to enroll to conventional educational institutions. However today the scope of students engaged in different forms and teaching process models basing on electronic education has grown considerably, and we witness younger students being taught with the use of e-learning and blended learning methods and principles. As stated by Heather S. Gibbons, Ph.D. and George P. Wentworth, M.P.A., C.P.A., "Online learners are the products of a fast moving society that values time, productivity and measurable results. They demand only that which is necessary to the learning process and shun traditional student life distractions".

When considering teaching adults one should start with the following issues:

- reasons, why adults should be taught;
- problems that adult learners and educators come across;
- some basic principles of the adult education;
- whether university students can be considered as adult people.

A more educated society is generally thought to be a good thing. But as the society develops, we face the need to learn something new all the time. Everything in our world is subject to change. And knowledge isn't the exception. That is the reason why we proceed from a traditional educational paradigm of "learning for life" to a more up-to date one, which is "learning throughout life" or "lifelong learning". Thus, school and university training isn't the final. In the twenty first century the people are obliged to study constantly. But what was easy and natural in childhood might cause problems for an adult. The problems of teaching adults are considered by the science called andragogy.

This term is 100 years old. Andragogy in translation from Greek Andros - the adult, the man; agogeyn - to lead, "leading the adult". This term was used for the first time in 1833 by the German scientist, the historian A. Kapp.

According to Henschke (1998:8) andragogy can be defined as 'a scientific discipline that studies everything related to learning and teaching which would bring adults to their full degree of humaneness'. It is centered on the idea that

the lecturer does not possess all the knowledge and that students are encouraged to participate in the classroom by utilizing their own experiences. Andragogy promotes personality development of the people and helps to find the place in life, to realize the hidden abilities.

It turns out impossible for people to get educated once and forever in the modern world. What they do is they get a profession, get specialized in a certain sphere. However, they need to renew their knowledge all the time. Therefore, it is possible to assume, what the future of educational process is exactly for andragogy. Special departments, which aim at working with personnel including training and professional development of employees, are already created at many enterprises. Alongside with learning adults have jobs that compete for time.

Besides that, many have second language issues, learning disabilities, and low self-esteem. As we grow older, we find it more difficult to memorize and analyze new information. Adult students might just not be sure of their own abilities.

The question whether students can be considered adults is also very relevant. Here we can refer to Knowles, who stated that From the point of view of a psychology, it is possible. But andragogics methods don't suit all of them. On one hand these methods are aimed at people who have nearly lost their learning skills. In Russia the average age of the student does not exceed 22 years. At this time ability to study is still quite high, and problems with information perception do not arise.

But on the other hand in our time majority students combine work and study, their attention dissipates. And often the most part of their attention is concentrated on work, but not on study. The experts possessing flexibility and adaptability are necessary for modern society capable to process considerable volumes of information, to receive and update knowledge. The world needs such experts. For this it is necessary to move attention of students to study, thus to allow opportunity to work as in modern society sometimes it is necessary for young people. There is an opportunity to use universal informatization, introduction information communication technologies, development of social educational networks, professional online of communities, online of the training assuming open access to training materials on the Internet.

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## НАНОТЕХНОЛОГИИ В СОВРЕМЕННОМ МИРЕ

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В настоящее время немногие знают, что такое нанотехнология, хотя за этой наукой стоит будущее. Главной целью настоящей работы является ознакомление с нанотехнологией.

Область науки и техники, именуемая нанотехнологией, появилась сравнительно недавно. Перспективы этой науки грандиозны. Точное определение науки звучит так: нанотехнологии – это технологии, манипулирующие веществом на уровне атомов и молекул (поэтому нанотехнологии называют также молекулярной технологией).

Толчком к развитию нанотехнологий послужила лекция Ричарда Фейнмана, в которой он научно доказывает, что с точки зрения физики нет никаких препятствий к тому, чтобы создавать вещи прямо из атомов.

Основной единицей измерения в нанотехнологических исследованиях является нанометр – миллиардная доля метра. В таких единицах измеряются молекулы и вирусы, а теперь и элементы компьютерных чипов нового поколения. Именно в наномасштабе протекают все базовые физические процессы определяющие макровзаимодействия.

Природа сама наталкивает человека на идею создания нанообъектов. Любая бактерия, по сути, представляет собой организм, состоящий из наномашин: ДНК и РНК копируют и передают информацию, рибосомы формируют белки из аминокислот, митохондрии вырабатывают энергию. Очевидно, что на данном этапе развития науки ученым приходит в голову копировать и совершенствовать эти явления.

Создание сканирующего туннельного микроскопа в 1980 году позволило ученым не только различать отдельные атомы, но и двигать их и собирать из них конструкции, в частности компоненты будущих наномашин – двигатели манипуляторы источники питания элементы управления.

Одним из основных видов нанообъектов являются наночастицы. При разделении вещества на частицы размером в десятки нанометров общая суммарная поверхность частиц в веществе увеличивается в сотни раз, а

вследствие этого усиливается взаимодействие атомов материала с внешней средой, ведь теперь они почти все на поверхности. Это явление используется в современной технике. Например, в медицине применяется нанопорошок серебра, которое обладает антисептическими свойствами. Наночастицы диоксида титана отталкивают грязь и позволяют создать самоочищающиеся поверхности. Нанопорошок алюминия ускоряет сгорание твердого ракетного топлива. Новые литиево-ионные аккумуляторы, содержащие наночастицы, заряжаются буквально за пару минут. Подобных примеров много уже сейчас. Еще одним элементом открытым в восьмидесятых годах стали фуллерены. Эти конструкции напоминают мячи, состоящие из атомов углерода.

Другим хорошо известным наноэлементом является углеродная нанотрубка. Это одноатомный слой углерода, свернутый в цилиндр диаметром в несколько нанометров. Впервые эти объекты были получены в 1952 году, но лишь в 1991 году они привлекли внимание ученых. Прочность этих трубок превышает прочность стали в десятки раз. Они выдерживают нагрев до 2500 градусов и давление в тысячи атмосфер. Эта прочность свойственна и изготовленным на их основе материалам. В электронике нанотрубки могут применяться как хорошие проводники, а также и полупроводники.

Еще одним наноматериалом является графен – двумерный углеродный слой, плоскость, состоящая из атомов углерода. Этот материал был впервые получен русскими физиками, работающими в Англии. Многие ученые полагают, что этот материал, обладающий уникальными свойствами, в будущем станет основой микропроцессоров, вытеснив современные полупроводники. Кроме того, этот материал также невероятно прочен.

Все эти наноэлементы все чаще находят применение в различных областях технологии – от медицины до космических исследований.

Одной из наиболее перспективных областей применения нанотехнологий остается безусловно медицина. Ученые не первый год работают над проблемой доставки лекарственных препаратов непосредственно к клеткам, пораженным инфекцией или болезнью. Основная конструкция транспорта такова: капсула из биоматериала размером 50-200 нанометров, в которой находятся молекулы лекарства. Снаружи капсула покрыта полимерными цепочками, с помощью которых определяется, когда капсула достигнет целевых тканей, после чего произойдет вбрасывание лекарства и распадение оболочки. Последние стадии можно откладывать и

контролировать их наступление дистанционно, например, нагревом или ультразвуком.

Все эти и многие другие идеи находятся сейчас не только на стадии разработок, но и на этапе практического применения. Результаты некоторых тестов потрясают воображение, некоторые заканчиваются провалом. Вместе с тем растет энтузиазм ученых по поводу приближения эры воплощения самых фантастических идей, например, полного контроля над всеми природными процессами или нанофабрик, собирающих любые предметы непосредственно из атомов. Создано множество сценариев развития будущего нанотехнологий, включая и те, которые не сулят человечеству ничего хорошего. Однако можно сказать, что интерес к нанотехнологиям сейчас настолько велик, что именно он подчас и определяет направление, которое они принимают.

## **ПРИМЕНЕНИЕ НАНОТЕХНОЛОГИЙ В КОСМОСЕ**

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Применение нанотехнологий в космической технике является одним из наиболее важных и перспективных направлений.

Масштабное применение нанотехнологий в космической технике позволит радикально улучшить массогабаритные характеристики космических аппаратов, продлить сроки их пребывания на тех или иных орбитах, решить проблемы энергообеспечения этих аппаратов. Сейчас ведётся разработка наноматериалов, обладающих одновременно высокими твердостью, прочностью и пластичностью, а также создание теплозащитных и износостойких покрытий с помощью плазменно-кластерной технологии.

Кроме того, вступление в третье тысячелетие совпало с новым этапом развития технологий миниатюрных космических аппаратов - микро - и наноспутников. Период единичных прорывных результатов и первых удачных опытов создания малоразмерных спутников уже позади, настало время заняться планомерной разработкой штатных космических систем на базе сверхмалых космических аппаратов. Малые космические аппараты уже активно используются для дистанционного зондирования Земли, экологического мониторинга, прогноза землетрясений, исследования ионосферы.

Основная сегодняшняя задача - уменьшение массы, габаритов и энергетических характеристик микро - и наноспутников (аппараты весом менее 10 кг). Исследователи из Мичиганского технологического университета, используя свойства магнитных жидкостей, нашли подходящее решение, которое позволяет создание более недорогих и более надежных крошечных реактивных двигателей, способных обеспечить возможность перемещения в космосе наноспутников практически любого класса и размеров.

В большинстве случаев миниатюрные реактивные двигатели имеют решетки из тончайших иголок, толщина которых меньше толщины человеческого волоса. За счет приложенных к ним электрических полей и других физических эффектов эти иголки испускают в пространство потоки ионной «жидкости», которые обеспечивают небольшую тягу, достаточную для движения миниатюрного космического аппарата. Средний наноспутник нуждается приблизительно в двухстах таких иглах, которые обеспечивают ему суммарную тягу, достаточную для осуществления перемещений и маневров в космосе. Но процесс изготовления игл достаточно сложен и дорог, а иглы являются чрезвычайно хрупкими и могут быть разрушены воздействием различных неблагоприятных факторов, в том числе и силой тяги, которую они сами и создают. Именно поэтому такая технология считается пока неприемлемой и не получила широкого распространения.

Однако исследователи из Мичигана нашли решение вышеописанной проблемы. Этим решением стала магнитная жидкость, жидкость, в которой растворены ферромагнитные наночастицы, благодаря чему она может течь и принимать определенные формы под воздействием внешних магнитных полей. Под воздействием точечного магнитного поля, индуцируемого постоянным или электрическим магнитом, такая жидкость может формировать крошечный «пик», выступающий в роли иголки реактивного двигателя, по которой течет ионная «жидкость». Во время проведения экспериментов ученые случайно подали на такой микрореактивный двигатель слишком большой электрический потенциал, что привело к возникновению микровзрыва, разрушившего структуру иголок. Но как только электрический потенциал был снижен снова до нормального значения, иголки полностью восстановили свою форму и двигатель продолжил работать. Подобное свойство самовосстановления иголки из магнитной жидкости продемонстрировали и при других видах внешних воздействий, в том числе и механических.

Естественно, что для того, чтобы магнитные жидкости стали основой реальных реактивных двигателей, толкающих наноспутники в космосе, ученым придется проделать еще массу работы и создать множество опытных образцов таких двигателей. Самой основной проблемой, которую им предстоит решить, является состав растворителя магнитной жидкости, которая должна оставаться текучей и при чрезвычайно низкой температуре, которую в космосе может практически моментально сменить высокая температура, возникающая в момент перехода космического аппарата с теневой на освещенную сторону околоземной орбиты.

Ученые считают, что к ключевым проблемам микроминиатюризации спутников среди прочего следует отнести создание новых технологий в области оптики, систем связи, способов передачи, приема и обработки больших массивов информации. Речь идет о нанотехнологиях и наноматериалах, позволяющих на два порядка снизить массу и габариты приборов, выводимых в космос. Например, прочность наноникеля в 6 раз выше, чем обычного никеля, что дает возможность при использовании его в ракетных двигателях уменьшить массу сопла на 20-30%.

Космос как сфера применения нанотехнологии откроет перспективу для механоэлектрических преобразователей солнечной энергии, наноматериалы для космического применения. Именно развитие сверхсложных наносистем может стать национальным преимуществом страны. Как и нанотехнологии, наноматериалы дадут нам возможность серьезно говорить о пилотируемых полетах к различным планетам Солнечной системы. Именно использование наноматериалов и наномеханизмов может сделать реальностью пилотируемые полеты на Марс, освоение поверхности Луны.

## **НАНОТЕХНОЛОГИИ В МЕДИЦИНЕ**

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Из истории следует, что человечество всегда стремилось к прогрессу и с древних времён искало способы лечить болезни и продлевать жизнь. Люди пытались излечивать болезни разными способами. Если в XX веке умели решать проблемы на клеточном уровне, то в наше время уже научились решать их на атомном и молекулярном. Учитывая это, в XXI веке

особенно активно стали проводиться исследования по применению нанотехнологий в медицине.

Последние успехи нанотехнологий, по словам ученых, могут оказаться весьма полезными в борьбе с раковыми заболеваниями. Разработано противораковое лекарство непосредственно к цели – в клетки, пораженные злокачественной опухолью. Новая система, основанная на материале, известном, как биосиликон. Наносиликон обладает пористой структурой (десять атомов в диаметре), в которую удобно внедрять лекарства протеины и радионуклиды. Достигнув цели, биосиликон начинает распадаться, а доставленные им лекарства берутся за работу. Причем, по словам разработчиков, новая система позволяет регулировать дозировку лекарства.

На протяжении последних лет сотрудники Центра биологических нанотехнологий работают над созданием микродатчиков, которые будут использоваться для обнаружения в организме раковых клеток и борьбы с этой страшной болезнью.

Новая методика распознавания раковых клеток базируется на вживлении в тело человека крошечных сферических резервуаров, сделанных из синтетических полимеров под названием дендримеры (от греч. dendron - дерево). Эти полимеры были синтезированы в последнее десятилетие и имеют принципиально новое не цельное строение, которое напоминает структуру кораллов или дерева. Такие полимеры называются сверхразветвленными или каскадными. Те из них, в которых ветвление имеет регулярный характер, и называются дендримерами. В диаметре каждая такая сфера или наносенсор достигает всего 5 нанометров - 5 миллиардных частей метра, что позволяет разместить на небольшом участке пространства миллиарды подобных наносенсоров.

Оказавшись внутри тела, эти крошечные датчики проникнут в лимфоциты - белые кровяные клетки, обеспечивающие защитную реакцию организма против инфекции и других болезнетворных факторов. При иммунном ответе лимфоидных клеток на определенную болезнь или условия окружающей среды - простуду или воздействие радиации, к примеру - белковая структура клетки изменяется. Каждый наносенсор, покрытый специальными химическими реактивами, при таких изменениях начнет светиться.

Чтобы увидеть это свечение, ученые собираются создать специальное устройство, сканирующее сетчатку глаза. Лазер такого устройства должен засекал свечение лимфоцитов, когда те один за другим проходят сквозь узкие капилляры глазного дна. Если в лимфоцитах находится достаточное

количество помеченных сенсоров, то для того, чтобы выявить повреждение клетки, понадобится 15-секундное сканирование, заявляют ученые.

Здесь ожидается наибольшее влияние нанотехнологии, поскольку она затрагивает саму основу существования общества - человека. Нанотехнология выходит на такой размерный уровень физического мира на котором различие между живым и неживым становится зыбким - это молекулярные машины.

Наномедицина представлена следующими возможностями:

1. Лаборатории на чипе, направленная доставка лекарств в организме.
2. ДНК – чипы (создание индивидуальных лекарств).
3. Искусственные ферменты и антитела.
4. Искусственные органы искусственные функциональные полимеры (заменители органических тканей). Это направление тесно связано с идеей искусственной жизни и в перспективе ведёт к созданию роботов, обладающих искусственным сознанием и способных к самовосстановлению на молекулярном уровне. Это связано с расширением понятия жизни за рамки органического.
5. Нанороботы-хирурги (биомеханизмы, осуществляющие изменения и требуемые медицинские действия распознавание, направленные на уничтожение раковых клеток). Это является самым радикальным применением нанотехнологий в медицине. Планируется создание молекулярных нанороботов, которые смогут уничтожать инфекции и раковые опухоли, проводить ремонт повреждённых ДНК тканей и органов, дублировать целые системы жизнеобеспечения организма, менять свойства организма.

Эти наноботы смогут тормозить процессы старения лечить отдельные клетки и взаимодействовать с отдельными нейронами.

Работы по изучению начаты сравнительно недавно, но темпы открытий в этой области чрезвычайно высоки, многие полагают, что это будущее медицины.

## **ПРИМЕНЕНИЕ УГЛЕРОДНЫХ НАНОМАТЕРИАЛОВ В ЭЛЕКТРОНИКЕ И СВЕТОТЕХНИКЕ**

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Анализ технологического развития стран цивилизованного мира свидетельствует, что на первом месте находятся технологии, связанные с информатикой и ее элементной базой – микро- и наноэлектроникой. То есть с теми приборами и устройствами, которые позволяют накапливать, передавать, обрабатывать и отображать информацию, и тем самым создавать новые условия жизни. Технология электроники относится, таким образом, к критическим технологиям, без которых страна, а значит и ее регионы, не может успешно развиваться, отстаивать национальные интересы и оборону и даже не обеспечить работой своих людей из-за неконкурентности производимых товаров.

В последнее время многократно возросла актуальность задачи по созданию наноуглеродных материалов. Это связано с интенсивным поиском исследователями многих стран путей создания долговечных, высокостабильных и дешевых автоэлектронных эмиттеров для плоских дисплеев и приборов вакуумной СВЧ микроэлектроники. Перспективными материалами в этом отношении представляются структурные модификации углерода фуллерены и алмаз, в которых наиболее привлекательными являются сочетание рекордных значений различных физико-химических параметров и уникальные электронно-эмиссионные свойства. Результаты новейших исследований в области алмазных пленок показали, например, что последние, как и природный алмаз, могут обладать врожденным стабильным отрицательным электронным сродством, то есть эти пленки способны эмитировать в относительно слабом электрическом поле. Электроны могут быть ускорены, собраны в пучки и промодулированы внешними сигналами. На этом эффекте может быть создан широкий спектр приборов сверхвысокочастотной вакуумной микроэлектроники, плоские индикаторные и телевизионные панели и др.

Применение алмазоподобных и композиционных наноалмазографитовых углеродных пленок позволит увеличить в несколько раз срок эксплуатации существующих изделий и придать им новое качество (например, фотошаблонов, оптических элементов, пар трения, режущего инструмента и изделий медицинской техники), создать принципиально новые приборы

и изделия. В мире эти пленки широко используют для создания элементной базы наноэлектроники, функциональных слоев в СБИС, холодных катодов для радиационно-стойкой вакуумной СВЧ электроники, фотоприемников оптического излучения, детекторов рентгеновского излучения, детекторов рентгеновского излучения и др. Выбором любого заданного соотношения алмазоподобной и графитовой углеродных фаз возможно получение высокостабильных резисторов с широкими спектрами номиналов и рассеиваемой мощности. Возможно создание углеродных конденсаторов, различных углеродных гетероструктур и мощных радиационностойких сверхвысокочастотных интегральных схем, использующих углеродные пленки в качестве диэлектрических, полупроводниковых и проводящих материалов, то есть всей элементной базы нового направления микроэлектроники-радиационностойкой углеродной электроники.

Важнейшими результатами выполнения этого направления должно быть создание миниатюрных радиационностойких многолучевых СВЧ клистродов с электронной перестройкой частоты и мгновенным временем готовности, разработка новых конкурентоспособных конструкций автоэлектронных катодов на основе наноуглеродных материалов, создание высоко экономичных источников белого света и экологически чистых полноцветных катодолюминесцентных плоских дисплейных и телевизионных экранов нового поколения.

## **ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В УПРАВЛЕНИИ ПРЕДПРИЯТИЕМ**

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Информационные технологии активно входят в современную жизнь, в том числе в организацию производственного процесса, деятельность которого невозможна без соответствующей системы управления. Динамичность современной хозяйственной деятельности требует обдуманного подхода к организации системы управления, повышение эффективности которого можно достигнуть при уместном и рациональном использовании системы информационных технологий.

Объектом исследования данной работы являются информационные технологии, а предметом исследования – использование информационных технологий в управлении предприятием.

Информационные технологии — это процесс, использующий совокупность средств и методов сбора, обработки и передачи данных для получения информации нового качества о состоянии объекта, процесса или явления.

Система управления предприятием включает в себя совокупность предметных областей по организации, мотивации и контролю производственных процессов предприятия.

В соответствии с различными сферами управления на предприятии, области применения информационных технологий делятся на:

- информационные технологии ввода, обработки и хранения информации по функциональным областям;
- информационные технологии защиты информации;
- информационные технологии управления производственными процессами.

Ввод и обработка данных на современном предприятии составляют важную часть его работы. На сегодняшний день уже не представляется работа фирмы без использования компьютерных средств управления информацией.

К данной группе относятся следующие виды информационных технологий:

1. Технические средства (ПК, офисная техника, устройства внешней памяти, устройства обеспечения локальной сети и доступа в Интернет). Все эти средства являются инструментом управления массивами информации.
2. Программные средства (программные продукты ввода и обработки информации). К данной группе относятся операционные системы и программные продукты по непосредственному вводу и обработке информации. При этом можно выделить как общие, так и специальные программные продукты. К общим ПП относятся общепринятые, стандартизированные программы, используемые преимущественно на всех предприятиях (Office, 1С, программы доступа в интернет и др.). К специальным программам относятся программные продукты, предназначенные для решения конкретных задач: обработки изображений, проектирования, моделирования и т. д.

Правильный набор этих технологий, а также их логичное взаимодействие друг с другом, помогут предприятию грамотно выстроить функционирование всех отраслей.

Наличие проблемы и необходимости защиты информации привело к выработке методов ее защиты в рамках организации. В современной

практике их можно подразделить на несколько групп: организационные, антивирусные, защита с помощью паролей, криптографические, стенографические.

Вся система защиты информации состоит из более мелких систем. К ним относится подсистема управления доступом, подсистема регистрации и учета, криптографическая защита информации и подсистема обеспечения целостности. Стоит иметь в виду, что для полноценной защиты необходимо комплексное использование перечисленных методов, которые должны быть регламентированы в рамках организации, то есть иметь четкую организационную структуру применения.

Информационные технологии управления производственными процессами включают в себя программные средства и методы принятия решений в различных областях деятельности компании: финансы, производственный цикл, управление качеством, проектирование.

В отличие от первой группы программных продуктов, технологии управления включают в себя встроенные процессы принятия решения, то есть представленные методы автоматизируют процесс управления.

## **ПРОИЗВОДСТВЕННЫЙ ПРОЦЕСС РЕМОНТА АВИАТЕХНИКИ**

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В авиаремонтном производстве применяют различные методы, способы и средства для ремонта авиационной техники - самолетов, вертолетов и их агрегатов. Совокупность методов, способов и средств производства, соединенных трудовым процессом специалистов для ремонта, называется производственным процессом ремонта авиационной техники, который включает в себя: управление производством, финансовую деятельность, обеспечение энергетикой, снабжение, а также сам технологический процесс ремонта.

К технологическому процессу ремонта относится та часть производственного процесса, в которой содержатся действия по определению технического состояния изделия, изготовлению новых деталей, устранению обнаруженных неисправностей, монтажу и испытанию самолетов, вертолетов и их агрегатов.

Технологический процесс ремонта самолетов и вертолетов состоит из нескольких крупных этапов:

1. Приемка в ремонт – процесс передачи ремонтируемого объекта заказчиком, ремонтному предприятию (под ремонтируемым объектом понимается самолет, вертолет или поступающий отдельно агрегат).
2. Объемная дефектация – это первый этап работы по определению технического состояния материальной части ремонтируемого объекта.
3. Разборка. Операции выполняют по утвержденным перечням работ в соответствии с технологией ремонта, после чего детали, агрегаты и весь объект очищают и промывают от различных наслоений, возникших в процессе эксплуатации объекта.
4. Комплектование изделий по группам и передача их в ремонт.
5. Техническое диагностирование – совокупность действий по определению технического состояния ремонтируемого объекта и методов устранения обнаруженных неисправностей и дефектов.
6. Ремонт и доработка конструкции – совокупность действий по устранению обнаруженных неисправностей и дефектов и доработка конструкции по нормативно технической документации на ремонт.
7. Сборка, монтаж, отработка. После окончания этих работ самолет, вертолет передается на летно-испытательную станцию (ЛИС), где ремонтируемый объект проходит сдаточные испытания.
8. Наземные и летные испытания – этап технологического процесса ремонта, представляющий собой контрольно-сдаточные испытания.
9. Сдача заказчику. Этот этап завершает технологический процесс ремонта.

## **НАНОТЕХНОЛОГИИ В БЫТУ**

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Когда мы слышим о нанотехнологиях, то представляем себе нечто из области химии, физики или генной инженерии – механизмы, приборы, субстанции, которые позволяют решать сложные и важные, но далекие от повседневной жизни задачи. Между тем, нанотехнологии достаточно широко используются в быту, причем количество новинок увеличивается с каждым днем. Нанотехнологии, поставленные на службу нашему

комфарту, выполняют множество полезных задач: от очистки воздуха и утепления стен до антибактериальной уборки.

Чем полезно использование нанотехнологий в быту? Представьте бытовой очиститель воды с мембраной, поры которой имеют размер меньше 1 нанометра. Это значит, что мембрана будет задерживать мельчайшие химические частички, которые загрязняют воду. До появления очистителей на основе нанотехнологий о таком высоком качестве воды можно было только мечтать.

Другой пример. Вы устали от пыли, которая садится на мебель через пять минут после уборки? В таком случае, вы оцените новинку – нанопокрытие для домашней мебели. На поверхность мебели наносится вещество, содержащее наночастицы. В течение двух часов эти частицы взаимодействуют с молекулами воздуха и в результате создают на обработанных поверхностях тончайшую, невидимую пленку. Благодаря защитному покрытию поверхность мебели приобретает антистатические свойства, и о влажной уборке через каждые три часа можно забыть.

Сохранению чистоты в квартире и созданию здорового микроклимата служит ряд продуктов, основанных на технологии Silver Nano. Технология позволяет создавать салфетки и губки для уборки с ярко выраженным антибактериальным эффектом. Волокна салфеток насыщаются наночастицами серебра – и салфетка успешно борется с бактериями во время уборки. Кроме того, содержание микрочастиц серебра обеспечивает сохранение чистоты самой салфетки.

Еще более выраженный эффект дает сочетание нанотехнологий и микрофибры. Микрофибра – материал, состоящий из волокон, толщина которых измеряется в сотых долях миллиметра. Нити волокна, переплетаясь между собой, образуют мельчайшие поры, которые работают как микропылесосы: они способны впитать количество влаги, которое в десятки раз превышает их собственную массу. Салфетка, изготовленная из микрофибры, легко удаляет загрязнения даже без моющих средств и не оставляет на поверхности следов влаги или ворсы.

Антибактериальный полимер – еще одна инновация, которая имеет самое непосредственное отношение к нашему быту. Антибактериальные губки для уборки, в которых использована эта технология, не только бережно очищают деликатные поверхности, но и удаляют до 90% бактерий.

Интересно, что некоторые полезные технологии, которые помогают нам в быту, позаимствованы человеком у природы. Например, салфетки и губки для уборки из целлюлозы. Целлюлоза – это клетчатка, главный строительный материал в растительном мире. Естественным для нее

является сухое и твердое состояние. Целлюлозные салфетки после уборки высыхают, и размножение бактерий в них прекращается. Это значит, что, в следующий раз вы будете делать уборку действительно чистой салфеткой. Высокие технологии, которые еще несколько десятилетий назад казались фантастикой, приходят в наш быт, чтобы сделать его более комфортным. Пользоваться технологическими новшествами легко и приятно. словно вы нажимаете на чудо-кнопку – и получаете результат, который превышает самые смелые ожидания.

Значение нанотехнологий в жизни каждого человека огромно. Чем комфортнее становится жизнь, тем больше ученые могут узнать об этих очень малых частицах.

## **КЛЮЧЕВЫЕ ПРОБЛЕМЫ РАЗВИТИЯ НАНОТЕХНОЛОГИЙ**

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Анализ мирового опыта формирования национальных и региональных программ по новым научно-техническим направлениям свидетельствует о необходимости выявления некоторых ключевых проблем в области разработки наноматериалов и нанотехнологий.

Первая проблема: формирование круга наиболее перспективных их потребителей, которые могут обеспечить максимальную эффективность применения современных достижений. Необходимо выявить, а затем и сформировать потребности общества в развитии нанотехнологий и наноматериалов, способных существенно повлиять на экономику, технику, производство, здравоохранение, экологию, образование, оборону и безопасность государства.

Вторая проблема: повышение эффективности применения наноматериалов и нанотехнологий. На начальном этапе стоимость наноматериалов будет выше, чем обычных материалов, но более высокая эффективность их применения будет давать прибыль. Государство заинтересовано в быстрейшем развитии перспективного направления, поэтому оно должно взять на себя основные расходы на проведение фундаментальных и прикладных исследований, формирование инноваций.

Третья проблема: собственно разработка новых промышленных технологий получения наноматериалов, которые позволят сохранить некоторые приоритеты в науке и производстве.

Четвертая проблема: обеспечение перехода от микротехнологий к нанотехнологиям и доведение разработок нанотехнологий до промышленного производства, особенно в области электроники и информатики.

Пятая проблема: широкомасштабное развитие фундаментальных исследований во всех областях науки и техники, связанных с развитием нанотехнологий.

Шестая проблема: создание исследовательской инфраструктуры, включая:

- организацию центров коллективного пользования уникальным технологическим и диагностическим оборудованием;
- современное приборное оснащение научных и производственных организаций инструментами и приборами для проведения работ в области нанотехнологий;
- обеспечение доступа научно-технического персонала к синхротронным и нейтронным источникам (как российским, так и зарубежным), к сверхпроизводительным вычислительным комплексам;
- разработку специальной метрологии и государственных стандартов в области нанотехнологий;
- развитие физических и аппаратурно-методических основ адекватной диагностики наноматериалов на базе электронной микроскопии высокого разрешения, сканирующей электронной и туннельной микроскопии, поверхностно-чувствительных рентгеновских методик с использованием синхротронного излучения, электронной микроскопии для химического анализа, электронной спектроскопии, фотоэлектронной спектроскопии.

Седьмая проблема: создание финансово-экономического механизма формирования оборотных средств у институтов и предприятий-разработчиков наноматериалов и нанотехнологий, а также развитие инфраструктуры, обеспечивающей поддержку инновационной деятельности в этой сфере на всех ее стадиях от выполнения научно-технических разработок до реализации высокотехнологической продукции.

Восьмая проблема: привлечение, подготовка и закрепление квалифицированных научных, инженерных и рабочих кадров для обновленного технологического комплекса.

Для выработки и практической реализации необходимых и достаточных мер в области создания и развития нанотехнологий должна быть

сформирована государственная политика, которая, в свою очередь, должна рассматриваться как часть государственной научно-технической политики, определяющей цели, задачи, направления, механизмы и формы деятельности органов государственной власти стран по поддержке научно-технических разработок и использованию их результатов.

## **ЭЛЕКТРОНИКА И НАНОЭЛЕКТРОНИКА. ПЕРСПЕКТИВЫ РАЗВИТИЯ**

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Электроника уже многие годы и даже десятилетия является ведущей научно-технической областью и по существу одной из наиболее ярких частей имиджа современной человеческой цивилизации. Электроника дала людям радиовещание, телевидение, электронные вычислительные машины (ЭВМ), персональные компьютеры, связь, радиолокацию, Интернет, мобильную сотовую связь и многое другое, без чего невозможно представить жизнь современного человека как в его профессиональной деятельности, так и в быту. Электроника – ярчайший представитель того, что сегодня принято называть высокими технологиями или hi-tech.

Многие годы, начиная с 50-х годов прошлого века, доминирующими направлениями в электронике были и остаются твердотельная электроника и микроэлектроника с соответствующими технологиями. Физическими основами твердотельной электроники и микроэлектроники является широкий круг физических явлений и эффектов, наблюдающихся в полупроводниках, диэлектриках, металлах и сверхпроводниках, а также в структурах на их основе при воздействии токов, полей, излучений, радиации, частиц с большой энергией, тепла, механических деформаций, перемещений и других внутренних и внешних факторов. Изучение эффектов и явлений, порождаемых перечисленными воздействиями и факторами, составляет предмет теоретических и экспериментальных исследований разных разделов физики и, в первую очередь, физики полупроводников, физики твердого тела, квантовой механики, статистической физики, термодинамики, квантовой теории твердого тела и др. Поэтому квалифицированная и эффективная работа исследователей, конструкторов и разработчиков радиоэлектронной аппаратуры, технологов

требует глубоких и всесторонних фундаментальных знаний в перечисленных выше областях физики, а также в математике и химии.

Основной продукт микроэлектроники – дискретные твердотельные электронные приборы и полупроводниковые интегральные микросхемы, которые используются сегодня практически во всех электронных устройствах и системах. Самыми известными широкому кругу людей (и специалистов, и не специалистов) изделиями твердотельной электроники и микроэлектроники являются микропроцессоры и схемы памяти – сверхбольшие полупроводниковые интегральные микросхемы, а также полупроводниковые лазеры.

В настоящее время степень интеграции элементов в полупроводниковых интегральных микросхемах практически достигла физического и технологического предела, и дальнейшее уменьшение размеров элементов полупроводниковых интегральных схем, с одной стороны, требует принципиально новых технологических подходов к созданию искусственных структур и систем с характерными размерами менее 100 нанометров (1 нанометр =  $10^{-9}$  метра), а с другой стороны, должно привести к обнаружению новых физических явлений и эффектов, связанных именно и исключительно только с такими размерами. С исследованиями и разработками подобного рода объектов (структур и систем) сегодня связываются перспективы развития электроники в целом в предстоящие десятилетия. Сегодня мы являемся свидетелями выдающегося и феноменального события – рождения таких новых направлений науки и техники, как нанотехнологии и наноэлектроника. Сам термин «наноэлектроника» отражает переход от микроэлектроники современных полупроводников, где размеры элементов измеряются единицами микрометров, к более мелким элементам – с размерами в десятки нанометров.

С переходом к наноразмерам, в схемах начинают доминировать квантовые эффекты, открывающие множество новых свойств, и, соответственно, знаменующие собой перспективы их полезного использования. И если для микроэлектроники квантовые эффекты зачастую оставались паразитными, ведь, например, с уменьшением размера транзистора его работе начинает мешать туннельный эффект, то наноэлектроника напротив – призвана использовать подобные эффекты как основу для наногетероструктурной электроники.

Лидерами в области наноэлектроники, и электроники вообще, сегодня являются Тайвань, Южная Корея, Сингапур, Китай, Германия, Англия и Франция.

Самую современную электронику производят сегодня в США, а самый массовый производитель высокотехнологичной электроники – Тайвань, благодаря инвестициям японских и американских компаний.

Китай – традиционный лидер в сфере бюджетной электроники, но и здесь ситуация постепенно меняется: дешевая рабочая сила привлекает инвесторов от высокотехнологичных компаний, которые планируют наладить в Китае свои нанопроизводства.

Хороший потенциал есть и у России. База в области СВЧ, излучательных структур, фотоприемников, солнечных батарей и силовой электроники позволяет создавать наукограды наноэлектроники и развивать их.

## **ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В ОБРАЗОВАНИИ**

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Современное общество характеризуется сильным влиянием на него компьютерных технологий, которые успели проникнуть практически во все сферы человеческой деятельности. Неотъемлемой частью происходящего является компьютеризация образования. На сегодняшний день происходит активное становление новой системы образования, которое ориентировано на вхождение в мировое информационно - образовательное пространство. Современные исследования показали, что существует значительная разница в знаниях людей, обучаемых при наличии компьютера, и людей, процесс обучения которых проходил без наличия «чудесной машины». Информационные технологии должны стать не дополнением в обучении, а неотъемлемой частью всего образовательного процесса, значительно повышающей эффективность.

Компьютеризация образования относится к числу крупных инноваций, пришедших в образовательные учреждения в последние несколько десятилетий. Рассмотрим более подробно программные средства учебного назначения, наиболее широко используемые в сфере образования.

Обучающие программы – это учебное пособие, которое предназначено для самостоятельной работы учащегося. Обучающие программы позволяют управлять своей учебной деятельностью, а также способны повысить активность обучаемого. Данные программы обязательно должны быть связаны с учебной программой, отвечать ее требованиям. Наиболее

часто такие программы используют для визуализации образовательного процесса, самостоятельной работы, использования в качестве справочников и в качестве средств, помогающих расширить кругозор учащихся. Наиболее популярными обучающими программами являются различные курсы иностранных языков и различные мультимедийные энциклопедии.

Электронный учебник – это обучающая система, содержащая в себе дидактические и методические справочные материалы по учебной дисциплине. Электронный учебник подходит как для самостоятельного, так и для традиционного обучения. В отличие от типографских учебников, электронные имеют четкую структуру изложенной информации и удобное ее представление в виде различных списков и глав с краткими и емкими заголовками.

Интернет - всемирная система объединённых компьютерных сетей для хранения и передачи информации. Создание сети Интернет показало людям совершенно новый способ общения и передачи информации в любую точку планеты. Преимуществом Интернета является использование уникальных ресурсов. С помощью данной сети можно с легкостью перевести текст с иностранного языка, воспользовавшись онлайн-переводчиком, провести химический виртуальный опыт, посмотреть интересные обучающие видеоролики. Еще одним из плюсов сети Интернет является развитие мотивации и поощрение потенциала учащихся.

Дистанционное образование - взаимодействие учителя и учащихся между собой на расстоянии, которое отражает все компоненты, присущие обыкновенному процессу обучения. Дистанционное образование обеспечивает равные возможности получения образования для всех людей. Плюсом дистанционного образования является свобода выбора места, времени и скорости образовательного процесса.

Таким образом, информатизация образования ведет к изменению существенных сторон процесса обучения. Использование информационных технологий способствует улучшению образовательной деятельности, расширению границ процесса обучения, повышению эффективности индивидуальной деятельности учащихся. Также внедрение информационных технологий в образовательный процесс помогает подготовить квалифицированных специалистов по разработке и применению технологий и средств информатизации образования. Помимо основной образовательной функции, компьютерные технологии помогают развить и творческие навыки учащегося, а также значительно расширить его кругозор.

## **НАНОТЕХНОЛОГИИ В МИРОВОМ СТРОИТЕЛЬСТВЕ**

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В настоящее время нанотехнологии являются причиной сильнейшего прорыва во многих сферах науки. В нашей жизни масса продуктов, в изготовлении которых применяют нанотехнологии. Мы сталкиваемся с ними ежедневно: телекоммуникации, бытовая техника, медицина и пр. Не удивительно, что сегодня нанотехнологии применяют в производстве строительных материалов. В Японии, США, Китае и странах Европы, порядка 20% строительных компаний используют материалы, в производстве которых применяли нанотехнологии.

Применяемые нанотехнологии меняют стандартные свойства стройматериалов, улучшая их качество и структуру. Для изготовления высокопрочного и долговечного бетона применяют ультрадисперсные, наноразмерные частицы. Исследования и разработка в данной области является наиболее актуальной в наши дни. Крупнейшие фирмы-производители работают над этим материалом: «Майти» (Япония), BASF (Германия), «Зика» (Швейцария), «Элкем» (Норвегия). Срок службы бетона с наночастицами предположительно составляет 500 лет. Такой материал используют для строительства атомных реакторов, защитных оболочек, большепролетных мостов, небоскребов и прочих массивных и капитальных сооружений.

Ученые создали высокопрочную сталь, такой прорыв в наномодификации сделал значительный шаг вперед, ведь на сегодняшний день нет более прочного материала, с подобными показателями вязкости. Высокопрочная сталь идеальна для сооружения гидротехнических и дорожных объектов. Увеличивают службу таких конструкций полимерные и композитные нанопокртия. Они повышают коррозионную стойкость покрываемых материалов, и увеличивают их срок службы, независимо от окружающей среды.

«Самой главной задачей для удовлетворения потребителей и строителей – создание новых материалов и конструкций для строительной области. Материалы, созданные с использованием нанотехнологии, выходят на первый план, строительные компании и мастера все чаще прибегают к использованию именно этих материалов. Лаки, краски, смеси для отделки помещений, теплоизоляционные материалы и прочее – это небольшой

перечень «наноматериалов». Конструкционные композиты заслуживают особого внимания. Это конструкционные материалы с металлической, керамической или полимерной матрицей, широкого класса.

Вильгельм Бартлотт, немецкий ботаник, в 1990 году открыл всему миру «эффект лотоса». В цветке лотоса есть железы, которые вырабатывают воскообразное вещество, которым покрыты лепестки цветка. Цветок, покрытый таким веществом, неуязвим для влаги и воды. Ученые Китая взялись за разработки подобного нанопокрывтия. После долгих годов совершенствования они добились успеха в изучении «эффекта лотоса» и начали производить этот материал. В Пекине, при строительстве большого национального театра, было использовано это вещество. Яйцеобразный купол, что возвышается над театром, изготовлен из стекла и титана. Его покрыли наноматериалом. Благодаря чему он не подвержен воздействию воды, влаги и не загрязняется. Водонепроницаемые, фасадные краски – это материалы, которые в ближайшее время будут иметь колоссальный спрос в строительной отрасли, считают эксперты в области нанотехнологий.

Перед введением нового наноматериала на производственную ленту ученые проводят ряд испытаний и экспериментов. Проверяют их эксплуатационные показатели, прочность, износостойкость и безопасность для человека. Многие продукты, которые изготавливают в лабораториях не проходят проверки для использования в реальной жизни. Важным остается работа ученых в команде со строителями, которые могут делиться опытом и поведением материала. В области строительства ученые сделали огромный шаг вперед. Новые дома, в строительстве которых применяют нанотехнологии, будут служить порядка 400 лет.

## **АВТОМАТИЗАЦИЯ ПРОЦЕССОВ УПРАВЛЕНИЯ ПРЕДПРИЯТИЕМ**

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Исторически сложилось, что информационные технологии играют вспомогательную роль и обеспечивают соответствующий уровень сервиса предприятия. Но с учетом развития новых технологий и развитием экономики в направлении сервисных услуг, роль информационных технологий в управлении предприятием значительно возрастает.

В настоящее время информационные технологии рассматриваются как рычаг для оптимизации бизнес-процессов предприятия на основе сквозной автоматизации составляющих их бизнес-функций.

Автоматизация — один из способов достижения стратегических бизнес-целей, а не процесс, развивающийся по своим внутренним законам.

С этим связано появление специализированных инструментов для построения аналитических систем и систем поддержки принятия решений на всех уровнях управления предприятием (SAS, Oracle Express, Business Object и др.), а также интегрированных систем управления предприятием (SAP R/3, Oracle Application, BAAN и т. д.).

Как было отмечено, смещение акцентов связано с развитием сервисной экономики и информационных технологий, что выражается в следующих процессах:

- информационные технологии становятся продуктом реализации на рынке, который представляет собой гибрид расчетно-аналитической работы и специфических услуг, предоставляемых организациям для автоматизации управления;
- совмещение в одном продукте всех типов информации (текст, графика, цифры, звук и т. д.);
- ликвидация всех промежуточных звеньев на пути от источника информации к ее потребителю (например, становится возможным непосредственное общение автора и читателя, продавца и покупателя, певца и слушателя, ученых между собой, преподавателя и обучающегося, специалистов через систему видеоконференций, электронную почту и т. п.);
- глобализация информационных технологий в результате использования спутниковой связи и всемирной сети Internet, благодаря чему люди смогут общаться между собой и с общей базой данных, находясь в любой точке планеты (ведущая тенденция).

Повышение запросов к оперативности информации в управлении экономическим объектом привело к созданию сетевых технологий, которые развиваются в соответствии с требованиями современных условий функционирования организации. Это влечет за собой организацию не только локальных вычислительных систем, но и многоуровневых (иерархических) распределенных информационных технологий в ИС организационного управления. Все они ориентированы на технологическое взаимодействие, которое организуется за счет средств передачи, обработки, накопления, хранения и защиты информации.

В результате, на предприятии применяются как комплексные, так и специальные информационные технологии, обеспечивающие автоматизацию как отдельных процессов, так и процессов нескольких групп.

На сегодняшний день существует множество программных средств для автоматизации того или иного производственного процесса, как общих, так и специальных (отраслевых). В зависимости от потребностей, компания выбирает программный продукт и интегрирует его в систему управления. При выборе, необходимо руководствоваться следующими критериями:

- программный продукт должен обеспечивать процесс управления, а не дублировать и ни в коем случае не «жить самостоятельно»;
- выбор зависит от стоимости оценки текущих расходов на приобретение программного продукта и его интеграцию, а также от ожидаемого роста денежного потока, формируемого при применении продукта.

Регулируемый процесс, автоматизированный с помощью информационных технологий в современной организации должен включать в себя следующие функции:

- координация действий всех входящих в процесс элементов и субъектов;
- организация — определение целей, задач, структуры процесса и входящих в него элементов;
- мотивация — наиболее эффективно мотивация действует в случае формирования открытого и четкого процесса;
- учет — система должна включать элементы учета входящих процессов и элементов;
- анализ — современные технологии имеют встроенные модули по обработке и анализу учетных данных, результатом чего является вынесение решений, которые выражаются в рекомендации совершения оператором определенных действий или их автоматическое совершение;
- контроль — осуществляется менеджером или оператором системы, однако некоторые продукты имеют промежуточный контроль, который может осуществляться автоматически.

Компания может выбрать общий или отраслевой программный продукт, а также разработать собственный. Выбор зависит от специфики применения и стоимости продукта.

Таким образом, современное предприятие представляет субъект, жизнедеятельность которого обеспечивается целым комплексом информационных технологий. В результате, современные

информационные технологии являются не столько средством, осуществляющим вспомогательные действия и обеспечение сервиса, а средством, обеспечивающим целые производственные комплексы и процессы.

## **ПРОБЛЕМЫ И ПЕРСПЕКТИВЫ РАЗВИТИЯ ЭЛЕКТРОЭНЕРГЕТИКИ В СОВРЕМЕННЫХ УСЛОВИЯХ**

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Энергетика из всех отраслей деятельности человека оказывает самое большое влияние на нашу жизнь. Мы не можем и дня прожить без использования электроэнергии, и потребности в энергии растут с каждым днем. Наша цивилизация очень динамичная, и любые изменения, происходящие в нашей жизни, в первую очередь требуют энергозатрат. Однако, при существующих формах национальных экономик, могут возникнуть серьезные энергетические проблемы. Такие проблемы развития энергетического комплекса являются очень актуальными на сегодня.

Под электроэнергетикой понимается такая наиболее важная отрасль энергетики, которая состоит из производства, передачи и сбыта электроэнергии. Электроэнергия имеет неоспоримые преимущества перед другими видами энергии и передается на большие расстояния с относительной легкостью. В отрасль электроэнергетики входит группа производств, включающие добычу, транспортировку топлива, выработку энергии и передачу ее потребителю. Для получения электроэнергии можно использовать топливные ресурсы, ядерную энергию, гидроресурсы, альтернативные виды энергии.

Рассмотрим сырьевую проблему электроэнергетики в современных условиях. Так, сырье для производства электроэнергии представлено: – минеральными ресурсами; – топливными полезными ископаемыми; – рудными полезными ископаемыми; – нерудными полезными ископаемыми. Однако при современных темпах энергопотребления ресурсов хватит максимум на сто лет, причем они практически невозполнимы, что становится реальной проблемой для человечества.

Еще одной проблемой в сфере электроэнергетики является энергетическая проблема. Можно выделить следующие источники энергии: – горючие минеральные ископаемые; – горючие органические ископаемые; – нетрадиционные виды энергии; – атомная энергия. Так как на современном этапе топливные ресурсы Земли дорожают, то характеристика энергетической и экономической независимости государства представлена проблемой возобновляемости источников энергии. Рассмотрим преимущества и недостатки каждого вида получения электроэнергии. Так, тепловые электростанции очень дешевые в строительстве и обслуживании, непрерывно работают и повсеместно расположены. Однако, топливные ресурсы Земли не бесконечны, их хватит максимум на сто лет, загрязняют атмосферу вредными выбросами, создают парниковый эффект. Преимущества гидроэлектростанций заключается в низкой себестоимости электроэнергии, отсутствии вредных выбросов в атмосферу. Но, недостатки гидроэлектростанций заключаются в том, что их строительство возможно только на территории водных бассейнов, их строительство довольно трудоемкое и дорогое, а плотины, построенные для ГЭС, наносят ущерб водной экосистеме. Атомные электростанции обладают огромным электропотенциалом и рентабельностью, а также не загрязняют атмосферу продуктами сгорания. Но существует актуальная проблема, заключающаяся в безопасности атомных электростанций, то есть в случае аварии возникает опасность радиоактивного заражения.

Помимо основных источников энергии существует нетрадиционная энергетика. К ней относят: – солнечную энергетику; – ветроэнергетику; – термоядерную энергетику; – биотопливо; – геотермальную энергетику; – энергию волн, приливов, отливов. Солнечная энергетика подразумевает использование энергии солнца. Она является общедоступной, неисчерпаемой и абсолютно безопасной, но при этом, она зависима от климата и времени суток. Ветроэнергетика основана на использовании энергии ветра, также как и солнечная энергия — является возобновляемым видом энергии, но зависима от климата и погодных условий. Термоядерная энергетика является слабоизученной и неразвитой, однако, примером природного термоядерного реактора является Солнце, что позволяет говорить о высокой эффективности данного вида энергетике. Для получения биотоплива перерабатываются стебли сахарного тростника или семена кукурузы, сои или рапса. Геотермальная энергия представляет собой энергию вулканов в виде воды и пара. Преимущество заключается в том, что при ее использовании, снижается влияние на окружающую среду.

Энергия волн, приливов и отливов использует энергию океана. Так, в Японии используется данный вид энергии для того, чтобы обеспечить океанский транспорт.

Таким образом, существует множество альтернативных источников энергии, но основной их недостаток заключается в низком КПД, что позволяет говорить об ограниченности данных видов энергии. Однако, с учетом того, что топливные ресурсы не бесконечные, гидроэлектростанции невозможно строить повсеместно, а атомная энергетика довольно опасна, то необходимо обратить более пристальное внимание именно на нетрадиционные виды электроэнергетики. Конечно, при практическом освоении этих возможных источников потребуются несколько десятков лет из-за высокой капиталоемкости и соответствующей инерционности в реализации проектов.

## **ПРИМЕНЕНИЕ НАНОТЕХНОЛОГИЙ В МАШИНОСТРОЕНИИ**

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Развитие направлений науки, техники и технологий, связанных с созданием, исследованиями и использованием объектов с наноразмерными элементами, уже в ближайшие годы приведет к кардинальным изменениям во многих сферах человеческой деятельности – в том числе и в машиностроении.

Новейшие нанотехнологии наряду с компьютерно-информационными технологиями и биотехнологиями являются фундаментом научно-технической революции в XXI веке, сравнимым и даже превосходящим по своим масштабам с преобразованиями в технике и обществе, вызванными крупнейшими научными открытиями XX века.

В развитых странах осознание ключевой роли, которую уже в недалеком будущем будут играть результаты работ по нанотехнологиям, привело к разработке широкомасштабных программ по их развитию на основе государственной поддержки.

Так, в 2000 г. в США принята приоритетная долгосрочная комплексная программа, названная Национальной нанотехнологической инициативой и рассматриваемая как эффективный инструмент, способный обеспечить лидерство США в первой половине текущего столетия.

Разработка и успешное освоение новых технологических возможностей потребует координации деятельности на государственном уровне всех участников нанотехнологических проектов, их всестороннего обеспечения (правового, ресурсного, финансово-экономического, кадрового), активной государственной поддержки отечественной продукции на внутреннем и внешнем рынках.

Формирование и реализация активной государственной политики в области нанотехнологий позволит с высокой эффективностью использовать интеллектуальный и научно-технический потенциал страны в интересах развития науки, производства, здравоохранения, экологии, образования и обеспечения национальной безопасности.

Использование возможностей нанотехнологий может уже в недалекой перспективе принести значительный экономический эффект в машиностроении:

1. Увеличение ресурса режущих и обрабатывающих инструментов с помощью специальных покрытий и эмульсий.
2. Широкое внедрение нанотехнологических разработок в модернизацию парка высокоточных и прецизионных станков.
3. Созданные с использованием нанотехнологий методы измерений и позиционирования обеспечат адаптивное управление режущим инструментом на основе оптических измерений обрабатываемой поверхности детали и обрабатывающей поверхности инструмента непосредственно в ходе технологического процесса. Например, эти решения позволят снизить погрешность обработки с 40 мкм до сотен нанометров при стоимости такого отечественного станка около 12 тыс. долл. И затратах на модернизацию не более 3 тыс. долл. Равные по точности серийные зарубежные станки стоят не менее 300-500 тыс. долл. При этом в модернизации нуждаются не менее 1 млн активно используемых металлорежущих станков из примерно 2,5 млн станков, находящихся на балансе российских предприятий.
4. В двигателестроении и автомобильной промышленности за счет применения наноматериалов, более точной обработки и восстановления поверхностей можно добиться значительного (до 1,5-4 раз) увеличения ресурса работы автотранспорта, а также снижения втрое эксплуатационных затрат (в том числе расхода топлива), улучшения совокупности технических показателей (снижение шума, вредных выбросов), что позволяет успешнее конкурировать как на внутреннем, так и на внешнем рынках.
5. В электронном и электротехническом машиностроении расширение возможностей радиолокационных систем за счет применения

фазированных антенных решеток с малошумящими СВЧ-транзисторами на основе наноструктур и волоконно-оптических линий связи с повышенной пропускной способностью с использованием фотоприемников и инжекционных лазеров на структурах с квантовыми точками; совершенствование тепловизионных обзорно-прицельных систем на основе использования матричных фотоприемных устройств, изготовленных на базе нанотехнологий и отличающихся высоким температурным разрешением; создание мощных экономичных инжекционных лазеров на основе наноструктур для накачки твердотельных лазеров, используемых в фемтосекундных системах.

6. В энергетическом машиностроении наноматериалы используются для совершенствования технологии создания топливных и конструкционных элементов, повышения эффективности существующего оборудования и развития альтернативной энергетики (адсорбция и хранение водорода на основе углеродных наноструктур, увеличение в несколько раз эффективности солнечных батарей на основе процессов накопления и энергопереноса в неорганических и органических материалах с нанослоевой и кластерно-фрактальной структурой, разработка электродов с развитой поверхностью для водородной энергетики на основе трековых мембран).

## **К ВОПРОСУ О ТЕХНОСФЕРНОЙ БЕЗОПАСНОСТИ**

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Резкое увеличение антропогенного давления на природу привело к нарушению экологического равновесия и вызвало деградацию не только среды обитания, но и здоровья людей. Биосфера постепенно утратила свое господствующее значение и в населенных регионах стала превращаться в техносферу.

После получения различных биологических и химических веществ, новых видов энергии возникла необходимость в осмыслении вопросов безопасности, упреждающей оценке будущих нововведений и разработке основ безопасного развития людей. Стихийное развитие техносферы влечет угрозу для благополучного существования человека. Нужно обеспечить экологическую, производственную, промышленную,

информационную безопасность в техносфере, принять меры по уменьшению вреда от чрезвычайных ситуаций техногенного и природного характера. Основной вред наносится в результате производства. Носителями вредных факторов в производстве являются биологические и химические предметы труда, машины, источники энергии и др.

Есть все основания утверждать, что основным противоречием нынешней эпохи служит несоответствие между возрастающими потребностями человечества и возможностями их удовлетворения непрерывно скудеющей биосферой.

Техносферная безопасность – это понятие, охватывающее экологическую, производственную и бытовую безопасность. Определяя техносферные опасности как совокупность производственных, социальных и природных опасностей разрушающих техносферу, выведем определение техносферной безопасности.

Техносферная безопасность – это свойство объекта, выраженное в его способности противостоять техносферным опасностям (негативным факторам техносферных опасностей).

Одним из источников экологических бедствий являются техногенные аварии и катастрофы, так как при них, как правило, происходят наиболее значительные выбросы и разливы загрязняющих веществ. Зонами наиболее высокого риска загрязнения окружающей среды вследствие техногенных аварий и катастроф являются промышленные районы, а также крупные города и мегаполисы. Крупнейшие аварии и катастрофы, произошедшие в последние десятилетия в России и за рубежом, наряду с гибелью людей, огромным материальным ущербом, как правило, причиняли невосполнимый ущерб окружающей природной среде, экологическим системам ряда регионов и территорий. Экологические последствия техногенных аварий могут проявляться годами, десятками и даже сотнями лет. Они могут быть разнообразными и многогранными. Особенно опасными являются аварии на радиационно опасных объектах.

Появление в биосфере новых компонентов, вызванных хозяйственной деятельностью человека, характеризуется термином «антропогенное загрязнение», под которым понимают побочные отходы, образующиеся в результате хозяйственной деятельности человека (общества), которые при попадании в окружающую природную среду изменяют или разрушают ее биотические и абиотические свойства. Окружающая среда загрязнена огромным количеством промышленных отходов, обладающих токсичностью, а также способностью накапливаться в организме человека или пищевых цепях.

Какова должна быть стратегия, способная удовлетворительно решать эту важнейшую социальную проблему. Прежде всего, требуется квалифицированное и широкое информирование общественности о важности проблемы обеспечения безопасности человека в техносфере.

## **ИСТОРИЯ ЗАРОЖДЕНИЯ САМОЛЕТОСТРОЕНИЯ**

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Еще в глубокой древности человек мечтал летать, как птица. Известны наскальные изображения крылатых людей эпохи каменного века, сказания и мифы о колесницах, в которые запряжены орлы, сказки о коврах-самолетах, легенда о Дедале и его сыне Икаре.

Английский историк Майкл Айртон вообще считал, что Дедал и Икар действительно, убегая из Лабиринта Миноса, взлетели, но не при помощи крыльев из перьев (слепленных воском), а используя воздушного змея (из деревянных палочек, обтянутых тонкой кожей) и восходящие потоки воздуха. Дерево использовали первые мечтатели – создатели летательных аппаратов. В ход шла не только сама древесина, но и береста, и ивовые прутья. В IV веке до н. э. для военной сигнализации, а также во время праздников, в Китае применялись воздушные змеи, представлявшие собой деревянную или бамбуковую раму, обтянутую кожей (позднее – бумагой). Через несколько столетий – в VI веке уже нашей эры на этих «аппаратах» стали поднимать в небо людей.

Говоря о зарождении самолетостроения нельзя не вспомнить великого изобретателя Леонардо Да Винчи, который сам хоть и не сумел оторваться от земли, зато многие из его чертежей стали прообразами современных летательных устройств, например, парашют, вертолет.

Человек пытался взлететь с какого-нибудь высокого места, приладив к рукам самодельные крылья. В царствование Ивана Грозного холоп Никитка решился на такой эксперимент в присутствии самодержца, за что и поплатился жизнью. Царь вынес свой вердикт на этот счет: «...То не божье дело, а от нечистой силы. ...отрубить выдумщику голову... А выдумку... огнем сжечь».

Гораздо менее консервативен был Петр I, сказавший: «Не мы, а наши правнуки будут летать по воздуху, аки птицы». С развитием науки

возможность воздушных полетов стала занимать умы ученых. М. Ломоносов в 1754 году представил на заседании Академии наук свой проект «воздухобежной» машины, которая помогла бы исследовать верхние слои атмосферы. В старинных хрониках упоминаются: вятский крестьянин Данила Кашкин, поднявшийся в воздух на крыльях из бересты; кузнец из села Ключ (Рязанщина), совершивший небольшой полет и опустившийся на кровлю дома; «какой-то Каричивец», сделавший бумажных змеев и прикрепивший их к петле, под которой соорудил «сиделку и поднялся, но его тело стало крутить, и он упал...».

Множество неудачных или слегка удачных попыток не охладили стремление человека к полетам. В 1891 году Отто Лилиенталь (немецкий конструктор) построил свой первый планер, каркас которого изготовил из ивовых прутьев с прикрепленной к ним пропитанной ткани. Позже он создал из дерева и полотна более совершенные модели. Одна из них – планер-моноплан со складывающимся крылом и горизонтальным передвижным стабилизатором. На нем смельчак Лилиенталь множество раз стартовал с высоких холмов неподалеку от Берлина и совершал успешные полеты продолжительностью до 30 секунд. Экспериментатор продевал в отверстие руки до плеч и висел на двух параллельных брусках, которые проходили у него под мышками. Конечно, это было огромным достижением: впервые в истории человек летал на аппарате тяжелее воздуха. Лилиенталь был первым практиком пилотажа авиационной техники.

Целый ряд стран в XIX веке вел работы по конструированию летательного аппарата с мотором. А. Можайский – российский морской офицер – построил в 1893 году самолет-моноплан с двумя паровыми двигателями. Каркас (обшитый полотном) и три четырехлопастных винта были изготовлены из древесины. Установленный на четырехколесном шасси самолет разбегался по специальным деревянным рельсам. При пробных запусках стало понятно, что необходимо повысить мощность двигателя. Но до конца довести дело по созданию российского самолета не удалось из-за смерти Можайского. Первый в истории полет на моторном аппарате совершили в 1903 году американцы – конструкторы братья Райт. Их самолет «Флайер» после первого старта пробыл в воздухе 12 секунд, а после четвертого – уже 59.

После триумфа братьев Райт самолетостроение начало развиваться очень быстрыми темпами. Во Франции появились самолеты конструкторов Блерио, Фармана, Ньюпора, Вуазена, в России – Гаккеля, Григоровича, Слесарева. На всех аппаратах в качестве материала использовалась

древесина (в основном – сосны) и фанера. Журналисты называли первые самолеты «этажерками», «клетками для птиц» и так далее, но, тем не менее, в 1908 году братьями Райт был совершен полтора часовой полет на такой «этажерке». В следующем году конструктор из Франции (Луи Блерио) перелетел за 32 минуты пролив Ла-Манш. Первый в России полет совершил Михаил Ефимов в 1910 году, а через месяц после этого он стал победителем авиационных состязаний в Ницце.

## КОНЦЕПТ «ЧЕСТЬ» В РУССКОЙ КАРТИНЕ МИРА

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В процессе общения с представителем иной культуры знание основных черт национального характера играет очень важную роль. Успех межкультурного взаимодействия нередко определяется именно пониманием народа, представителем которого является ваш собеседник, нежели правильным использованием грамматики.

Русский национальный характер зачастую называют одним из самых загадочных в мире. Он обладает множеством интересных характерных черт, и, пожалуй, одной из самых удивительных из них является русское чувство чести. Анализу именно этого качества посвящена настоящая работа.

Сначала необходимо вспомнить, что вкладывается в понятие «честь». Итак, согласно словарю Даля, «честь – внутреннее нравственное достоинство человека, доблесть, честность, благородство души и чистая совесть».

Стоит сказать, что подобная концепция чести характерна не только для русских. Как писал Т.М. Джафарли, «ещё мыслители древнего мира акцентировали в своих суждениях и выводах общечеловеческое стремление разобраться в основаниях, придающих позитивную значимость мотивам поведения и самим действиям». На протяжении веков в общемировом сознании формировалась мысль о том, что ценность человеческой жизни утверждается нравственными деяниями, что важнейшим атрибутом личности является умение беречь свою честь и достоинство. Так, герои легендарного древнегреческого поэта Гомера вступили в войну, известную как Троянская, из-за оскорбления чести одного из своих товарищей, что несомненно вызывает восхищение и уважение.

Однако в русском сознании понятие «честь» занимает особую нишу в системе ценностей. Известны такие пословицы, как «где честь, там и правда», «береги платье снову, а честь смолоду», «честь на волоске висит, а потеряешь, так и канатом не привяжешь». Истории жизни и поступки

людей, живущих «по чести», оцениваются обществом очень высоко; так завоёвывается особое уважение людей и право быть Человеком.

Примеров подобных поступков история помнит множество. Ученые, предпочитающие честь и дружеские отношения собственной выгоде и славе; профессора, в знак протеста против притеснений студентов уходящие в отставку и теряющие свои места; академики, снимающие с себя звания, если академия поступает несправедливо.

Бесчисленное множество примеров такого выбора так и останется не озвученным. Однако это лишь подчеркивает, что подобное мировоззрение, отношение к чести и достоинству в русском сознании всегда воспринималось как естественное и единственно правильное. Подлец знал, что его подлость будет наказана не взиманием штрафа через год по приговору суда, а тем же вечером, лицом к лицу с человеком, защищающим справедливость с пистолетом в руках; никто не спешил распускать сплетни, остерегаясь возмездия. Суровая пословица «бесчестье хуже смерти» ясно отражала отношение к чести русского человека, каждого, кто ценил свое доброе имя; ради его защиты отдавались жизни, полные больших надежд и гениальных замыслов. И Пушкин, и Лермонтов, великие поэты, погибли на дуэли, один – защищая честь семьи, другой – свою собственную.

Однако в настоящее время наблюдается удивительная тенденция. Мы живём уже в другую эпоху, которую многие называют эпохой глобализации и предпринимательства. Немалое из прошлого ушло, в том числе и дуэли, и некоторые люди теперь считают понятие чести устарелым, не применимым к реалиям современности.

Тем не менее, хотелось бы возразить, опираясь на работы Д. Гранина, писавшего: «Как может устареть чувство чести, чувство собственного достоинства, сугубо личное нравственное чувство? Как может устареть понятие чести, которая даётся человеку однажды, вместе с именем, и которую нельзя ни возместить, ни исправить, которую можно только беречь?»

Даже если мир меняется, это не означает, что сегодня люди больше не должны беречь своё достоинство, поддерживать свою честь. Другое понятие, близкое понятию чести, возможно, будет куда понятнее современному человеку: принципиальность. Вместо человека чести – человек принципов. И еще одно, более простое и конкретное: слово, данное человеком. Сдержанное слово, не подтвержденное документами и не закрепленное договором, просто слово, данное другому – здесь явно присутствует заметная корреляция с честью.

Твердые моральные принципы, желание и потребность защищать такие ценности, как достоинство и честь, как свою и своих близких, так и окружающих людей, стабилизируют добропорядочность личности, а тем самым и всего общества в целом. «Благодаря выработанности в нас этих моральных качеств мы оказываемся в силах сохранить за собой нравственные позиции, чётко видеть границу между добром и злом, между истиной и ложью, между сиюминутной выгодой для себя и непреходящим истинным благом народа, общества, человечества».

Несомненно, понятие чести близко не только русскому сознанию. Многие народы разделяют идею о том, что ценность человеческой жизни утверждается нравственными деяниями. Но именно для русских это понятие важно особенно. Становясь на защиту своего собственного достоинства, каждый из нас защищает Человека внутри себя; отстаивая честь нашего языка, мы защищаем честь национальную. Именно поэтому понятие чести не подвластно ничему: ни внешнему влиянию, ни жизненным реалиям, ни времени. Ничему, кроме самого человека.

## **THEORETICAL ASPECTS OF VORONEZH CINEMA CLUB ACTIVITIES UNDER THE DIRECTION OF S.N. PENZIN**

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In addition to media education, which S.N. Penzin carried out in the universities of Voronezh, the activity of the cinema club, which was located in the cinema "Proletary", was of great importance for him. The scientist understood that the cinema club activity assumes greater variability than, for example, special courses in the university.

Having studied media education activity of S.N. Penzin in the form of a cinema club, we single out its leading functions: 1) one of the actual forms of media education; 2) propaganda of cinematography; 3) rolling and popularizing "difficult" (introverted) films; 4) reviewing films - the "role" of the critic; 5) the study of the audience - the "role" of the sociologist; 6) communicative function, that is the place of meetings and leisure activities.

The media teacher formulated the following tasks for the Voronezh cinema club:

1. Educate in its members the need for serious cinematography.

2. To teach them to be selective about film choice, equipping them with clear criteria that would allow high-end talented works to be singled out.
3. To inculcate respectful attitude to such film productions as to spiritual value.
4. To teach viewers to analyze films competently, for which purpose to develop their imaginative thinking, to teach the basics of the language of cinema.
5. To help orientation in the moral issues of film production, to bring up the need to turn "cinema lessons" to oneself, to study with the help of cinema self-education.
6. "Learning, teaching others," to share the acquired knowledge and skills with other viewers, actively promote advanced cinema" [1].

The media teacher chose these tasks because of a number of factors, among which are:

- polyfunctionality inherent in the work of the club;
- features of participants in the classes, implying different age, social status, education, etc. of people. At the university, the media educator was oriented toward a "homogeneous" audience, with approximately the same level of development of aesthetic needs and interests in the field of cinema. The members of the cinema club were different in the characteristics indicated, which is reflected in these problems.

Obviously, the tasks singled out by the scientist can easily be formed into three main groups. S.N. Penzin formulated them for media education of the student audience: educational, teaching and educational.

As we see, the tasks of media education work, put forward by S.N. Penzin, directly related to the needs of the individual. The teacher attached special importance to them, aware of the importance and role in the formation of the individual.

A distinctive feature of the cinema club is an address, mainly, to an adult audience. Based on this S.N. Penzin identified the features that were taken into account when selecting the repertoire for classes, the methods for conducting them, and so on. So, to the main features [1] he attributed:

1. The heterogeneity of the cinema club members as in general signs (by age, life experience, motivation for joining the club, education, moral-willed qualities), and by knowledge in the field of cinema.
2. More detailed and clear, in comparison with the students, position of the cinema club members. As S.N. Penzin says, this "circumstance, connected in part with work, with worldly sophistication, has both positive and negative sides. In the latter case, active rejection of everything that does not coincide with personal experience; categorical judgment about films, inertia of thinking" [2].

3. The adoption of the utilitarian value of the seen films, which are often understood superficially. Only what is useful for a particular viewer is accepted, for example, the desire to entertain or extract a moral lesson from the screened film.

4. Often the work with the adult audience was complicated because of the existing stereotypical ideas about the cinema, which manifested themselves in a cautious attitude, ignoring or rejecting something unusual that did not coincide with the tastes of a particular person.

5. Occasional visits of the cinema club due to employment, as well as "weak general aesthetic training (ignorance in the field of supporting facts and concepts of history and the theory of cinema)" [1].

6. Indifferent attitude to the continuation of studies in the form of attending classes at the cinema club. That is, often people who have long graduated from educational institutions have lost interest in the analytical analysis of film production.

However, despite of the singled out features of an adult audience, S.N. Penzin actively conducted film classes, adapting material, repertoire, forms of work to the needs and interests of the club members. The scientist was sure that the club was able to become "the true center of the city's film culture" [1], which answered the tasks of media education activity of S.N. Penzin, which consisted in the aesthetic, patriotic, moral education of people on the material of the cinema.

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## **SOCIO-TECHNOLOGICAL CULTURE IN MODERN SOCIETY**

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One of the main problems of modern civilization is to ensure the comprehensive security of the individual person and the whole society, so the level of security is one of the main indicators of the society state. Science and technology have an impact on all spheres of the modern society life activity, making people's lives more comfortable, but at the same time engender a lot of

man-made threats. All of this requires both an urgent need for their diagnosis and forecasting, and the formation of socio-technological culture in modern society.

One of the promising areas is the formation of socio-technological competence, which includes: 1) a set of main goals, which includes the ability to organize social diagnostics and apply its various models; forecasting of public, as well as managerial, processes; formulation of management objectives and implementation of their decomposition; the definition of an action strategy; organization of work on program documents; analysis of socio-economic trends based on basic matrices and systems; 2) the decision making unit, which includes the ability to analyze the problem situation to be solved on a project basis; justify options for action; choose the best option for action; approve decisions independently or in the process of applying to top officials; 3) organizational unit, which includes the ability to distribute tasks between performers; coordinate and regulate the implementation process; to monitor the execution of decisions; 4) an analytical unit, which includes the ability to compare planned and achieved results; to open new problem situations; evaluate the effectiveness and effectiveness of their own activities and activities of subordinates; formulate new goals; 5) resource support unit, which includes the ability to develop draft normative legal acts related to the field of activity; to calculate the requirements for organizational, financial, logistical and other resources; work with sources of information, databases and technical means; apply modern personnel technology [1]. The formation of socio-technological competence is associated with the development of socio-technological thinking, which refers to the comprehension of the social situation and the ways of its transformation in the categories of management theory [2].

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## **MAIN PROPERTIES OF INTERNET COMMUNICATION**

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Internet communication - these are methods of communication in which the transmission of information occurs through Internet channels using standard protocols for the exchange and presentation of information. Information can be transmitted through various forms: text files, instant messages. The specifics of the Internet communication environment is characterized by a property such as virtuality, which emphasizes that the conditions under which communication occurs are significantly different from the conditions of real communication. The main properties of Internet communications include: limited sensory experience, anonymity. This leads to a certain degree of equality of participants in such characteristics: status, age, financial situation, education, external data, etc. Online communication has a tendency to change over time from more formal communication to less, which helps to reduce the psychological distance.

Internet communications also have the property of ambivalence. On the positive side of Internet communication can be attributed: communication tools, almost always available and relatively easy to use, which greatly facilitates communication; the opportunity to get to know and communicate with people who might never have met in reality because of different geographic location, different interests; the opportunity to try on social roles and statuses that are not characteristic of a person, which can help to understand both their own motives for behavior and the motives of others; a feeling of some kind of psychological security; Internet communication is not regulated by certain time norms. Negative aspects of Internet communications: when communicating on the Internet, there is often a misunderstanding, misunderstandings due to modernized words, and abbreviations; Internet communication can lead to impoverishment of the language because of the desire to simplify the text when communicating.

The Internet is a constantly evolving and growing global network that facilitates the function of communication between people. But it is necessary to understand that communication technologies are just tools that help communication, but cannot replace it.

## **IDIOMS AS AN ESSENTIAL PART OF ENGLISH LANGUAGE**

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Linguists have estimated that English language contains more than 1mln words. This number seems to be unbelievable and unreal but it's really the fact. When English learners hear this information they might think that it's absolutely impossible to learn the language but they worry in vain. The thing is that to be able to communicate in English, one should know nearly 1500 the most common words. To be a fluent speaker you need to enlarge your vocabulary and learn about 5000 words. However, to feel freely while reading books or different news it's necessary to obtain the vocabulary of more than 10000 words.

There are a lot of idioms in English. No one knows the exact number. Some of them have been used for centuries; some of them have disappeared or appeared. Language is an alive organism. It changes constantly, gets rid of useless elements and welcomes new ones.

The word "Idiom" came from the Latin "Idios" and originally meant "personal, private". Its definition became "a peculiarity in language" only later, in 16th century, from the French word "Idiome". According to Oxford living dictionaries 'idiom' can be defined as "a group of words established by usage as having a meaning not deducible from those of the individual words (e.g. over the moon, see the light)". So any idiom mustn't be translated literally. And the main difficulty in understanding and learning English and idioms as a part of English is in the fact that we must understand the hidden meaning of them but never try to translate these figurative units word after word. Because of overwhelming number of idioms learning English can be rather difficult but very interesting.

Idioms are pervasive. They're used in formal and informal speech, conversation and writing and are part of standard speech in business, education and the media. If you want to sound more natural you should learn idioms. But it's a bad idea to substitute common words for idioms while learning. The way of filling the speech with slang words and cliché expressions is not easy and one should do it rather cautiously.

Native speakers tend to use idioms spontaneously. Not always non-native speakers of English can understand the meaning of such expressions. Usually the words that make up idiomatic phrases are well-known, but they have no sense if translated literally one by one. A lot of idioms have the same meaning

in different languages. A lot of English idioms are understandable for Russian people. For example, phrases “bite your tongue”, “let sleeping dogs lie”, “make money”, “to give the green light” have the same idea in both languages. But expressions “Bob’s your uncle” or “break your leg” seem to be absolutely weird if not to know their figurative meaning. Sometimes the phrases in different languages have some nuances, other words can be used and it can puzzle the non-native speaker. So, in English there is a phrase “when pigs fly” but in Russian we say “when a crayfish whistles”, etc.

People in different countries use various idioms. Sometimes expressions used in Britain are of no use in America or New Zealand and vice versa. Americans say “don't get your panties in a bunch” instead of British “stop freaking out”. New Zealanders prefer “bee’s knees” instead of traditional “cool” and substitute “ok, no problem” for “sweet as (pie)”.

In American English, there are a lot of idioms about popular sports. For people who don’t understand American baseball, the expression, “He struck out,” may have little or no meaning. Native speakers will know this is a reference to someone who was unsuccessful in achieving a desired goal. The idiom “call the shots” came from billiards and means “assume responsibility or control” in business English.

Idiomatic language is very interesting but sophisticated. It’s not a piece of cake at all. It’s a big and very important part of English language which must be studied step-by-step and very cautiously. Learning idiomatic expressions helps non-native speakers become more fluent, and sound more native-like, increases the vocabulary and better understanding of the culture.

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## **COMMUNICATION IN SCIENCE: THE ETHICAL DIMENSION**

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Language doesn't exist out of culture, that is out of socially inherited set of the practical skills and ideas characterizing our way of life. Language is a guide in «social reality» [2, p. 261] in which the image of the real world is an approximate basis for activity of the person through a prism the

sotsializovannykh of values and personal meanings as crystallization of the human relation to the world in the course of his perception, knowledge and transformation [3, p.279]. If to consider language from the point of view of its structure, functioning and ways of mastering by him, then the sociocultural layer (culture component) appears a part of language, a background of his real life. G.D. Tomakhin considers that in coincident components of language pictures of the world of the people representing different cultures it is the national marked language units bearing sociocultural specifics.

The nature of language of science can be understood only at complete system approach, at simultaneous accounting of his intra scientific and sociocultural features. The sociocultural aspect focuses on studying of interrelations of language of science, on the one hand, with natural (national) languages, with another, – with culture language in general, with philosophy language in particular as language of philosophy mediates influence of diverse forms of culture on science language. Arising as means of practical goal-setting, a natural language owing to complication of goal-setting, increase in him an intellectual component breaks up to a number of branches [1, p.12-13]. One of such branches is science language which, have been exempted from the holding-down framework of «common sense» caused by universality of the communication characteristic of natural languages allows to fix precisely the phenomena inaccessible to sensory perception and consequently, and inexpressible in ordinary language. Development of language reality, allocation of specific languages of science becomes a necessary condition of the becoming complicated practical process in connection with natural increase in him an intellectual factor. Science language as means of statement of the purpose, allows to express and estimate precisely possibilities of realization of the purpose as means of expression of results – objectively estimates the nature of practical process and creates conditions for the subsequent practical goal-setting.

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## **THE DISTINCTIVE CHARACTERISTICS OF CANADIAN ENGLISH**

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It is a well-known fact that when studying various variants of a language, a picture of this language is formed; all its features, colors and specificity are revealed. This also applies to vocabulary, phonetics, and grammar. In this article we will look at the peculiarities of the Canadian variety of English and find out how it differs from other varieties, and what are its interesting features.

While studying the English language many of us are faced with the fact that the same word in different countries is written in different ways. The thing is that language is always influenced by other languages and the specificity of varieties and dialectics can change not only the sound of the word, but also the correctness of its writing. There are two main variants in the English language that are generally recognized: "royal language" (British) and American English. Although in fact, there are many more varieties of this language. Among them is Canadian English, which has its own peculiarities and differences from the language of Britain and the United States. Although linguists often say that Canadian English exists due to the interconnection of the two main variants of this language.

First of all it should be noted that modern linguistics distinguishes territorial variants of a national language and local dialects. What is the difference? Variants of a language are regional varieties of a standard literary language that are characterized by some peculiarities in the sound system, vocabulary and grammar as well as by their own literary norms. At the same time dialects are "varieties of a language used as a means of oral communication in small localities, they are set off from other varieties by some distinctive features of pronunciation, grammar and vocabulary" [1].

The term "Canadian English" is first attested in speech by the Reverend A. Constable Geikie in an address to the Canadian Institute in 1857. Until fairly recently, Canadian English was a severely understudied national variety of English. "Reliable sociolinguistic data of a national scope has been especially hard to come by and, until the mid-1990s, was virtually inexistent" [2]. Broadly speaking, Canadian English variety "tend to be close to American English variety in terms of linguistic distance" [3], the precise influence of American English, British English and other unique sources on Canadian English varieties has been the ongoing focus of systematic studies.

What about the phonetic structure of Canadian English?

In phonological and phonetic terms, “Standard Canadian English is also much more similar to Standard American than to Standard British English; in fact, Standard Canadian and American English are largely indistinguishable” [4]. But the British imprint is seen in the pronunciation of the diphthong [ju:], for example, in the words news, tune. The exception is the American influence on the pronunciation of the word “suit”, which sounds like [su:t].

British pronunciation is manifested in such diphthongs as roof, food, tooth - [u:]. The same is true with the diphthong [ou], which is not subjected to reduction. For example, in words like process and progress Canadians use exactly the diphthong [ou], and do not pronounce a neutral sound, as Americans do. Other features include “Canadian raising”, that affects the diphthongs in words such as wife, price and house, about or shout. Canadian pronunciations are often perceived as weef instead of wife and a boot instead of about by outsiders. There are also other, less well-known Canadian differences. In words like pasta, lava, or drama the foreign “a” sound acquires the vowel in father in American English and British English, but the vowel of cat in Canadian English.

Of course, we can find interesting features in the vocabulary of this variant of the English language. There are a lot of Canadian terms: washroom - public bathroom, all-dressed pizza - pizza with all the available toppings on it, garburator - in-sink garbage grinder, parkade - car parking structure or the ubiquitous toque – woolen hats are easy to find, booze can - an after-hours establishment where alcohol is served, often illegally, fog - eater - a rainbow in a clearing mist, salt fishing - fishing with salting it right on the ship, steel man - railway builder, cat driver - driver of the tractor and much more. Very often these words are used as identity markers in Canadian regions.

Variation in grammar—morphology and syntax—can also be found in Canadian English. Reported since the early 1980s, but never thoroughly studied, Standard Canadian English allows the placing of as well sentence initially. But significant difference between the Canadian grammar and the British one is the almost complete exclusion of Past Perfect Continuous. Past Perfect Simple took its place.

In conclusion, we would like to emphasize that the study of English language varieties helps us to understand its system, as well as the peculiarities of the culture of different peoples. Canadian English as the product of five waves of immigration and settlement over a period of more than two centuries is a good object for studying. This includes not only the features of the worldview of Canadians, but also the system of English language itself.

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## **ENGLISH AS LINGUA FRANCA**

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Many years had passed until English became an international language. Nowadays, it is almost impossible to find the country, where nobody speaks English good enough to communicate. As we all know, all the none-native speakers of English have the tendency to do similar mistakes, one time after another. We can find them everywhere: in grammar, in pronunciation and even in the use of vocabulary. However, these mistakes can be explained, if we pay our attention to such term as lingua franca. Apparently, there are few people, who know about it, that is why it is our main goal to make you familiar with this term.

In the beginning, the term “lingua franca” did not mean exactly what it means now. Firstly, “lingua franca” meant “the language of francs”, a mixture of the French, Italian and Provençal languages. It was used in the Middle Ages as a way of communication of Arab and Turkish merchants with the European merchants [3]. Nowadays, this term has observed the meaning of a functional language, as a means of communication between the speakers that do not share the mother tongue in various spheres of cooperation.

Anyone who has tried to learn English with a different sound system in their mother tongue will understand the difficulties that must be overcome by those who want to master English. Some of the learners do not have the right pronunciation model, and some of them do not have any opportunity to use English outside the class [1]. That is why people mix the rules of their native language and the rules of English. As you may understand, this case does provide different mistakes, which become a stable layer of lingua franca for this nation within some time.

What countries can be taken for our research? According to the new English paradigm by B. Kachru, there are three circles of use of English – inner circle (England, the USA, Australia, Canada, etc.), outer circle (India, Singapore, Nigeria, etc.) and “expanding” circle – countries, where English isn’t used as the official language, but only as a way of communication [2]. Now, when we know all these fact, we can choose countries for our research.

So, what tendencies can we note, taking into account some different types of English as lingua franca? What mistakes do people of different nations do in English pronunciation during communication? We have made some research to find it out. We have listened to different records with the interviews with people of different countries: France, Poland and Vietnam. According to these records, we made a conclusion, that people of these countries have rather similar difficulties and mistakes in pronouncing English.

Vietnamese learners of English have rather big problems with the pronunciation. And even when they’ve learned English, it is hard for a non-Vietnamese to understand them, even if both sides speak English well [1]. It happens because of a specific accent, which Vietnam people have – that is why it is really hard to learn Vietnamese. We searched for statistics, listened to the interview and put down distinct problematic features of the English spoken by Vietnamese: the absence of the distinction of the length of the vowel; strong labialization; temporary devoicing of the final consonants.

French also have difficulties in learning and speaking English, though in English, there are a lot of words of French origin. We have listened to the tape and noted several mistakes: mispronounce of the inter-dental phonemes (/θ/, /ð/); diphthongs become monophthongs; strong labialization; temporary omitting of the –ed, -s, -es –endings.

Polish people have a very unusual accent and pronunciation of their mother tongue. And because of it, it is quite hard for them to pronounce English words correctly. For example, a lot of Polish learners have difficulties with pronunciation of such an easy word as “foreign”: they may mispronounce it as [fo’rejn]. It means that their weakness is the stress in some English words. There is also a lot of errors in pronouncing words with silent letters. Such words as “walk”, “fruit”, “colonel”, etc. were pronounced like [wolk], [fruit], [ko’lonel], without omitting silent letters [1].

In general, most of non-native speakers are known to simplify the language. It is very rare, when they use some set or idiomatic expressions like “Can you give me a hand?” instead of “Can you help me?”

In pronunciation, it is also a fact, that non-native English speakers do not pronounce English consonants p, t and k with aspiration as it is not what they're used to in their mother tongues.

To make a conclusion, I want to say, that no matter what specific features English as lingua franca have, no matter what differences are there between Natural English and English of Non-speakers... As long as we can understand each other, communicate though being from various corners of the world, there is no such problem that can keep us all apart.

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## **IDIOMS WITH A NUMERIC COMPONENT**

### **SYMBOLIC MEANING OF THE NUMBER**

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The description of idioms considering the symbolism of their numerical components reveals extra linguistic nature of idioms and facilitates the explanation of the usage of a specific numerical component. Studies of a numeric component in idioms were performed about different languages.

Numerals in Russian idioms were studied, in particular, by E. Grigorieva [3]. The author notes that such idioms do not indicate the exact amount. "The name of a numeral, becoming a component of an idiom, loses its semantic core: definite cardinal numbers lose the meaning of the exact amount and ordinal numbers lose the meaning of a special place in the sequence of counting. Thus, in idioms a number denotes the degree of action manifestation; some indefinite amount or a complete absence of amount. As the most characteristic quantitative meaning the author defines the meaning of degree (high, low-grade, the degree of compliance, initial, zero and secondary), which is a part of semantic structure of 80 per cent of all idioms with numerals. Most productive are cardinal numbers with a total of 23 words. However, in this study the author did not

raise issues of etymological nature and did not seek to explain the reasons for the presence of each particular numeral as a part of an idiom.

Nadia Petrova Cherneva made a study of semantics and symbolism of the Bulgarian idioms with numeric components [1]. Like the researchers of the same topic in other languages, she noted that the numerical quantifiers often do not express their direct numeric meaning and act as enhancers of different types of meanings. The most productive are the first ten numerals. Analyzing the cultural aspect of numerals as part of idioms, the author notes that in the context of the current global commercialization the symbolic meaning of numbers changes its color and takes on the application nature. For example: "Indesit – номер едно в света". Bulgarian idioms reveal a world in which a special "corporality", "earthiness" of thinking and behavior, a strong sense of the earth, nature and the realities of life, the natural aesthetics and bodily plasticity are pronounced.

A research into symbolic meaning of a numeral in the composition of the Mongolian language idioms was performed by Shondug Bayasgalan [4]. It claims the following conclusion: "The most preferred numbers of Mongolian are 3, 9, 13. Number 7 possesses the negative meaning in the minds of the Mongolians, as in Mongolian mythology it is related to the underground world, the grave". In each language the culture reveals a number of independent individual numerical preferences: for the Mongolian language they are 2, 3, 5, 7, 9, 10. The Mongolian idioms correlate number five and number three. And it suggests sacred connotations of these numbers. The concept of number nine treated as three times three is full of mythological connotations in Mongolian culture. Mongolian idioms use it as a symbol of indefinitely large number and number nine is related to the shamanic tradition.

Similar studies were carried out about the idioms of the Chinese language by Dolgikh [2]. In Chinese the most common idioms contain in their composition components from one to ten, one hundred, one thousand and ten thousand. The most numerous idioms contain numbers 1, 3, 10, 100, 10 000. A separate study was devoted to the semantics of numeral "six" in Chinese. The author mentions three semantic groups: 1) "six" in the sense of a large number of subjects: numeral six lost its direct numerical meaning; 2) number six as it is, in its direct meaning; 3) a complete cycle of objects. In modern China, there is another massively applied meaning of number six – luck. This is due to the fact that the phonetics of words "six" and "luck" are similar.

To summarize, it can be concluded that numbers as the components of idioms tend to be moving away from their counting function and acquire additional shades of meaning.

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## ON THE QUESTION OF THE ROLE OF FOREIGN LANGUAGE LEARNING IN THE CULTURAL SELF-IDENTIFICATION OF LEARNERS

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In the era of globalization, the dialogue of cultures has become an integral component of modern civilization, the key to successful interaction of both individuals and entire states. Communication failures can have serious and far-reaching consequences. In this regard, the problem of ensuring the dialogue of cultures and the preservation of national cultures in the course of their inevitable interaction should be recognized as relevant. In this respect, the paramount importance of foreign language education in general and a foreign language teacher, in particular, should be noted. It is the teacher who acts as a guide to the world of a different culture. Unlike the way it was in Soviet times, modern foreign-language education lays stress not only on foreign language as such but, more importantly, on foreign culture in its integrity. This trend has already been accepted not only by modern philologists and specialists in the field of FL teaching but also by authors of textbooks. Currently, the majority of study packs in foreign languages contain a lot of cultural information; already in their 2-3 year schoolchildren get acquainted with the realities, the most famous customs and traditions of the country of the language they study. So, obviously, a foreign language today should be studied in indissoluble unity with the culture and history of the country where it is spoken, preparing students to participate in the dialogue of cultures. Indeed, effective communication is impossible with

the support of the language alone, especially if studied in isolation from the mentioned features of another culture, from its traditions and values.

At the same time, excessive “fascination” with foreign languages can fuel concerns. According to the theory of a secondary linguistic identity [Karaulov, 2003], the study of a foreign language inevitably affects the personality of the student. That is why the issues of impact and transformation of national identity by the foreign language being studied are becoming increasingly topical. Not only scholars but also politicians are becoming concerned by this. (Not long ago, the State Duma deputy Y. Yarovaya somewhat shocked the public with her statement that in today’s conditions the study of foreign languages can become “a threat to our traditions”). But the deputy is not alone. E.I. Passov, the famous methodologist, quite rightly asserting that “... language and culture are inseparable” [Passov, 2015], nevertheless, analyzes the activities of the British Council in terms of a fairly aggressive policy in the area of promoting English [Passov, 2012]. The author notes that writing textbooks is a struggle of interests: according to some representatives of the British Council, only English-speaking authors are able to write the best textbooks for Russian-speaking students and schoolchildren. In this connection, the question arises whether such a close attention on the part of “native speakers” to the formation of the educational space in our country is an attempt to change this space by incorporating into it a foreign value system and to try to influence our cultural identity.

Today the teachers are the ones who have to answer this question. It is the teacher in a broad sense: in a gymnasium or a lyceum, in a capital or in a small village school, in a commercial language center or in a university, who has to face the challenge: to form and develop a personality capable of carrying out effective interethnic communication, preserving and strengthening their national culture. This problem is only beginning to be actively considered by domestic scholars. Thus, R.P. Millrud warns against excessive preoccupation with the formation of “English mentality” in foreign language lessons at the expense of the formation of awareness of the value of one’s own culture. “The idealization of the symbols of the British royal family in the minds of a Russian child or giving a special value to the sights of London also introduces a certain imbalance in the cultural self-identification of the preschooler. For example, Russian schoolchildren have who studied English in the older group of kindergarten quickly recognize and correctly name Queen of England in the photo, but do not know any names historical and contemporary figures of Russia whose portraits are shown to them” [Millrud, 2015, p. 117]. In addition, he emphasizes that “reliance on the native culture of the child provides for the

natural self-expression of the child”, and not for the mechanical reproduction of learned information in the form of a “topic” or “role-play”. “In such types of developmental activities, children remain themselves, express their own, if elementary, thoughts ...” [Millrud, 2015, p.119]. However, a reminder that the Russian (pre-)schooler, as well as the Russian native who speaks English, is interesting to the foreign interlocutors primarily as a bearer of their own, original culture in all its diversity, seems especially valuable in the article cited [Millrud, 2015, p.118, 119].

That is why it is important to consider a modern foreign language teacher not only as a guide to the world of foreign culture, the “facilitator” of the dialogue of cultures, but also as a teacher-citizen, who can teach not only to respect foreign cultures but also to love and appreciate one’s own.

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## **PHRASEOLOGICALLY CONDITIONED MEANINGS OF THE COMPONENT WORDS INITIALLY RELATED TO THE NOTION OF “DOG” IN RUSSIAN, ENGLISH, GERMAN AND FINNISH IDIOMS**

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Effective research into language units is only possible if it implies careful consideration of the mentality peculiarities of nations which in the process of communication constantly transform the meanings of words denoting everyday objects and phenomena. It is through the directions and results of such transformations that the language consciousness of an ethnos is revealed. The correlation of language and culture gains even greater importance for the comparative study of lexical and phraseological units of different languages – on the one hand, the necessity of such approach is substantiated by the postulate according to which a deeper insight into words and phraseological

units of a language cannot be gained if cultural aspects being inseparably related to the language are ignored, and on the other – “it brings to light the depths of diversity between what stands behind the words of the languages, i.e. between cultural perceptions of objects and phenomena and the real objects and phenomena” [1, p.64].

For the finding out of the language consciousness peculiarities of societies the study of idiomatic systems of different languages can open significant opportunities. For this purpose, of the whole bulk of idiomatic units of special interest are the motivated units involving imagery as the total meaning of phraseological units belonging to this class is characterized by synchronous connection with the literal meanings of their components.

A number of similar objects and notions existing in certain societies can be referred to lexical components of idioms belonging to different languages. And in this sense such lexical components are recognized as equivalent. At the same time it should be stressed that the equivalence can be taken just as a first approximation: “and even in the rare cases when all these linguistic aspects happen to coincide in different languages one shouldn’t forget about extra-linguistic discrepancies as diversity is characteristic of both the objects and phenomena compared and the ideas, notions of them. It is quite natural and expectable because diverse are our lifestyles, world outlooks, habits, traditions - all those endless unique conventions which constitute national culture in the broad sense of the word” [1, p.85].

Revealing the character and tendencies of the meaning transference of phraseological units’ lexical elements the primary meanings of which have been transferred in the framework of and in the interaction with a relatively stable idiomatic micro-context can yield useful knowledge concerning essential aspects of national mentality, history, economic activity, natural and social environment of the life of peoples in whose languages they originate, function and change. Another reason for the interest in the comparative analysis of the semantic ties and transformations of the correlative lexical components in the structure of phraseological units is that the development of idioms is accompanied by various transformations and may even lead to separating certain independently functioning words from their structure. New meanings of such words turn out to be induced by the total meaning of the phraseological unit: “On the one hand, in the structure of the idiomatic phraseological unit processes leading to the semantic cohesion of its components, suppressing their individual meanings and the formation of one semantically inseparable whole are developed. On the other hand, the ultimate components of the idiom proper remaining words – though potential ones – show the clear tendency to

separate from its structure and start functioning as full-fledged lexical units” [2, pp.12-14].

To precisely define, describe and prognosticate phraseologically induced meanings of such words it is extremely significant to explore those mental associations which lie at the basis of the meaning transference of “the word as the element of the phraseologeme showing its ability to separate from it as a full-fledged lexical unit” [3, p.343].

One of the most productive notions for the formation of phraseological units in different languages is related in Russian with the word «собака», in English – “dog”, in German – “Hund”, in Finnish – “koira”. Based on the comparative analysis of the phraseological material of Russian, English, German and Finnish the following types of meaning transference of the idioms’ component words related to the notion of “dog” may be differentiated: 1. Foul language, swearing. 2. Person, people. 3. Unfriendly (malicious, aggressive, immoral, asocial) person. 4. Skillful and persistent search. 5. One of the parties involved in a conflict situation. 6. Person (issue, situation) that is nominally to be considered as principal and yet actually controlled by another – seemingly less powerful one. 7. Knowledge and experience. 8. Low quality. 9. Mood, emotional state, impression. 10. Thing, object, item. 11. Everything related to someone. 12. Persistent and purposeful work. 13. Provinces’ inhabitants. 14. Judge, critic. 15. Reason, key to understanding. 16. Need, poverty, ruin, destruction. 17. Trouble, difficulty, ordeal, obstacle.

Considering the distribution of phraseologically induced meanings of the idioms’ member words related to the notion of “dog” allows to make the following inferences. The meaning of the Russian word собака (sobaka) is most frequently transferred as “unfriendly person” (e.g. собаке – собачья смерть = sobake - sobach'ja smert'), the English dog and the German Hund – as “person” (e.g. an old dog will learn no new tricks, Hunde die bellen, beißen nicht), the Finnish word koira – as “trouble” (e.g. tehdä koiruutta jklle). Only Russian idioms show such results of meaning transference as “foul language, swearing”, “knowledge and experience” (e.g. спустить собак (на кого-л.) = спустить полкана (на кого-л.) = spustit' sobak (nakogo-l.) = spustit' polkana (na kogo-l.)). Specifically English results of meaning transformation process could be brought under the headings of “mood, emotional state, impression” e.g. have the black dog on one’s back; the dogs of war), “thing, object, item” (e.g. a dead dog), “everything related to someone” (e.g. Love me, love my dog), “persistent and purposeful work” (e.g. it is dogged that does it), “provinces’ inhabitants” (e.g. try it on the dog). There is a relatively high number of German idioms in which the component Hund acquires the meaning of “unfriendly person” (e.g.

getroffener Hund bellt), “need” (e.g. auf den Hund kommen). More frequently than in the phraseological units of other languages under consideration the meaning “trouble” is developed in the lexical component koira of Finnish idioms (e.g. koiran elämä; keksiä jkllle koirankonsti; tehdä koiruutta jkllle).

Common for the idioms being considered here are the outcomes of meaning transformation process of the respective lexical components brought under the headings of “person” (e.g. каждая / любая собака знает [в лицо] (кого-л. где-л.) = kazhdaja / ljubaja sobaka znaet [v lico] (kogo-l. gde-l.), a clever dog; kein bunter Hund schaut dich an; ei ole koiraa karvoihin katsomista), “unfriendly person” (e.g. собака лает – ветер носит = sobaka laet – veter nosit; he that lies down (sleeps) with dogs must rise up with fleas; etwas vor die Hunde werfen; se koira älähtää, johon kalikka kalahtaa).

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## **THE ANALYSIS OF COMPARATIVE STRUCTURES IN THE ENGLISH AND GERMAN LANGAUGES: FUNCTIONAL-SEMANTIC APPROACH**

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Functional-semantic approach is increasingly recognised as a major area of interest when studying a language system as a conglomeration of language units of different levels (morphological, syntactic, lexical, word-formative, and lexico-syntactic ones). This study will focus on the means of language expressing the concept of comparison within the functional-semantic field of comparison. Comparative structures have been studied by many researchers. Recent developments in the field of Linguistics have led to a renewed interest in functional-semantic studies. So, the means of comparison expression constitute the functional-semantic field of comparison.

The relations identified by comparison are the relations of equality or inequality. Accordingly, the functional-semantic field of comparison is divided into a microfield of similarity and a microfield of difference.

The dominant points of the field of comparison are the degrees of comparison of adjectives that function in both microfields. A number of linguists have questioned whether an adjective can be regarded as positive in its original form [1, p. 24]. And indeed, referring to any narration, you can find a large number of adjectives in the original form, which does not express the meaning of comparison. Nevertheless, it is clearly traced in the following examples:

But he was even more thin and drawn than before.

Santiago is younger than you are.

Machen Sie es mir aber nicht schwieriger, als es schon ist.

For the purpose of analysis, the semantic approach can be applied

The adjectives possess two main semantic meaning:

- quality
- comparison

Different forms of adjectives (degrees of comparison) can reveal different ratio of these semantic meanings. The major meaning of an initial form of the adjective (its positive form) is the quality, which can be amplified with the adverbs [2, p.102]: sehr angenehm, höchst angenehm, außerordentlich angenehm; so pleasant, extremely pleasant, extraordinarily pleasant and others.

Let us examine some examples:

Man verstand zwar also seine Worte nicht mehr, trotzdem, dass sie ihm genug klar, klarer als früher, vorgekommen waren...

The smell of roses was so sweet — too sweet — even sweeter that the sense aches

Life is so chancy: it was chancier than any scratch-card, and much more terrifying.

In some cases the degree of comparison can be derived from the synonymous adjectives:

The smell of it was strong, stronger and more powerful than any sound I might have made to alert anyone.

...aber er war klein und behende, viel flinker als ich...

In other cases it can be derived from the antonyms:

Unsere Wohnung ist zu klein... Für eine größere Wohnung braucht man Geld.

The degrees of comparison are a characteristic feature of qualitative adjectives and adverbs: oft, gern (lieber, am liebsten), bald (eher, am ehesten); often (more often), good/well (better, the best), bad(ly) (worse, the worst).

Some participles can be considered as the constituents of functional-semantic field of comparison, for example:

der spannendste Roman; in den entscheidendsten Industriegebieten; das reizendste Mädchen; die ausgesuchteste Gesellschaft;  
the most succeeded student; more recognized painter.

There are also substantivised adjectives which can be regarded as the constituents of the field under study (characteristic of the German language):

"Ich habe", sagte sie, „meinem Philipps das Kleine zu halten gegeben und bin mit meinem Ältesten in die Stadt gegangen, um Brot zu holen und Zucker und ein irden Bratpfannchen".

Wir waren klug und haben sich austoben, und als die Ungeschicktesten den Plan geräumt hatten, fielen wir ein und hielten mit noch einem Paare, mit Audran und seiner Tänzerin, wacker aus.

Die Vertrautesten zogen einander beiseite, das Gewitter war vorüber, und ich folgte Lotten in den Saal.

O ein bisschen leichteres Blut würde mich zum Glücklichsten unter der Sonne machen.

The findings of this study have a number of important implications for future practice. Further work needs to be done to compare and contrast the comparative structures in the English and German languages.

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## **DEIXIS AND EVOLUTION OF LANGUAGE**

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There were times in the evolution of language when it had no articles, time differences, constituent sentences, passive constructions, nominatives and adjectives. A primitive man closely associated the first words, or words-sentences, with a concrete action. Such words were diffusive formations that did not differ in general; there was the interrelationship of things in space and time, reflected in incorporation.

During the evolution process, primitive men used single-word sentences that could mean various actions. The first words in the language of primitive men

were polysemous. At first polysemy was so wide and chaotic that it could be characterized as syncretic or diffusive.

This is most clearly illustrated by the Yenisei language family. According to G.T. Polenova, human speech at an early stage of its development aimed to express any relation in terms of space. The vowels: i / e-u-a / o were local verifiers, and the consonants k, t, q, n, x, b, s showed the class structure of language. Words had a CV or VC structure in metathesis [Polenova, 2011: 40].

In the oldest period, the deictic particles i / e-u-a / o expressed three types of indication: Ich-Deixis 'the speaker's sphere', Du ~ / Der-Deixis 'neutral sphere' and Jener-Deixis 'sphere that' [comp. Brugmann, 1904: 9-12]. For example, the sound 'a' also expressed an action in general, regardless of time, the untensed or universal present tense, comp.: ket. ul-a-ta 'it rains', bed-a-ta 'it is snowing'.

In the early active structure of language, 'a'-sound was the deixis of a woman, as it is confirmed by examples from the Ket and Cotto languages. Comp. Ket's vocative case: ata 'mother!', abo! 'father!' [Polenova, 2011: 39].

According to the class structure of language, 'a'- sound was the deixis of a human and personified phenomena and animals, i.e. Genus Commune. Differences by sex did not exist yet. The class of things was expressed by zero. According to G.T. Polenova, the main opposition of classes during the matriarchy was "animate / inanimate" and it was expressed through xa, ax / xo, ox, xu, ux, xi, ix, 0, where x was any consonant sound [Polenova, 2011: 40].

The class indicators k, t, q, n, x, b, s appeared for determinants in verbal forms and specified which kind of actants the action or state referred to. Deictic particles were used to connect words, joining them enclitically. Comp.: Nikolaeva T.M. notes that K.Shields has a set of particle, from which, he supposes, further appeared demonstrative forms, personal pronouns, possessive suffixes, and verb subjective agreements [Shields, 1992: 24]: \*i; \*e/o; \*yo; \*a; \*и; \*k; \*(e/o)s; \*(e/o)т/n; \*(e/o)l; \*(e/o)t; \*(e/o)th... It is easy to see that some of particles marked by K.Shields are something like an intermediate step on the way to what we call the affix... these are the elements \*(e/o)t; \*(e/o)l, etc. [Nikolaeva, 2008 : 84].

In the modern Ket language, some primary deictic particles preserved as predicative indicators: 1-st person is-di; 2-nd person is -gu; 3-rd person, masculine -du, feminine -da; impersonal predicate -s'i. Comp.: o:ŋdi 'I'm healthy', aqtagu 'you're kind,' s'el'du 'he's bad,' təŋlda 'she's tall,' eiŋs'i 'going' . As we noted above, deictic particles played an important role in language development, and it was repeatedly emphasized by T.M. Nikolaeva: "... they can perfectly fit into the language system... They turned into conjunctions, they turned into articles (or, in broad terms, determinatives), they become particles"

and further "...both pronouns and verbal inflexions go back to a common proto-element, which is usually a deictic indicator". [Nikolaeva, 2008: 27 ].

Thus, deictic particles have become various indicators of the language, playing a concretizing role. Subsequently, by means of these particles the language began to differ: gender, number, case, verb, etc.

Summarizing, we can conclude that diffusive word-formations were the first words, or words-sentences, of a primitive man, and at first, they closely related to a concrete action. Vowels were local specifiers.

In the oldest period, the Proto-Yenisei language had elementary deictic particles, which expressed three types of indication.

Deictic particles entered the language system as conjunctions, articles and, in broad terms, determinatives. Subsequently, by means of deictic particles the language began to perform in the language functions of gender, number, case, verb, etc. In modern languages, pronouns and verbal inflexions go back to a common proto- element, which is usually a deictic indicator.

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## **THE ROLE OF LANGUAGE IN THE CONTEMPORARY GLOBAL SPACE**

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I think I will be right to say that if not everyone, then certainly most of us, being quite children, came up with various kinds of signs, words and even languages that only a certain circle of people could understand. So we tried to protect our grandiose children's plans from other people's ears, for example, from parents. And what if this idea is considered entirely from the opposite side and then the goal of our new language would not be to hide information, but rather convey it to every inhabitant of the planet Earth.

Have you ever thought about how the world would change if all people understood each other? If such a wall as a language, would be disassembled

once and for all. Is it possible in the future? Recently, there has been an increased interest in the study of foreign languages in the world. The peculiarity of our epoch is that since the end of the 20th century, the world community has entered the era of globalization, when not only the economic and political activities of people go to the planetary level, but practically all other spheres of public life, including culture, education, sport, language, ideology, etc., are involved in global processes [1]. The incompatibility of various ways of life and languages is revealed, if their interaction turns into a "displacement" and "seizure" of the living space. In this situation, language differences become a means of mutual reconciliation.

In closely interwoven relations, some peoples and their cultures seriously affect others. People of different racial and ethnic backgrounds show a certain similarity when they cooperate in international corporations, take part in international scientific events, competitions, etc., when they use the same types of transport and utilities, consume the same food, watch the same TV shows, listen to the same news. Non-similarity then remains only in the language itself as the last serious obstacle to business, political, scientific, everyday intercourse of different peoples. But as an increasing number of people who speak different languages are drawn into ever closer contacts, the need for a single language of international communication is also necessarily increasing [2].

Attempts to create a language, as a means of communication for all, were undertaken repeatedly. One of the most common is the Esperanto language. Its most important features are: the ease of learning, especially at the initial stage, due to simple grammar and the absence of exceptions; neutrality, that is, Esperanto is not associated with any state or nation. Leo Tolstoy wrote about Esperanto: "The ease of studying it is such that after receiving an Esperantist grammar, vocabulary and articles written in this language, after no more than 2 hours of class I was able if not to write, but to read freely". Esperanto was taught in 63 higher education institutions in 23 countries. According to different estimates there are from 2 to 20 million Esperantists in the world.

Relatively modest financial resources of Esperanto organizations did not allow for a wide advertising campaign, informing the public about Esperanto and its possibilities. As a result, even not all Europeans know about the existence of this language, or rely on inaccurate information, including negative myths. In turn, a relatively small number of Esperantists helps to strengthen the notion of this language as an unsuccessful project that has failed.

After the collapse of even such a promising project as Esperanto, another way of solving the problem comes to mind. What if to declare an already existing

language as a global (planetary) one. Let us take for example, already quite common English language, with the popularization of which problems should not arise. The fact that the global influence of the English language contributes to the spread of the moral values of those countries in which it is official does not cause doubts. It is also obvious that any language carries a certain load, which is reflected in the subconsciousness of the speakers of the given language. Now taking into account the fact that language and culture are two indivisible sides of the same coin, we can answer the question: "Can peoples, for centuries cultivating their national identity, go on to communicate with other peoples on the basis of a universal language?" [3]. No one will have any doubts that they will not. Because taking a language, you take culture.

If any of the national languages is chosen as an international language, then people will not come together mutually, and simply one nation will swallow up all other nations, thanks to the huge advantage that it will get over the others.

Is an international language necessary? The majority now consider this issue superfluous. And the view that humanity does not need such language is caused by the fear that the international language will destroy national languages and nations. At the same time, it is obvious that the problem of constructing a common language for all countries and peoples as a means of communication will only increase, giving rise to many new contradictions. However, the existence of an international language through which people of all countries and nations could communicate would be of a great benefit to humanity.

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## **METAPHORS IN POLITICAL DISCOURSE**

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The present study focuses on the way metaphors can be employed to define speaker's position using political domain as an example. The paper departs from the analysis of the metaphors found in the commencement address

delivered at Wellesley College by the Former First Lady, U.S. Secretary and Secretary of the State Hillary Clinton [1]. It was her third time addressing the graduating class of the all women's college located just outside of Boston. She gave the student commencement speech in 1969 and returned again to deliver the address in 1992.

In the opinion of Van Dijk [2] political discourse, is not a genre, but a class of genres defined by a social domain, namely that of politics. Thus, parliamentary debates, government deliberations, party programs and politicians' speeches are among the many genres that belong to the domain of politics.

Politics, like all spheres of social activity, has its own code. Some linguistic rituals, involving grammar, vocabulary, and discourse are significant features of various political activities. When analyzing the language of a political text it is important to look at the way the language reflects the ideological position of the person who created it, and how the ideological position of the readers will affect his/her response too.

To bring some ideology home to the reader the authors of political texts often have recourse to the stylistic devices. As Acad. V. V. Vinogradov puts it [3, P. 89], "a metaphor, if it is not a cliché, is an act of establishing an individual world outlook, it is an act of subjective violation. As a rule, it imposes on the reader a subjective view of the object or phenomenon and its semantic ties".

Having this in mind, we will present the examples found in the transcript of the speech. Rhetorically, the speech was interesting since it is one of the few speeches made by H. Clinton at universities. There were no soaring metaphorical passages or grandiose ideas in the speech. However, there was an amazing variety of metaphors, once again demonstrating that it is nearly impossible to talk about politics without using dozens of common metaphors. Further on we are going to illustrate our point.

Our relationships with bodies are intimately embedded in our language through metaphors. We extend the imagery of body to inanimate objects and to description of activities. It is a process of observing and experiencing the world through human eyes and by analogy with human form.

*Better to do so with open hearts and outstretched hands than closed minds and clenched fists.*

We often describe creating processes as if they are buildings we are constructing.

*Anything worth doing takes a village. And you build that village by investing love and time into your relationships.*

Conversely, when processes do not work, we can describe them as if these buildings are destroyed.

*Put millions of more cracks in that highest and hardest glass ceiling.*

A glass ceiling is a metaphor used to represent an invisible barrier that keeps a given demographic (typically applied to minorities) from rising beyond a certain level in a hierarchy.

Journey metaphors also connote movement, power and progress.

*But whatever your path, you dreamed big.*

Government programs and political processes are often compared to machines.

We revved up the engines of innovation and imagination.

Sport metaphors are particularly common in American culture, conveying a sense of competition.

*You don't have to do everything, but don't sit on the sidelines.*

Even more violent metaphors can be found in military descriptions of political processes having warlike character, and all political parties are perceived as potential rivals and enemies. This kind of metaphors is the most numerous in the examined text.

*You are graduating at a time when there is a full-fledged assault on truth and reason. Just log on to social media for 10 seconds. It will hit you right in the face. ... It matters because it undermines confidence in government as a whole.*

There are many metaphors which view nature as a beneficent force.

*We turned back a tide of intolerance and embraced inclusion.*

It is interesting to consider metaphors describing the situation in agricultural terms.

*Their anger and alienation has proved a fertile ground for false promises and false information.*

The present study has demonstrated the way the politician's position can be defined through the metaphors. As we see, metaphor is deeply embedded in the way people construct the world around them. Metaphors analysis might lead to understanding Clinton's speech as a rhetorical platform constructed with the help of metaphors in global and intercultural context as a way to involve and engage the audience.

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## REPETITION PATTERNS EXPRESSING QUALITATIVE AND QUANTITATIVE RELATIONS

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The study paper examines the activity of repetition patterns which are creative and innovative forms of the original structure. The purpose of this paper is to focus on the analysis of qualitative and quantitative relations and to identify structures formed in the process of their usage in the discourse.

Qualitative and quantitative relations of any objects can be expressed in the English language in various ways. Qualitative adjectives bear not only the sense of quality but also express some additional shades of subjective modality. There are some repetition patterns differing in semantico-syntactic peculiarities and lexical combinability which are used to emphasize the degree of intensive quality. The first to be mentioned are coordination structures formed according to the pattern Adjective + Adjective which is similar in its meaning to the intensifier “very”. Such patterns are open and can admit a practically unlimited number of components: Lucky, lucky point of time, our eyes were on it always (L. Lee). Of course it was the old, old vulgar tragedy (Jerome). Luther was in too much pain to worry about his tan. At Nora's suggestion, he was wearing black-black cardigan over a black turtleneck with dark gray slacks (J. Grisham).

The repetition of the same component more than three times serves to give special emphasis. A subtype of this pattern is the repetition in twin patterns of lexical components with different parts of speech: A real realist, A foolish fool. The pattern Adverb + Adjective is often used to express the highest degree of quality: ...wonderful eyes, so wide-open and perfect, so completely complete... (Saroyan). The pattern Adjective in the superlative degree + Adjective is used to emphasize the highest degree of intensive quality: I was the happiest of the happy (Dickens). She was all decked out in the most mini of minis... (Hoffman). I have seen the seven wonders of the world, and if there is an eighth, I have seen it, and if a ninth, it. I have strolled through the public parks of every civilized and uncivilized country in the world, I have slept in the finest beds of the finest hotels in the best cities of the best continents. I have guzzled the choicest juices of the choicest grapes (Sarayan).

In some cases the intensity of quality can be expressed with the help of sound repetition. The repetition of the sound at the beginning of two or more neighboring words is the so-called “alliteration” expresses a very high degree of abstract quality. By night he felt fatigued, footsore and famishing (Bierse). In

the above mentioned example the repetition of the sound creates a certain negative effect as the words *footsore, fatigue, and famishing* suggest the meaning of suffering. It implies the meaning of the word *pain*. *Sweet-smelling stuff* (D. Fisher). It is a fine summer morning – sunny, soft and still (Jerome). The repetition of the sound “s” produces a chain scheme with a very positive effect revealing the general meaning of something cheerful and pleasant, reflecting the main qualities of a summer morning. Besides this effect the repetition of the sound “s” has a soothing, pleasant and relaxing effect on the reader. *Lisa gazed out over the Caribbean Sea, feeling the faint breeze against her face - eyes shut, the white sand warm between her bare toes. The place was beautiful beyond belief, but it was still unable to ease the grief she felt as she remembered the last time she had been here* (Eliza Riley). In the mornings, *Julianne turned over again, as if drugged, delirious, dreaming; it was hard to pull herself to the surface of the day* (Mantel). Repetition of initial consonants is a major strategy for producing emphasis and emotional effect. More over, the enumeration of the words *drugged, delirious, dreaming* with their synonymous meaning produces additional semantic, stylistic and pragmatic effect. Another example: *On Walter`s Road we passed a group of high school girls, and I cocked my cap and hoped my eye was as big as a bluebag...* (D. Thomas). In this pattern the first adjective component is emphasized by the substantive in which the quality is made more prominent due to alliteration *bluebag* which is not fixed in dictionaries. *Very blue eyes. Blue like bluebells in a wood* (Christie). In the above mentioned example the adjective *blue* is used three times thus it creates the degree of intensive quality. *She was at her brilliant best* (S. Maugham). In this pattern the repetition of the same sound and the highest intensity in the words *brilliant and best* expresses not only a high degree of quality but is a means of artistic expressiveness. *She could have gone to one of those purple pill parties. The attendant pointed to a big, black building sandwiched between two other big, black buildings* (A. Christie). It was the exquisite excitability, that for the moment he controlled and owned (Fitzgerald). *The summer night was hot, so hot and still that – every open window came in but hotter air* (Galsworthy). The repetition of the adjective *hot* which is used in form of the comparative degree also emphasizes the intensive quality.

To sum it up, qualitative and quantitative relations can be formed according to different patterns which express some additional meanings of modality. Some repetition patterns differ in semantico-syntactic structures and lexical combinability and are used to create the degree of intensive quality. The scope of repetition patterns is quite wide overall and it is entangled with contextual factors. Repetition patterns expressing qualitative and quantitative relations

create some additional semantic, stylistic and pragmatic effect in the literary discourse.

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## **AVIATION IN CONTEMPORARY CULTURE**

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For millennia, humanity has dreamed of flying. "A man does not have wings and in relation to the weight of his body to the weight of the muscles 72 times weaker than the birds. But I think he will fly, not relying on the strength of his muscles, but on the strength of his mind" - these words belong to N. E. Zhukovsky, "the father of Russian aviation." For many millennia people lived in two dimensions - they were attached to the surface of our planet. Only recently - on a historical scale, of course - a person climbed up: first into the atmosphere, then into the stratosphere and finally into space. Discovering the third dimension, a man saw the Earth from a new height. But not only the Earth! He saw something new in himself.

The successes of the first steps of aviation caused only idle curiosity. However, in the shortest possible time, aviation from recreational and entertainment means becomes an important component of the sociocultural life of all spheres of human life [1]. By absorbing practically all the advanced achievements of scientific and technical progress, aviation not only becomes a priority direction of the development of human society, but the basis for the creation of new scientific and technical theories and the fundamental basis for the emergence of astronautics.

During the last century, the development of aviation and the global changes associated with its use in many aspects of the socio-political, economic, military, and moral and ideological spheres of society have become the starting point for proposing a thesis of the mankind transition in the 20th century to a qualitative type of society - the "aviation society". In such a society, aviation becomes not only an economic category, a necessary and indispensable condition for the existence of the sociocultural life of society itself, but one of the most important indicators of the stability and power of the state [2]. The concept of the aviation society is based on the multifunctional use of aviation in

all spheres of human existence: as means of transport, weapons, sport, information, ideological propaganda and much more. Proof of this is the wording used in the world literature and the media for the characterization of the state- the "aviation state".

The first methodological basis for the study of aviation is the paradigm of anthropogenic civilization. Aviation as a vehicle for communication is a sociocultural phenomenon, generated within the framework of a technogenic civilization. It is shown that aviation is not only technology, but also an integral part of the universal culture, the value of modern civilization. Within the framework of the classical Newtonian picture of the world, an internal combustion engine was created, on the basis of which it became possible to create a car and an airplane.

The second methodological basis for studying the characteristics of aviation is intellectual culture. The concept of "intellectual culture" includes the sphere of ideas and thought, natural and physical sciences, the field of aesthetics (art, literature, music, etc.). The spread of intellectual culture through aviation and telecommunications means the economic and sociocultural impact of globalization on all the changes that are taking place.

The third methodological basis for investigating the characteristics of modern aviation is the theory of the information society, which describes a globalizing society. In the information society, the importance of aviation is due to the fact that with the help of aerospace vehicles it is possible to operate on a global scale information highways and telecommunications, through which the values of different cultures are disseminated. In the modern information society, "theoretical knowledge plays a key role ... unlike previous eras, when practical and situational knowledge dominated" (F. Webster).

The fourth methodological basis for the study of the importance of aviation in modern society is the paradigm of globalization, organically connected with the information revolution. In a globalizing society, the individual's consciousness and behavior are defined by society as a "network" of immediate interpersonal relationships. In the formation of the global information society, a significant role is played by the modern aerospace and aviation industries. In the twentieth century, the predominant factor that determined the direction of civilization's movement was aerospace and aviation industry [3].

M. Heidegger remarked: "Technology is a kind of disclosure of a secret. The essence of technology is located in the area where the discovery takes place. The mission of disclosing a secret as such in all its forms is a risk."

About this, but in his own way said our famous compatriot Mikhail Gromov, who argued that "none of the designers knows how will the designed

plane behave. Only the pilot will be able to establish all the whims of the aircraft, all the dangers, its strength and its weakness." Therefore, aviation is born as a product not only for the disclosure of the world's secret, but also as a product of the creative potency of its creators and flight personnel.

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## **LANGUAGE. CULTURE. COMMUNICATION**

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Communication is impossible without language. Language helps identify the objects of the world, classify them and put in order information about them. It helps properly assess the objects, phenomena and their relationships, facilitates human adaptation to environmental conditions. Language contributes to the organization and coordination of human activity. Language is an integral part of the spiritual culture of humanity. Communication is an intuitive creative action based on the innate human wants in communication [1]. The language barrier is the most obvious obstacle to cross-cultural understanding. Foreign languages can be used as a means of getting information, perception and learning cultural diversity; as a means of international cooperation, contributing to the search for joint solutions in various fields. Foreign languages are the means of familiarizing with different cultures and it is a source of knowledge. In the process of perception of foreign culture happens identification and analysis of the facts of different cultures. Because of this perception, there are certain ideas about different cultures. Very often generalized representation results in the formation of stereotypes as a generalized image of the country, nation, culture, language. Such representations are historically and politically determined or subjectively colored [2]. The main aim of learning a foreign language is the formation of the linguistic persona, which is ready for the real, productive dialogue with the representatives of other cultures at different levels and in different spheres of life. Language is a means of expression of

cultural identity. Language – is an intermediary in intercultural communication process [3].

To speak any foreign language means not only correctly formulate thoughts in a foreign language, but also to respect cultural norms of native speakers. Mastering the language, learners are expected to understand different systems of values and life goals and integrate them into their own picture of the world. The relationship of different cultures are called «Intercultural Communication», which means an exchange between two or more cultures and the products of their activities, carried out in various forms. This exchange can take place both in politics and in the interpersonal communication at home and in informal contacts. Therefore, foreign languages as a means of communication between different peoples and cultures must be studied in indissoluble unity with the world and culture of the people who speak these languages.

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## **ВЛИЯНИЕ АРАБСКОГО ЯЗЫКА НА ПОВСЕДНЕВНУЮ ЛЕКСИКУ ИСПАНСКОГО ЯЗЫКА**

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Влияние арабского языка на испанский колоссально. По статистике в современном испанском языке насчитывается около пяти тысяч арабизмов и 5-8% повседневной высокочастотной лексики восходит к арабскому языку. Многочисленные арабские заимствования связаны с городской жизнью, поскольку в течение пяти веков арабы составляли большинство населения. Этим фактом объясняется наличие следов арабского языка в существительных и наречиях. Вышеизложенное обуславливает актуальность выбранной темы исследования.

Целью данной работы является анализ часто употребляемых слов арабского происхождения в различных видах лексики испанского языка, а также обоснование широкого использования арабизмов историческими событиями.

В начале VIII века на территорию Пиренейского полуострова пришли мавры, арабы, населявшие север Африки. Начиная с 711 года, мавры захватили власть над всей Иберией, кроме провинции Астурии, расположенной на севере. Таким образом, арабская культура начала просачиваться в повседневность жителей Иберии. Однако в 1031 году Кордовский халифат распался на множество эмиратов. Впоследствии единство халифата было только иллюзорным. Большие расстояния эмиратов друг от друга создавали трудности в управлении. Тем не менее мавры продолжали держать власть, особенно на юге. В 1492 году Фернандо Арагонский и Изабелла Кастильская поженились и таким образом объединили Испанию. К 1502 году были изгнаны все мавры, не принявшие христианство. Арабское влияние той эпохи привнесло множество понятий, связанных с политической, научной, культурной и социальной жизнью. Мусульмане развивали и совершенствовали торговлю и сельское хозяйство, покровительствовали искусствам, вносили значительный вклад в развитие науки и создали в Кордобе наилучшую на то время инфраструктуру в Европе.

Уровень развития мусульман поспособствовал тому, что в испанский язык были введены многие юридические термины, которых не было в социальных структурах христиан. Например, *alcalde* - мэр, *alguacil* - судебный исполнитель, *zalmedina* - судья по уголовным и гражданским делам, *albacea* - душеприказчик. Именно мусульмане принесли на Пиренейский полуостров систему канализации. Таким образом, слово *alcantrilla* - канализация также имеет арабское происхождение. Так как многие из арабов вели активную торговлю, появились такие понятия, как *almacén* - склад, *almoneda* - публичные торги, *quilate* - карат, *alquiler* - аренда.

Многие вещи, используемые в быту, были завезены в Иберию маврами. Таким образом, в быту часто начали использовать такие слова, как *alfombr* - ковёр, *almohada* - подушка, *algodon* - хлопок. Как можно было уже заметить, почти все слова имеют арабский артикль «al». Также в испанском языке слова, начинающиеся на «z» имеют арабские корни. Например, *zapato* - ботинок, *zumo* - сок, *zoso* - рынок, *zanajoria* - морковь. Множество наименований растений, фруктов и овощей тоже арабские, так как мавры привнесли в испанский язык эти названия, когда передавали знания по

садоводству и водоснабжению. Например, *paranja* - апельсин, *almunia* - фруктовый сад, *albaricoque* - абрикос, *azafran* - шафран, *alubia* - фасоль и многие другие.

Интересное наблюдение, что сдвиг согласных начала XV века привёл к развитию в испанском языке звука жёсткой фрикации -j- (как русск. -х-), неизвестному другим романским языкам: *paranja* - апельсин, *jasmin* - жасмин, *berenjena* - баклажан. Также интересна трансформация восклицания «OhAllah» в современное часто употребляемое междометие «ojala», которое обычно переводится «хоть бы».

Таким образом, на основании вышеизложенных фактов можно сформулировать вывод о том, что арабизмы активно используются в повседневной жизни современных испанцев. Несомненно, вклад мавров в испанскую лексику и культуру во времена их владычества очень велик. На протяжении восьми веков две культуры жили бок о бок и их влияние друг на друга невозможно оспорить.

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## **VISUALIZATION AS A NON-VERBAL MEANS OF CREATING A WOMAN IMAGE IN ADVERTISING**

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Advertising has become an integral part of modern society. Possessing a great power of suggestion, it influences a person's worldview. The most effective means of influencing the target audience is the image of people. Of particular interest is the female image in the advertising of perfumery. Perfumery has a feature - the smell, which is very difficult to advertise. Therefore, a non-verbal means is used here - visualization.

There are several classifications of female images in the field of advertising. They include images of: a sexy woman (an image of a naked female body), a housewife (portrayed in a pair with a man), a carefree beauty (depicted in expensive clothes), a business lady (with a purse and a bottle of perfume in her hand) and the wife (always in a home environment surrounded by loving children and her husband), a frivolous woman (often depicted in light,

transparent clothes), a beloved woman (a man gives her spirits). In the advertising of perfume products, goddesses can be present: Athena, Hestia, Artemis, Hera, Demeter, Persephone, Aphrodite). Their images do not verbally indicate the divine smell of perfume. Nonverbal means in advertising of perfumery have the purpose, using female images, to involve in purchases of men. Since men have an association that together with the product, it also acquires a beautiful woman.

Gender stereotypes are a very important phenomenon for a modern, information-saturated society. Advertising allows a person to identify themselves with a certain cultural space through a visual image, emotion. Today's advertising creates the desired commercial female image through non-verbal means through visualization techniques.

## **СОБОРНОСТЬ РУССКОГО ЧЕЛОВЕКА В ИСТОРИЧЕСКОМ АСПЕКТЕ**

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Национальный характер представляет собой особую совокупность значимых определяющих черт этноса и нации, по которым можно отличить представителей одной нации от другой. Как известно, о тайнах русской души, о русском национальном характере много сказано и написано. И это не случайно, потому что Россия, имея долгую историю, переживая много страданий, перемен, занимая особенное географическое положение, вобрав в себя черты и западной, и восточной цивилизаций, вправе быть объектом пристального внимания и целевого изучения.

На рубеже третьего тысячелетия, когда в связи с произошедшими глубокими изменениями в России, интерес к ней все более возрастает. Характер народа и судьба страны находятся в тесной взаимосвязи. Это объясняется тем, что они воздействуют друг на друга на всем историческом пути, поэтому заметен возросший интерес к национальному характеру русского народа.

Одной из характерных черт русской культуры является соборность. Соборность – это и определенные ментальности, пронизывающие все слои общества доиндустриальной эпохи. Можно отметить, что в определенном смысле это те начала взаимопомощи и коллективности, которые характерны для русского православного человека, которые восходят еще из глубокой древности. Если рассмотреть принцип соборности как

основную черту русского национального характера, то можно заметить, что после принятия православия на Руси в 988 году, соборность в России начинает увеличиваться.

Анализируя подробно богатую историю России, нельзя не обратить внимание на соборность как коммуникативное поведение у русского человека. Если взять, к примеру, Ивана Грозного, который созвал первый Земский собор в 1549 году. Земский собор – это высшее сословно-представительское учреждение Русского царства с середины XVI до конца XVII века, собрание представителей всех слоёв населения (кроме крепостных крестьян) для обсуждения политических, экономических и административных вопросов.

Также если вспомнить времена Смуты, то этот период с 1598-1612 год на Руси был мрачным. Известный факт в истории, что одной из причин Смуты является прекращение династии Рюриковичей. И здесь снова проявляется Соборность как черта русского национального характера, когда в 1612 году состоялся «Земский собор» и на престол была выдвинута новая династия – «Романовы», первым из которых был правитель Михаил Романов. Также необходимо отметить, такой совещательный орган, как Боярская дума – это высший совет, состоявший из представителей феодальной аристократии. Вскоре Боярская дума была упразднена и заменена Петром I на «Правительствующий Сенат» – это высший государственный орган, подчинённый императору и назначаемый им как высший орган государственной власти и законодательства. Можно выделить, что Боярская дума была упразднена, но взамен ей был создан другой совещательный орган, то есть здесь уже наглядно видно, как все больше и больше начинает формироваться русский национальный характер в общей идеи соборности.

Также можно выделить совещательные органы в XIX веке, здесь уже появляется Государственный совет это высший законосовещательный орган Российской империи в 1810 – 1906 годах и верхняя палата законодательного учреждения Российской империи в 1906 – 1917 годах. Следующий совещательный орган, который направлен на коммуникативное поведение русского человека, является - Комитет министров это высший правительственный орган Российской империи в 1802—1906 годах. Во время революции 1905-07 гг. на смену ему пришёл Совет министров Российской империи. Необходимо также отметить, что «Правительствующий Сенат» будет существовать вплоть до 1917 года.

Рассмотрев лишь крохотную часть истории России с позиции национального характера русского человека, можно утверждать, что на

протяжении многих столетий у русского человека складывалась такая черта в характере как «Соборность», то есть решать вопросы коллективно. Также стоит отметить, что революция в 1917 году была проведена успешно именно благодаря коллективности и сплоченности русского народа. Поэтому в дальнейшем Советский устрои предполагал под собой «коллективное устройство страны». Не мало важно вспомнить, что была проведена коллективизация, по сплоченности крестьянских хозяйств, а также была проведена индустриализация – процесс форсированного наращивания промышленного потенциала СССР для сокращения отставания экономики от развитых капиталистических стран, осуществлявшийся в 1930-е годы. Самое главное в Советском Союзе, что сплачивала народ это главная единая партия ВКП(б) (В дальнейшем КПСС). Поэтому русский народ очень быстро адаптировался к новой тоталитарной системе, ведь для него привычна, как уже говорилось ранее, такая черта характера как «соборность».

## **LA FRANCOPHONIE: CONVERTING POWER OF LANGUAGE INTO POLITICAL INFLUENCE**

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Today, when classical bilateral diplomacy based on good old Westphalian sovereignty is fading away whereas the power of non-state actors on the global arena continues rising, it is an ability to create and control networks which is critical for governments aimed to succeed in performing their foreign policy. From this prospect language seems to be an indispensable instrument in a modern diplomat's toolkit. [3]

Evolution of the International Organisation of La Francophonie provides an exceptionally pointful illustration of the trend. The idea of French-speaking peoples' unity was born in the late 19th century and underwent its revival in the 60s with the "démontage" of French colonial empire. [2] Noticeably, the initiative of establishing a platform for dialogue between francophone countries and regions came from the former colonies, claiming the necessity of liaising with their former metropolises. However, since its foundation, The Organisation internationale de la Francophonie has undergone particular changes - not only institutional structure has evolved but (what seems more important) the sphere of responsibilities the organisation took has been widened. In 2014 the whole

summit was entitled to the purposes of empowering women and youth of the member countries. And during the 16th summit in Antananarivo alongside with traditional promotion of the French language and cultural diversity, some new issues aroused such as responding to ISIS threat and preventing extremism, minority rights protection. [1]

La Francophonie of 1986 and one of 2016 appear to be two particularly different organisations. Started as a primarily cultural forum the OIF with the flow of time turned out to become highly politicized and economized. Over less than 50 years political leaders of French-speaking world using linguocultural ties between their communities were able to create a complex multi-level network meant to be a substantial political instrument in addressing existing global problems and building safer and fairer world.

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## **COMMUNICATION IN SOCIAL SPACE OF CULTURE.**

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Keen interest of representatives of different areas of social sciences and humanities to the role of communication in the social space of culture results from the fact that communication is not only one of the fundamental bases of the existence of the society. The principle of creating any culture is impossible without communication. Verbal and non-verbal languages are equal means of communication. There is an idea that non-verbal communication is an important part of the process of communication. However, this idea is not new because non-verbal communication may happen without verbal communication and alongside with verbal communication. Moreover, the «non-verbal aspect of communication is decisive in relation to the verbal activity. It is logically and historically precedes the formation of the individual linguistic competence and is the basis for its creation» [1, p.14]. Many communication factors are nonverbal. They help complement verbal communication: such as eye contact,

a certain distance from the interlocutor, a certain voice tone, body odor, etc. P.V. Morozov proves all these facts. He notes that non-verbal communication has a number of features, which are different from linguistic verbal communication. It gives the possibility to make it a particular information channel of the communication system [2, p. 8-15]. There are such factors as evolutionary historical antiquity comparing with verbal speech, independence from semantics of speech, a large involuntary and unconscious, independence from language barriers. Polysensory nature of nonverbal communication stands out from all above-mentioned factors. That is why it can be performed through different senses. Secondly, people can perceive all biologically and socially important information of the external world. Thus, as communication phenomenon itself, and its verbal and non-verbal aspects need profound and detailed research in the context of the current contemporary socio-cultural situation.

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## **PECULIARITIES OF LANGUAGE OF MODERN YOUTH**

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The youth subculture (the social group for young people 15-29 years of age) has its own language, fashion, art and style. She becomes more increasing informal culture, being formed on the basis of opposition not so much to the older generation, how many official system.

The youth language (slang) has a number of peculiarities and differences from other existing social varieties of language, such as professional (doctors, lawyers, accountants), social groups (the underworld, the homeless), etc. It, first of all, fast variability of a youth slang. The youth language is updated every five to seven years usually. It is connected with rapid changes in life of society and with constant updating of youth group. The youth slang is imposed to nobody. To be in the youth community, young person not only need to be age appropriate, but to speak the language, typical of his age group, namely, to use youth slang. This slang encodes, preserves and transmits information from one young person to another. The following reasons of emergence of youth

language are traditionally allocated: opportunity to express a protest; desire to be closed from world around; aspiration to persuasiveness; need for the relaxed atmosphere of communication; originality; innovation; emotional discharge; shocking; economy of language means. The youth language exists on the basis of common vocabulary and grammar, it constantly evolving, borrowing elements from other languages, slang declassified elements, slang, informal movements of the past decades (e.g., slang, hippies).

Besides, the general computerization was a powerful source of emergence of new words. In addition, there is a process of alternation of generations, and those words which seemed trendy and funny five-seven years ago, now seem outdated. The fashion changes, tendencies in society, some words simply bored.

The slang helps to accelerate this process, trying to keep up with a flow of information.

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## **HR-TECHNOLOGIES IN MODERN CULTURE**

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Unlike the previous eras, modern culture requires more active social behavior and the development of such qualities as increased creativity, individuality, independence. For the innovative society development it is necessary to overcome the backlogs from the ever-changing labor market and the training of highly qualified personnel. «The worldview of the generation Y, which by 2020 will overtake generation X and will constitute about 40% of the total workforce, develops the concept of freedom - achieving the ideal balance between professional and personal life, which requires new models of labor organization and human resource management» [2].

In modern conditions, labor management has fundamental changes which require modern mechanisms. Such mechanism, «helping the organization to form a sustainable concept of recruitment and placement of personnel, allowing to focus on the potential of each employee, improve overall

performance, strengthen synergies» [1], is HR-management. The philosophy of HR-management is not directly related to human resources management. To a greater extent, speaking about HR-management, we are talking about the style of HR-management in a particular organization, about its current corporate culture and values. It is about the vision of the organization by its leader, as the modern leader usually requires a modern approach to HR-management. The particular importance is the informality of HR-management, since this is what distinguishes it from the HR-strategy itself. The leader is not interested in written formal personnel policy, because first of all the leader is interested in real decision-making processes in the organization.

The age of high technologies allows completely to overturn the consciousness of HR-managers and dictates the need to search for new ones, as well as to choose the management models that are the basis of future competitiveness. Certainly, some types of human labor will most efficiently perform robotic equipment, such as servicing in a retail store without a cashier, automated legal claims, psychometric characteristics, using retransmission for their profiles and preferences in social networks, GPS-beacons to optimize labor and communication costs in teams, analysts sometimes incompatible regions and figures, etc.

New business and HR-strategies based on digital technologies (HR-Digital) significantly improve the effectiveness of management solutions: automated recruiting, transition to virtual workplaces, individualization - creating for each employee an environment for self-realization and development, managing involvement , HR-analytics and performance management. Modern technologies not only make it easier for the HR-manager to work, but also significantly improve employee satisfaction with their workplace, because IT-technologies allow for accurate and possibly anonymous diagnostics accompanied during the subsequent adaptation process.

However, the key is the human potential of the company no matter what priorities in approaches and technologies are used. After all, it is a person who, taking advantage of modern technologies, is able to introduce them into the organization's functioning system. In the circle of HR managers, work is underway to identify a new profession - the manager of work with human resources in the field of digital technologies. The application of artificial intelligence systems allows radically to change the work of HR-units: from functional executors to strategic business partners. Already today HR-units are formed from mathematicians, economists and organizational psychologists, and the need for specialists with the competencies of mathematical statisticians and analysts will only gain momentum.

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## **СИМВОЛЬНОЕ ПРЕДСТАВЛЕНИЕ СОМАТИЧЕСКОГО КОДА КУЛЬТУРЫ В РУССКОЙ И АНГЛИЙСКОЙ КАРТИНАХ МИРА (на примере соматизма голова/head)**

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Антропометрические характеристики человека, находящие отражение в языковых картинах мира разных лингвокультурных сообществ, являются актуальными для исследования, поскольку выявляют национальные особенности восприятия мира людьми изучаемого языка, способствуют пониманию поведенческих норм, принятых национальной культурой.

Культурное пространство состоит из определенных кодов культуры, которые представляются в качестве «сетки», которую культура «набрасывает» на окружающий мир и оценивает его. Языковой картиной мира считается «отображение в формах языка устройства экстралингвистической действительности» [Гак В.Г.: 2000, 36]. Кодирование культурного пространства связано с архетипическими представлениями человека универсальными по своей природе, однако специфичными для каждой национально-культурной общности.

Соматический код культуры относится к базовым, фиксирующим наивные представления человека о мире. Так, посредством соматического кода описываются пространственные и временные отношения. В сознании пространство и время неразрывно связаны и символом их воплощения в языке выступает соматический код культуры. Соматические метафоры обслуживают пространственный код о чем свидетельствуют следующие примеры: под рукой/ athand – в пределах досягаемости, в непосредственной близости; рукой подать – недалеко, близко, совсем рядом; в двух шагах – близко, рядом и др. Во фразеологизме с головы до ног реализуется пространственная оппозиция «верх – низ», крайними

точками которой выступает голова – head и ноги – legs, feet, пятка - heel. Каждый из соматизмов наряду с языковой семантикой обладает определенной символической значимостью, которая может быть как универсальной, так и национально специфической. Символьный характер соматизмов способствует созданию кластеров фразеологизмов с их участием, которые высвечивают сущностные качества и свойства человека. Так, голова/head – это не только «верхняя часть тела», но и символ ума, инструмент, управляющий рассудком, это и воплощение человеческого духа, смелости, власти и жизненной силы. Голова является символом высшей человеческой ценности, высвечиваемой во фразеологии, в том числе, и через обозначение негативных свойств и качеств человека. Так, символический смысл разума содержится во фразеологизмах иметь голову на плечах/tohavegoodhead ontheshoulders, которая характеризует человека как умного, рассудительного, сообразительного, а также дырявая голова/headfullofholes, характеризующие такие качества человека как забывчивость, бестолковость, dunder-head/дубовая, садовая голова - глупость и т.д. Символьный характер смелости реализуется посредством соматизма голова во фразеологизмах удалая голова, шальная голова/boldhead. Лишиться способности здраво и хладнокровно рассуждать, приходить в растерянность от волнения передается фразеологизмами терять голову/tolooseone'shead; отсутствие способности постигнуть, осознать что-либо передается фразеологизмами не укладываться в голове/can'tmakeheadorailofsmth; усиленно думать над чем-либо – ломать голову над чем-либо/troubleone'sheadwithsmth. Символика головы как высшей ценности человека усиливается изображением мифологических чудовищ со множеством голов, которые отвечают за разные функции. Расположение головы в верхней части пространственной модели обуславливает символическую связь головы с верхним миром, небом. Сделать что-либо совершенно иным, коренным образом изменить мир можно перевернув что-либо с ног на голову, вверх ногами, дном/toturnheadoverheels, а в случаях неадекватного, аномального поведения в русском языке используют выражение ходить на голове. Вертикальная модель пространства символично представляющая человека как единое целое воплощена во фразеологизме с головы до пят/fromheadtofoot.

Национально-специфическую символику соматизма голова можно наблюдать в русской фразеологической единице в первую голову – прежде всего, являющуюся мерой времени, и сам себе голова – независимый, самостоятельный человек, поступающий по своему собственному

усмотрению, являющуюся репрезентантом духовного кода. Архетипические представления русских о стремительном и безрассудном движении выражаются национально-специфической единицей очерта голову (несть, бежать), которая связана с магическим действием очерчивания круга вокруг себя, чтобы оградиться от нечистой силы и опасности. Символьным представлением смирения является склоненная голова, гордости – высоко поднятая голова, смерти на поле брани – сложить (положить, класть) голову и др.

Таким образом, символы во фразеологии объединяют разные планы реальности в одно целое, осуществляя образное представление действительности в национально-культурном облики. Соматизмы, приобретшие значение символов, являются отображением культурного сознания народа и могут иметь или не иметь эквивалентов в соматическом коде другой культуры.

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## **LEXICAL METHODS OF FORMING THE IMAGE OF THE “ALIEN” IN ENGLISH MASS MEDIA**

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The phenomenon of "Own - Alien" is one of the main cultural and psychological oppositions. It contributes to the formation of the cognitive value-appraisal system of knowledge and reflects the uniqueness of the vision of the real world, which, in its turn, is determined by the peculiarities of a culture.

The interpretation of the opposition "Own - Alien" is entirely dependent on the scientific field and methods that are used to study this phenomenon. Therefore the theme of "Own" and "Alien" is revealed in different ways in linguistics, psychology, ethnology, sociology, political science, and literary criticism.

The language of the media is the realization of the national language. It reflects the state of all of its styles and sub-styles in a certain period of time. This fact explains our decision to look through the articles of some modern English and American newspapers (the electronic versions of The Sun, Telegraph, The Guardian, The Times, Mirror, The New York Times, The Washington Post).

The purpose of this study is to bring up to light linguistic methods which take part in formation of the conceptual opposition “Own – Alien” in English-speaking media.

“Own” means special, personal, precious. “Alien” belongs to another nation. It doesn’t have personality and it is always perceived with hostility.

All the linguistic means used for creating the opposition "Own -Alien" have one common feature: they aim at forming a stereotype that the concerned object (another country, nation, party, politician etc.) is alien (strange, unfamiliar). It is obvious that this fact exerts influence on the author when he chooses lexical means.

The cultural opposition “Own – Alien” takes an important place in the mass media system.

Analyzing articles from English and American newspapers we discovered the following lexical and stylistic means of creating the image of the “Alien”:

- Irony , which is expressed through different stylistic methods (hyperbole, metaphor, allusion);

It is a remarkable indicator of the level of radioactivity currently associated with anyone Russian that he felt the need to point this out. [The Guardian, 5.03.2017]

Last November, when Trump gained his unlikely victory over Hillary Clinton, Moscow officials were drinking champagne in celebration. [The Guardian, 5.03.2017]

- Common language and slang are used to simplify the perception of the material by ordinary readers:

Last week, we had to contemplate seriously the startling possibility not only that Putin possesses a video of Donald Trump looking on while Russian prostitutes urinate on a bed in a high-end hotel room, but also that the president-elect co-ordinated his entire campaign with the Kremlin leader. [The Guardian, 15.01.2017]

- Positive characteristics of the “Own” are created with the help of euphemisms. Negative characteristics of the “Alien” are created by dysphemisms. As an example, we analyzed the article from The Daily Telegraph called “Iran is a threat, but the West can’t afford to have Israel bomb it – yet” [Daily Telegraph, 12.09.08]. The author touches the question of the possible armed intervention of West to Irano-israeli relations. Besides, American military participation is mentioned. In this article the following euphemisms are used to describe the actions of West (“Own”): military action, the US-led coalitions efforts to bring stability to Iraq, painful involvement in Iraq, the success of the military surge strategy. Given examples show us that the positive image of

“Own” is created with the help of neutral or positive lexemes (military action, involvement, military surge strategy, bring stability). Using these words the author influences readers mind: they take the information about aggressive interference in other countries politics as defensible adequate actions. This effect is intensified by the use of negative dysphemisms about “Aliens” (Iraq and Iran): launching terror attacks, renewed sectarian violence, the Iranian threat. Negative lexemes (attacks, violence, threat) make up the opposition to the euphemisms about “Own” and justify their actions.

- Quotation and official terminology are used to intensify the effect of the article:

We should follow up on Amnesty International’s report last November which highlighted the systematic use of torture by the Russian police with ‘beatings with fists, plastic bottles full of water, books, truncheons and poles’ as well as suffocation, the use of electroshocks and of organised rape” [The Guardian, 23.05.07].

- The use of foreign terms delimit the “Own” and the “Alien”:

Chirac bids adieu [The Guardian, 12.03.07]; Bon courage, Sarko. You are going to need it [The times, 07.05.07]; Trump, however, promised a grand deal with Putin, perhaps even the relaxation of sanctions [The Guardian, 5.03.2017].

At the modern level of development of communication technologies people are surrounded by huge information content which isn’t always truthful. Considering today’s international atmosphere in politics, we believe that people should know how to perceive and select information. They shouldn’t fall under mass media influence.

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## **EXPRESSING MENTALITY THROUGH PHRASEOLOGICAL UNITS**

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The study of foreign languages is closely connected with the study of mentality. Not only do people who learn a new language have to know its grammar, phonetics, many words and expressions, but also study the mentality of

different peoples. A person will not be fluent, for example, in English, not knowing some particular features of its culture. Every nation is unique. People might use the same language, have the same accent, however, it will not be hard to determine the nationality of a person who speaks. It is enough to pay attention to the way people do it. Every talk is usually accompanied by the use of phraseological units. In turn, they can say a lot. Phraseology is the treasury of a particular language. English phraseological units which are usually called "idioms" have a clearly expressed national character. Idioms are a mirror of the particular people. They fully reveal the national specificity of the language and its identity. Not only can people improve the vocabulary, studying these phrases, but also learn a lot about a country, its traditions and culture. Indeed, the study of key concepts in the relevant world scenes allows to shed light on the issues of the mentality and culture of different nations. It is important to study the mentality of other peoples in order to better understand a person, not to offend him and also to escape international conflicts. In its turn, literature is a great source of phraseological units. Here, the mentality of a particular nation is expressed to the greatest extent. The aim of this study is to consider some idiomatic phrases from the books such as "Three Men in a Boat" written by Jerome Jerome, and two modern books which are Sophie Kinsella's novel "Shopaholic & Baby" and John Green's novel "The Fault in Our Stars" and divide them by topics and analyze what features of the national character they reflect.

There are several examples of phraseological units' usage on the example of the story "Three Men in a Boat", which characterize the subtleties of the English sense of humor. In the phrase "What the eye does not see, the stomach does not get upset over" the author uses a famous English proverb; however, the second part of it has been changed [1, p. 140]. Gluttony is considered one of the typical features of the British character. There are many proverbs and idioms that ridicule and condemn this human flaw. "The stomach does not get upset over" instead of the original "the heart does not grieve" creates bright comic effect. Another example is the usage of idiom "to suit someone to a T", which means "to be very appropriate for someone". Pay attention to the excerpt: "Harris said, however, that the river would suit him to a "T". I don't know what a "T" is (except a sixpenny one, which includes bread-and-butter and cake ad lib., and is cheap at the price, if you haven't had any dinner)" [1, p. 18]. Instead of recognizing the idiom, the protagonist begins to reflect on what kind of tea the river will suit. The misunderstanding of the situation and the literal perception of the utterance have created a comic in this passage from the book. There are also some examples of idioms' usage from the book "the Fault in Our

Stars". Here are the following phrases: "But I believe in true love, you know? I don't believe that everybody gets to keep their eyes or not get sick or whatever, but everybody should have true love, and it should last at least as long as your life does" [2, p. 26] and "As he read, I fell in love the way you fall asleep: slowly, and then all at once" [2, p. 38]. Just like the Russians, British are serious about relationships. They do keep their eyes on the people they love, that means they take care of them. Brits also become enamored of each other; in other words, people fall in love. British men also appreciate time, and they emphasize its clarity and variability. The idiomatic phrase "Do we have time?" I asked. He smiled sadly. "If only," he said" confirms this. Englishmen also strive for distance. They are used to doing everything on their own, without anyone's help. "You go and do your business things and I'll go on my own!" is written in Sophie Kinsella's novel "Shopaholic & Baby" [3, p. 67]. Two phraseological units which are "do your business" and "on their own" prove above-mentioned words.

To sum it up, this work presents the analysis of phraseological units, the use of which reflects the mentality, traditions and cultural features of Englishmen. In the course of the study, phraseological phrases have been divided into four groups which are as follows: "Humor", "Relationships", "Time" and "Privacy". That has allowed to increasingly determine the specificity of British humor, British's desire for distance, the relationships between people of this nation and their attitude to time. The study has shown that a large part of idioms belongs to the "Humor" group; that can be explained with the fact that although Englishmen cover their emotions both at home and in public, they have a subtle humor. They often focus on minor details against the background of the general absurdity of the situation. The second large group has turned out to be the "Relationships" one. The British are also serious about love; that is why, so many idioms are about this theme. At the same time, Englishmen are less likely to be affected by time than others; that is why the "Time" group has turned out to be the smallest one.

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## MULTICULTURAL LONDON ENGLISH

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Cockney, Queen’s English, Estuary English; with the variety of accents existing in the British Isles, some having developed only boroughs away from each other, it should come as no surprise that accents are adjusting to suit the times. A recent materialization of this adaptation is Multicultural London English (MLE), an accent that draws its myriad intonations not only from Cockney, but also from the parlance of the Caribbean, South Asia and West Africa [1]. These are the African-Caribbeans who came over to Britain, London and Birmingham, starting in the late 1940s, with the largest waves being in the 1950s and 60s. In this paper, we will be dealing with Multicultural London English, or MLE. It is an English sociolect that appeared in the late 20th century. It is spoken by working-class, mainly by young people in London.

In sociolinguistics, a sociolect or social dialect is a variety of language associated with a social group such as a socioeconomic class, an ethnic group (precisely termed ethnolect), an age group, etc

Speakers of MLE come from a wide variety of ethnic and cultural backgrounds, and live in diverse inner-city neighbourhoods such as Brent, Lambeth and Hackney.

In the press, MLE is often referred to as “Jafaican”, conveying the idea of “fake Jamaican”, because people believe that this English came from Jamaica and Caribbean [2].

There are special features, which can help you to define MLE.

### 1. Grammar

1) Was/were variation: The past tense of the verb “to be”. MLE has a unique system:

Standard English: I was, I wasn't; you were, you weren't; he/she/it was, he/she/it wasn't; we were, we weren't.

Non-standard system (MLE): I was, I wasn't; you was, you wasn't; he/she/it was, he/she/it wasn't; we was, we wasn't.

2) Man as a pronoun: is sometimes used as a first-person singular pronoun, which may be rendered “man's” when combined with certain verbs such as “to be” and “to have”: “man's got arrested”, “man's getting emotional”. “Man” can also be used to refer to the second-person singular: “Where's man going?” (Where are you going?).

## 2. Phonetics

While older speakers in London display a vowel and consonant system that matches earlier descriptions, young speakers largely have different qualities.

Consonants:

1) Reversal of H-dropping (H-dropping or aitch-dropping is the deletion of the voiceless glottal fricative or "H sound", [h]) - word initial /h/ was commonly dropped in traditional cockney in words like hair and hand. This is now much less common, with some MLE speakers not dropping /h/ at all.

2) Th-fronting - interdental fricatives can be fronted, so that /θ/ is fronted to [f] in words such as three and through (which become free and frough), and /ð/ is fronted to [v], e.g. brother becomes brover, another becomes anover.

3) th-stopping - both voiced and voiceless interdental fricatives can be stopped, so that thing becomes ting, and that becomes dat.

## 3. Vocabulary

Examples of vocabulary common in Multicultural London English include:

1) Adjectives:

“Bait” (obvious/well known)

“Clapped” (ugly)

“Peng” (Attractive)

2) Interjections:

“Dun know” (“of course”, also an expression of approval)

“Safe” [seɪf] (expression of approval, greeting, thanks, agreement, and also used as a parting phrase)

3) Pronouns:

“Man” [mæn] (First-person singular)

“Them Man” [mæn] (They)

“Us Man” [mæn] (We)

4) Nouns:

“Ends” [ɛnz] (Neighbourhood)

“Fam” [fæm] (Short for “family”, can refer to “friend”)

5) Verbs:

“Aks” (ask, an example of metathesis that also occurs in West Country dialects)

“Cut” (to leave)

“Link” (to rendez-vous)

To give a summary, MLE is a new, mixed variety, the result of immigration from the Global South – and elsewhere. It is distinct from traditional London English in specific ways, but many features may be tied to youth style. MLE has a social construction by young people as ‘our language’, ‘cool’, non-racial, in opposition to both Cockney and RP.

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## AUSTRALIA IS GOOD FOR LIVING

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Australia is the world's smallest but sixth-largest country. The country's long official name is Commonwealth of Australia. Australia is situated in the Indian and Pacific Oceans. The country is composed of six states and two territories: Australian Capital Territory, New South Wales, Northern Territory, Queensland, South Australia, Tasmania, Victoria, Western Australia. Australian dependent areas include groups of small islands in the surrounding seas.

The Australian population is over nineteen million seven hundred thousand people. The population is concentrated along the East and South-East coasts, where Australia's capital Canberra and largest cities, such as Brisbane, Sydney, Melbourne, and Adelaide, are situated. Perth, another big city, is on the West coast.

Australia's original inhabitants are known as Aborigines. Currently, the indigenous population is about 427 thousand. Aboriginal land reserves are mainly located in the Northern Territory. Aborigines have the longest continuous cultural history in the world, with origins dating back to the last Ice age.

Australia is a constitutional monarchy. The Queen Elizabeth II of Great Britain is also Queen of Australia, and Head of State. Her representative in Australia is the Governor-General.

Australia's biggest national holiday is Australia Day. It is celebrated on January 26, but is often taken on the nearest Monday to this date to make a long weekend. January 26th 1788 was the day the First Fleet arrived in Sydney Harbour to establish European settlement. At the time there were overcrowding problems in British prisons, so Joseph Banks, naturalist on Cook's voyage, suggested that Britain could transport convicts to Australia. The First Fleet comprised 11 ships, 750 male and female convicts, four companies of marines and supplies for two years.

On April 25 every year Australians commemorate Anza Day. On this day Australians remember those who died serving their country. It is Australia's sacred day. On April 25, 1915 Australia was at war. With the Allies (Britain, France and Russia, Italy, Japan, and the USA (from 1917), Australia was fighting against the Central Powers (Germany, Turkey [then known as the Ottoman Empire], Austria-Hungary). The plan was for the Allies to attack and take the Gallipoli Peninsula, on Turkey's Aegean coast. April 25, 1915 was the date of the first landing of the Australian and New Zealand Army Corps (ANZACs), part of the larger British Empire contingent, on the Gallipoli Peninsula [1, 73]. Thousands of Australian and New Zealand soldiers died in the hours and days that followed the landing at that beach.

As a member of the Commonwealth, Australia has many of the British holidays. For example, together with Britons, Australians celebrate Queen's birthday at the end of June.

Like people in many other countries, Australians celebrate Christmas, New Year's Day, St. Valentine's Day and other holidays. Besides, each state has its own holidays.

Australians love sports and games. There are all facilities available for both professional and amateur sports in Australia. People like to spend their free time playing different sports.

One of the most popular sports is, of course, football. There are two kinds of football played in Australia: Australian Rules football and rugby.

Australian Rules is the main football code played in Victoria, South Australia, Western Australia and Tasmania.

Rugby is the main football code in New South Wales and Queensland.

The most widespread summer sport is cricket. Australia plays regular Tests against England, New Zealand, India, the West Indies, Pakistan, Sri Lanka, and South Africa. The state competition is for the Sheffield Shield (4-day matches), which is only semi-professional. Many men and boys play club cricket was established in 1934 but continues to be a minority sport for women. However, the Australian women's team is the best in the world.

Many people play squash. Other sports played include badminton, volleyball, table tennis, yachting, rowing, and cycling.

Australia has interesting and popular traditions and customs which are known all over the world. It is good for living!

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## **ДУШЕВНОСТЬ КАК ОДНА ИЗ ГЛАВНЫХ ЧЕРТ РУССКОГО НАЦИОНАЛЬНОГО ХАРАКТЕРА**

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Русская душа ушиблена ширью, но за ее широтой, порожденной необъятными пространствами нашей страны, скрываются как удадь, молодечество, купеческий размах, так и отсутствие глубокого рационального просчета житейской или политической ситуации.

Ф.М. Достоевский

Народы, как и люди, очень своеобразны и разнятся индивидуальными качествами: есть народы ленивые и энергичные, сильные и слабые, добрые и злые... На первый взгляд, конечно, кажется странным, как совершенно разные люди, принадлежащие к одному народу, склонны к одинаковому поведению, похожим манерам, типическим отношениям и связям, близким оценкам и суждениям, схожим складом ума. Объяснений этому много. Остается согласиться с тем, что, как и люди, народы имеют характер – совокупность отличительных свойств.

Русский народ намного отличается от всех остальных. Что оказало влияние на формирование русского национального характера? Исторические условия, географическое положение, религия.

А.И. Солженицын считал, что главными отличительными чертами русского народа являются следующие:

- ☐ доверчивое смирение с судьбой;
- ☐ сострадательность; готовность помогать другим, делаясь своим насущным;
- ☐ «способность к самоотвержению и самопожертвованию»;
- ☐ готовность к самоосуждению, раскаянию – и публичному; даже преувеличение своих слабостей и ошибок;
- ☐ вообще вера как главная опора характера.

Конечно, все упирается в исторический путь развития России. Уникальный менталитет начал закладываться еще в средневековье, когда все жили в деревнях и занимались коллективным хозяйством. Общие уголья и труд сплачивали население. После закрепощения крестьяне часто поддерживали друг друга в трудные минуты. И не всегда высокопоставленный дворянин был настолько щедр и великодушен, как

простой крестьянин. Кроме этого, существовало мнение, что именно душевная щедрость – это проявление божественного в людях.

Одной из положительных черт русского человека является доброта, способная выражаться в гуманности, сердечности и душевной мягкости. В русском фольклоре существует множество поговорок, отображающих эти черты национального характера. Например: "Доброму Бог помогает", "Жизнь дана на добрые дела". Именно эта черта дает является основой гостеприимства, сострадания, отзывчивости и чуткости. Гостей в России всегда встречали добродушно, угощали самыми лучшими лакомствами, окружали заботой и вниманием. Существует даже поговорка: «Хоть не богат, а гостям рад».

Щедрый и великодушный русский человек готов прощать другим их проступки. Часто не скупится на красивые и дорогие подарки близким и знакомым. Русский народ часто поражает представителей разных стран мира способностью тратить огромные деньги на мелочи. Может, именно поэтому русских туристов так любят за границей. Именно русские всегда оставляют большие чаевые и стремятся привести домой много гостинцев и сувениров, а потом раздавать это всем знакомым и родственникам.

Конечно, такие размахи и вольности могут быть и отпечатком размеров страны. Душевность и широкая натура – это одни из составляющих русского народа. Это уже никак нельзя отнять или изменить. Готовность помочь ближнему и щедрость всегда будет сплачивать и поддерживать Россию.

## **THE IMPORTANCE OF INTERCULTURAL COMPETENCE DEVELOPMENT THROUGH FOREIGN LANGUAGE TEACHING**

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The intercultural competence development should be understood as a complex and multifaceted process. Intercultural learning implies, first of all, the ability to deal effectively with foreign culture representatives. One of the major factors in intercultural competence is being ready to receive information about unknown facts and behaviors and to learn from the acquired experiences [1, p. 266].

Foreign language teachers of the Russian Customs Academy Rostov-on-Don Branch and Don State Technical University do their best to make the intercultural competence development process successful. The fact is that among the students of the afore mentioned higher schools there are not only Russians, of the former USSR republics (Tajikistan, Kazakhstan, Uzbekistan, Moldavia, the Ukraine, Armenia, Georgia), young people from Dagestan, Ossetia, Chechen Republic, as well as the representatives of Asian and African countries.

To make the teaching process more effective we asked 300 respondents (first year students) to participate in the "Readiness of 1st year students to intercultural competence improvement" Questionnaire . The results of the poll are very interesting, because they reflect different cultures representatives attitudes to Russian culture, mentality, education and the way of life. While communicating with students from other countries 40% of the respondents feel a sense of fear, 44% - uncertainty. 16% of respondents display mixed feelings, such as the desire to leave the country, to bring a mediator in dealing with foreign language culture. In the new environment, 58% of students consider that adapting knowledge of the language, traditions and culture of the countries helps them in communication with representatives of foreign countries. 42% of the respondents express the desire for the motivation growth to learn the language and culture of the target language. 97% of students say that effective communication is necessary to know the cultural characteristics of other countries. Only 19% of respondents evaluated their level of intercultural competence within the range of 80 to 100%; 48% of respondents believe that they have reached the level of 50 to 80%, the level from 15 to 50% has been achieved by 33% of the respondents [2, p. 32]. Recognizing the importance of intercultural competence development, students believe that it will help them in their core growth (27%), promote the acquisition of knowledge at the European level (25%) and more free communication with other cultures (48%). 78% of the respondents also noted the ability to navigate in an intercultural environment. 76% of the respondents indicate that classes in foreign language at the Rostov branch of the Russian Customs Academy help them to overcome the difficulties of intercultural communication. 15% of the respondents propose to introduce in the course of learning a foreign language in high school conversation with native speakers; 87% of respondents would like to visit the country of the language being studied. They believe that role-playing games (29%), specific training (63%), discussions (8%) will contribute to the acquisition of cross-cultural experience. Development of intercultural communication will contribute to the acquisition of a positive image (33%), the

ability to achieve goals (50%), to making career (17%). Foreign students affirmed unanimously their readiness to communicate with Russian students in an open and friendly manner. They have much in common with Russian students. Supervisors help them in this process. Certainly, developing intercultural competence is a slow, gradual learning process consisting of foreign language studies, intercultural training, and experiences of other cultures and their people [3, p.32].

The results of the survey concerning students' readiness to improve intercultural competence shows that first-year students of the Russian Customs Academy Rostov branch and Don State Technical University are ready to develop and improve intercultural competence, because they realize that we live in a global society, and highly developed intercultural competence is required for successful communication between people in all spheres of life and activity.

The following methods are applied to develop the students' cross-cultural competence: using films, videos, CD-ROMs or the Internet resources illustrating different aspects of foreign culture; computer presentations and project activities dedicated to Russia and foreign countries; studying situations on different topics reflecting cross - cultural incidents; comparing similar situations in their own and foreign countries in the process of pair and group work; practicing different games; dramatizing situations reflecting the difficulties one would face living in the foreign culture; comparing similar aspects of Russian and foreign cultures; discussing stereotypes regarding cultures of different countries; making focus on intercultural competence development in parallel with linguistic skills as a priority, where appropriate; incorporating scientific research work into intercultural competence studying.

Hence, intercultural competence should be understood as part of foreign language knowledge. Highly developed intercultural competence for future specialist means being effective in life and career in general.

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## **ЛОГОЭПИСТЕМЫ ИЗ СОВЕТСКИХ КИНОФИЛЬМОВ В КОММУНИКАТИВНОМ ПРОСТРАНСТВЕ НОСИТЕЛЕЙ РУССКОГО ЯЗЫКА**

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В наше время люди и пишущие, и просто говорящие, перестали бояться словесной игры. Участник коммуникации начал прислушиваться к слову, присматриваться к нему, остро ощущать диалогичность слова. И логоэпистемы оказываются могучим и нестандартным средством передачи смысла. Ведь остроумная манера говорить и писать предполагает соучастие слушающего и говорящего, опирающихся при этом на свои знания, на свое умение возбуждать в сознании широкий круг ассоциаций в соответствии с сигналами в воспринимаемом тексте. Этими сигналами и выступают логоэпистемы. В наше время для эффективного понимания и передачи информации, невозможно обойтись без знания логоэпистем, которые, по мнению Н.Д. Бурвиковой и В.Г. Костомарова представляют собой «след языка в культуре или культуры в языке» [1].

Логоэпистемы рассматриваются как значимые с лингвокультурологической точки зрения единицы русского дискурса, в которых заложена культурная информация, хорошо известная носителю языка.

В данной работе определяется актуальность выражений, содержащих логоэпистемы, в современном обществе, и проводится лингвокультурологический анализ этих логоэпистем. Объектом исследования стали кинофильмы советских режиссёров Л. И. Гайдая и Э. А. Рязанова. Для достижения поставленной цели были определены виды логоэпистем, их признаки и факторы появления этого феномена в речи; отобраны наиболее представительные выражений из советских кинофильмов, насыщенные логоэпистемами, употребляемые в настоящее время в повседневном дискурсе; проведен опрос, связанный с логоэпистемами советских фильмов.

В результате опрос подтвердил, что логоэпистемы советского кино активно используются в повседневной жизни русскоговорящих людей разных возрастов. Более того, мы узнали, что большинство представителей других стран, изучающих русский язык как иностранный, знакомы с этими выражениями, а значит, знакомы с культурой и традициями России.

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## **LANGUAGE, CULTURE AND CEREBRAL CORTEX. THE COGNITIVE ASPECT**

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Nowadays the sciences at the intersection of different disciplines are especially relevant. The purpose of this article is to put a focus on cognitive sciences, such as neurolinguistics, neuropsychology, neuroanthropology and neurosociology, i.e. those disciplines that combine cerebral physiology and humanities. It will help us to get a more complete idea of human's cognitive processes (and particularly communicative ones) and how they occur.

Cross-cultural communication is a complex process which involves not only different native-speakers but also different culture-bearers. Any language reflects the cultural patterns of its speaker, and according to the principle of linguistic relativity (also known as the Sapir-Whorf hypothesis) language forms cognition. The question is to what extent this theory is right and how closely a culture and cognition are interrelated. The academic discussions on these topics go beyond the only linguistic competences.

Nowadays scholars are mostly focused on innateness of cognition aspects, influence of heredity on physiologic structure of cerebral cortex, and also interrelations of brain disorders with consciousness and cognition. But since recently another question was raised: is there an inverse correlation between these processes? Probably, because of the vague meaning of the term "culture", this field of study is not so actively developed. Nevertheless, there is no doubt that such questions will help us to understand human's cognitive processes better. The answers are extraordinary: according to the results of studies, culture and language are not only influence relevant cerebral and particular language centers like Broca's area and Wernicke area), but they also affect the most part of brain activity, including visual processes, memory, etc.

Such experiments began in 2003 from the research by Eleanor Maguire; it was dedicated to the influence of social factor on cerebral cortex [2]. There were analyzed physiologic data of a wide group of taxi drivers. It emerged that those drivers who works in this sphere for a long time have significantly bigger brain regions responsible for mental maps, or orientation in space. It finally dispelled the myth that an adult brain loses its plasticity.

Since that moment various researches on this issue have begun; they also addressed more complex topics and experiments closely related with culture. Especially notable the experiment by Trey Hedden and Sarah Ketay, who

researched and compared cognitive processes of the American and the Japanese [3]. Thus, it was identified that for those two groups of culture-bearers self-identity is located in different cerebral areas; also there is a difference in visual sensation (the Americans concentrate on separate objects in their visual field ignoring the context – this phenomena is called “analytical perception”; while the Japanese apperceive anything solely contextually, not separating it from the visual field; that is called “holistic perception”). It also has an impact on memory: the Americans remember details but not so good at remembering of how these details are disposed towards to each other; the Japanese have a reverse situation.

These researches are especially revealing because they demonstrate not only cognition differences due to cultural aspects, but also the differences in the structure of cerebral cortex and particularly the areas of brain that are not directly involved in language and cultural processes. The cognition directly forms the cerebral cortex, and it is notable that more “Europeanized” Japanese have a brain structure closer to the American one – however, this requires more detailed researches.

The results of another significant experiment that demonstrates the interrelation between cognition, the brain structure and language, were published in June of 2017 [1]. The group of scientists studied the interrelation of the vocabulary of sculptors, architects and painters with their visual perception. It was found that architects perceive the space as 3-dimensional one, while the artists perceive it more like 2-dimensional. The language patterns were alike, but, for example, artists oftener use the phrase “at the back”, while sculptors and architects prefer “at the end”, which also demonstrates the differences in space perception. The control group, which consisted of non-professionals, commonly used phrases like “there” and “over here”.

Summarizing above-noted experiment, we can suppose that a culture influences cognition, cognition influences the cerebral cortex and it reflects in language: the cultural environment has an impact on communication and brain activity as a whole. Neurosociology is a new discipline that requires new methods for close cooperation of biologists and psycholinguists. Anyway, now we have sufficient grounds to presume that our brain is much more plastic than we think, and our culture and our language are influencing the brain structure itself in much wider than we used to believe.

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## **THROUGH PINK GLASSES OR HOW WE LOOK AT OUR COUNTRY**

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I think, everybody loves the country that he lives in. We live in the biggest country in the world, in the country that is considered as one of the main decision-makers in every question that has importance. This is a great privilege but at the same time a great responsibility. It means we must be a standard for others but most importantly keep up well-being of our nation and that's what I want to talk about here. Every nation has its own culture but it doesn't change the components of it. The goal of this work is to look at some parts of our culture and see how these parts are influenced by the cultures of other nations. First and, in my opinion, most important thing in every culture is language. Great and mighty Russian language! How good it feels to hear something like that about the one you speak in. Once I heard that Russian is the hardest language to learn because it has so many twists, so unusual construction, so many rules and so many exceptions of them. Any language is a special thing because it does not stop its correction ever. Every year new words are being added officially, so it moves, so it keeps standing. And Russian, made by so many generations during so much time we can consider as one of the greatest languages in the world and be proud of it because it is really deep and self-sufficient. But..., if there are no doubts about the first, I personally can not say so about the second. As it was mentioned, our language is being filled by new words every year and it's only officially, actually this process is constant. At the first sight, yes, that's a good thing, we move, but the question is – where do we move? I mean that many new words not appear by reshuffles in our own language, but by taking from others and nearly said in a Russian manner. We get new words from such countries as Japan thanks for anime fans especially and, of course, we take new words from America. Searching for any examples of that kind of words it is quite possible to see nearly on every line the sign “from English...”. There is a good proverb: measure is a treasure and it definitely works here. Why, if our language is so great and so mighty do we need to take words from others? Seems like a question from a child, the answer

is pretty childish as well – because it's popular. These new words come mainly from young people, it's a slang partly, so the reason of it also lays there. Whole the topic is mostly about young people because they are the ones who are about to rule the world soon one way or another. At the same time this category is the most influenced by new flows that appear with a great constance. The country that I want to talk about primarily is the United States of America, this comparison is pretty actual now and we obviously have parts of American culture in our country. I will not consider it as a politician, I don't want to touch any part of it, instead, I want to look at the situation as a usual man who lives in Russia, uses goods and services that we are offered to and simply looks around sometimes.

Let's begin with things that are necessarily for people, like food. What do you think will teenager prefer – American hamburger or good old Russian porridge? I think the first one in the most cases. Almost every mall includes a foodcourt, where you can find such things as McDonald's or KFC or PizzaHut. Are they Russian? No. Do people like them? Yes! And it's not all about it, shops include American goods as well and those goods have a big popularity among people: Coca-Cola, Pepsi, alcohol like Jack Daniel's etc. This starts here and goes further. Look at cars, for example. This market is really big today. Japan is there, Germany is there, America is also there. Where are we? We have our own cars, yes, but the fact of the matter is that many people who choose their new car and have enough money will stop their choice on BMW, Audi or Cadillac but not on Russian Lada. We don't trust this producer, we think that firms from abroad do it much better.

What else people need? Clothes! And here we see the same tendency. Brands like Nike, Levi's, New Balance – it's all American. And here's all similarly – we have our own, but they are not so good.

Entertainment – huge sphere, take cinema just for example. Open any list of films that have top sellings, here's a spoiler, you won't find Russian films there. We watch American films with pleasure, they have a thing of beauty in Hollywood, they have something for children, I mean Disney production. We watch “Home alone” every year in winter holidays. Films like “Pirats of Carribean”, “Star Wars”, “Spiderman” became classics for us. And I can not even think that our film may be a classic for most of them.

I may not even start talking about one more company, that everybody knows very well. It calls Apple and it has the biggest popularity in our country of all American companies. Cellphones market is absolutely under the control of them. And it would not happen without a reason. It's really good, great to use,

can help you in almost any situation you have, this is an advancement that nobody else could ever do. And people appreciate it, but it's not our again.

Many things may be said about all of it, there are so many examples. I didn't mention the army, which I do not accept in our country because they literally take a year out of you. Many rumors go here and there about how bad it is, many rumors I heard by myself and they do not emerge without a reason, there is no smoke without fire. Americans have the other principal here, they don't make people to go there.

I do not like the way how people get education here. The great Lomonosov, who's name Moscow State University is wearing now, in his days ran out of home, lied about who he is to enter an academy and get an education. Now it is enough to have money and for these money it is easy to enter the best universities we have for someone who doesn't deserve it at all and left overboard people who may want it and need it more than anything in their life. While the USA seem to have much more experienced specialists because they do what they do.

And now look how some of those spheres may affect what I called the main thing in every culture – language. People bring new words, they think it's cool, they think it's comfortable but they don't understand or don't want to understand that by doing that Russian is being ruined. We already have a generation gap, parents far not always catch what children say to them and in spite of fighting it, we worsen it. People seem to forget that we can do something in our own and just enjoy things we get from somebody else.

We have so many inventors of our own too, like Popov, who invented the radio and it was a breakthrough for those times. But now I can not put the radio into my pocket instead of my phone and it can not help me the way my phone does. Times change.

Now we have many great films from 1970s, 1980s and even earlier, those films are classics for us. And, being far not a fan of it, I laughed much more at comedies of those ages, than I do at another comedy now. Times change.

I think everyone heard one story one of many times before you going to sleep and mum sits near you and tells you fairy-tales. The story I'm talking about is “The porridge from the axe” which shows that Russian man can overcome any situation in life. And what do we have now? People don't need to invent something, to try something new, something interesting even in food questions. They may go to the nearest fastfood shop and, it's done, the problem's solved. Times change.

These are stories. This is our history which was written by great men, who wanted to live to invent, who wanted to live with a goal, who wanted to live to

thrive. And, looking around, sometimes I ask myself: what do some people live for now? Everything above is no more, than simple life situations and that is done this way on purpose. People's life does not happen in the officer's armchair, it is right here in these simple situations. It is in what people do every single day. And basing on that, what do we do now?

There is nearly a tendency in the modern Russia to hate America and to say how bad American people are believing that our nation is so great and so superior. But people who say so due to political things may not even think that they use their phones, eat their food, watch their films. They have our everyday life in their hands, they are popular. People remember great things, that's an axiom. And instead of blindly believe that we are already reached and proved everything, we may get priceless experience in spheres where we are not so good as we can be. Our country gives us so many opportunities which we just don't use. We have a great history, it may be said that we live by it. But we don't index the course for others because our own life consist of things that we take from somebody: words, food, clothes, technique, entertainment. Other countries including America takeover these industries while we wasting time when we must finally answer the question: are we a history or are we a future? Thus, there are only two possible ways here: either we stand up in front of it or we let it go and become the thing that many people used to hate lately by ourselves. We need to do the first if we really want to be self-sufficient, we need to speak our own language more, we need to do something new what will interest people from all over the world, because all the greatness that we certainly have may any time turn just into words based on our history...

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## **AFRICA: FEATURES OF CULTURE DEVELOPMENT**

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In pre-colonial Africa there was no systematic organization of culture. There were tribal and ethnic groups in which different cultures existed as "schools" of art, were embodied in rituals and rituals. The keepers of the cultural tradition

were singers, priests, griots (professional musicians), storytellers, patriarchs. Culture here develops in line with the oral tradition, which transmits from generation to generation a historical tradition. African collectivism as a special form of social relations finds an explanation in the organization of a family uniting all and having the same ancestor. Hence comes the special quality of African thought: the representation of the world as whole, indivisible. Hence the idea of the unity of being in culture.

Movement of peoples deep into the continent was accompanied by the exchange of cultural elements. Islamic themes adapted with local folklore. Thus, in the oral legends of Mandingo (a group of nationalities) of Mali and Guinea, as a result of borrowings from Arabic literature, there were legends about Bilami and Surakata. Arab culture has had a great influence on the literature of Western Sudan and Ethiopia. In Eastern Sudan, Arabic became the native language of the population. In East Africa, where the Swahili language is widespread, the first written monuments appeared there. In the Arab East, anecdotes about the poet Abu-Nuwas, who lived in Iraq during the caliphs, are popular. But the same jokes can be heard in Ethiopia in Tigray and Amharic, Kenya and Tanzania in Swahili, and in Sudan in Arabic and Nubian. The ancient eastern legend of King Solomon and the Queen of Sheba acquired a new homeland in Africa. In Ethiopia, the Republic of Chad, Northern Nigeria, it merged with local legends about the virgins-tsaritsah. In Tanzania and Madagascar, you can hear tales first recorded by ancient Indians in the "Jatakah" – the legends about the reincarnation of the Buddha. It should also be noted that local cults have also changed under the influence of Christianization. The people of Dogon in the southeast of Mali, calls the first people Adam and Havo (Eve). The Biblical element through the Arabs and Muslims of West Africa has penetrated into their cosmic myths. The interaction of different cultures throughout Africa is facilitated by migration processes.

Negro-African, Arab-Muslim and West European cultures are currently interacting (Senegal, Mali, Guinea, Burkina Faso, Niger, Nigeria, Chad, Cameroon). The interaction of Indo-Pakistani, Western European and Arab-Muslim cultures is typical for Kenya, Tanzania. The interaction of Negro-African and Western European cultures takes place in Burundi, Rwanda, and Gabon. Thus, the peculiarity of the development of African culture is acculturation – the process of mutual influence of cultures.

## **ADVERTISING AND INTERNET AS THE SPHERES OF CULTURAL SECURITY OF THE PERSON**

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The issue of ensuring cultural security at the present stage of the development of the information society is one of the most urgent. Modern society G. Behman defines as a society of risk, in which security is raised to the level of basic value. Human security is closely related to the information space in which advertising and the Internet play a primary role. The impact of advertising on the person is manipulative. It creates human needs in an artificial way, has the property to manage the decision-making of a potential customer-consumer, seduces him, leads him into a world of illusions. However, all this can negatively affect both psychologically and physiologically (in the case of advertising that destroys the culture of nutrition), which can be qualified as potential cultural dangers.

Being a powerful source of information, socialization, communication, the Internet affects the psyche of the individual, creating Internet addiction. By spending more and more time in the Internet space, people (especially young people and teenagers) are at risk of the influence of the worst examples of mass culture, in particular the influence of the cult of violence, as well as psychological terror (cybermobbing). Selfi interests also lead to tragic consequences.

Cultural security presupposes the cultural and spiritual state of society and the spiritual culture of the individual. Culture has a significant impact on the state of national security. It is culture that is the stable determinant of social consciousness. A great role here should be played by cultural enlightenment of people, as the basis of cultural security of the individual and society. Cultural security in the field of advertising and the Internet is a system of historically developed programs of activities, behavior, communication of people, based on values and moral standards, aimed at rational delimitation of the virtual and the real.

## КАК СВЯЗАНЫ ЯЗЫК И ОБЩЕСТВО?

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### Введение

«Дело в том, что даже владея одним и тем же языком, люди не всегда могут правильно понять друг друга, и причиной часто является именно расхождение культур» Е. М. Верещагин, В. Г. Костомаров. «Язык и культура».

Если рассуждать о том, что сказать во введении этой статьи: для чего нужна эта статья, когда столько уже о коммуникации!? Это проблема будет всегда актуальной, так как человеческое общество развивается и язык, культура общения развивается вместе с ним.

В том, что между человеческим обществом и языком существует связь, были убеждены ещё древние учёные: «Из всех живых существ только человек одарён речью» (Аристотель). Язык присущ не просто индивиду, а человеку как члену общества, поскольку основное предназначение языка служить средством общения между людьми.

Поэтому на поставленный выше вопрос можно ответить следующим образом: слова нужны, чтобы с общения, без них общение, хоть и возможно, но крайне затруднительно, и бедно. В них - роскошь, свобода общения, или коммуникации. Человек - существо биосоциальное. Поэтому живя в обществе, ему необходимо общаться с другими членами этого общества. Если обратить внимание на слова: общество, общение – то можно увидеть один корень Также слово коммуникация - того же корня, только латинского: communication из communis - общий.

Существует множество теорий о происхождении языка. В отечественной лингвистике наибольшее распространение имеет теория, согласно которой потребность людей в общении возникла в процессе труда. Совместный, коллективный труд не мог быть эффективным вне общения работающих людей. Коммуникативная функция и была, по-видимому, первой, характеризовавшей тот набор ещё примитивных знаков, который служил языком первобытным людям.

Развитие и функционирование языка также в значительной степени обусловлено развитием и жизнью общества. Это проявляется в разнообразных формах.

Вот некоторые из них. Социальное расслоение языка. Всякое человеческое общество неоднородно по своему составу. Оно делится на слои, или

классы, дробится на более мелкие группы, внутри которых люди объединены каким-либо признаком, например, по возрасту, профессии, уровню образования и т. д.

Можно сделать вывод, слова соединяют людей, объединяют их через общение. Без общения нет общества, без общества нет человека социального, нет человека культурного, человека разумного, *homo sapiens*. Слова, складываясь в язык, выделяют человека из животного мира. Как же их не любить?! Как же их не изучать - внимательно, пристально, со всех точек зрения и во всех проявлениях? Ни одна наука, ни одна специальность не может обойтись без слов. Они нужны хотя бы для того, чтобы сформулировать знание и опыт, сохранить его и передать следующим поколениям.

Цель этой книги - рассмотреть проблемы человеческого общения с особым вниманием к языку как главному - но не единственному - средству общения. Такая попытка особенно важна сейчас, когда смешение народов, языков, культур достигло невиданного размаха и как никогда остро встала проблема воспитания терпимости к чужим культурам, пробуждения интереса и уважения к ним, преодоления в себе чувства раздражения от избыточности, недостаточности или просто непохожести других культур. Именно этим вызвано всеобщее внимание к вопросам межкультурной, международной коммуникации.

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## **TYPES OF MOTIVATION IN A FOREIGN LANGUAGE LEARNING**

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Almost all language teachers say that students who really want to learn will succeed whatever the circumstance in which they study. All teachers can think of situation in which certain “motivated” students do significantly better than their peers; students frequently despite using methods which experts consider unsatisfactory [1]. In the face of such phenomena it seems reasonable to suggest that the motivation that students bring to class is the biggest single factor affecting their success. So teachers should think thoroughly on developing motivation strategies for their students. But before making up

motivation types of motivation in foreign language learning. When learning foreign languages the following types of motivation are realized:

- Communicative or targeted. With communicative motivation, students realize that a certain language material is necessary for mastering a foreign language, and this consciousness greatly facilitates the study of the material. Target motivation ensures active participation of the trainee in communication both on and off the class. It is known that communicative motivation is based on the interaction of the subject with the objective reality surrounding it. It is objective reality that serves as the basis for the need for communication. Motivation for the statement arises when the student needs to share his thoughts, ideas, opinions. Thus, communicative motivation is directly related to the thinking activity of students. The more intensive this activity, the more intensive the students' need for verbal self-expression.
- Cognitive. Cognitive motivation is manifested in the desire of students to obtain new information about the features of the language being studied.
- Culturological motivation. With culturological motivation, the student's attitude to the cultural values of the country of the studied language is formed.
- Instrumental motivation. Instrumental motivation reflects the willingness of students to perform various tasks, the desire to develop new forms and types of work, to further improve previously mastered.
- Aesthetic motivation. Aesthetic motivation is expressed in the desire of students to receive aesthetic pleasure in mastering a foreign language.

However, one of the leading principles of teaching foreign languages is the principle of complex motivation which should be taken into account while developing motivation strategies.

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## **ИНФОРМАЦИОННЫЕ ТЕХНОЛОГИИ В ЛИНГВИСТИКЕ**

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Лингвистика или языкознание исследует сущность и природу языка, его происхождение и общие законы его развития и функционирования.

Существует ряд подходов к лингвистике. Некоторые исследователи в области языкознания выделяют три взаимосвязанных направления: теоретическую лингвистику, экспериментальную лингвистику и прикладную лингвистику. В «Лингвистическом энциклопедическом словаре» прикладная лингвистика определяется как «направление в языкознании, занимающееся разработкой методов решения практических задач, связанных с использованием языка».

Задачи прикладной лингвистики могут быть разделены на традиционные и инновационные. В числе традиционных задач находятся создание и совершенствование письменности, разработка систем транслитерации иноязычных слов, стандартизация терминологии в различных областях знаний, создание тематических словарей и т.д.

К новым задачам прикладной лингвистики относятся те, появление которых вызвано научно-техническим прогрессом, в том числе развитием информационных и компьютерных технологий.

В последнее время в рамках прикладной лингвистики выделяют компьютерную лингвистику. Существование компьютерной лингвистики доказывает наличие непосредственной связи между лингвистикой и информационными технологиями. Подтверждением тому факту, что лингвистика и информационные технологии тесно взаимосвязаны, является наличие направлений, которые находятся на стыке лингвистики и ИТ.

Данные ресурсы могут быть определены как программы анализа и языковой обработки текста, системы обработки машинного перевода, программы по вычислительной лингвистике, психолингвистические программы, а также поисковые машины.

Информационные технологии в лингвистике - это совокупность законов и методов получения, хранения, распространения и преобразования информации о языке, а также законах его функционирования с помощью компьютеров и компьютерных систем.

Таким образом, информационные технологии в лингвистике относятся к задачам прикладной лингвистики. В их числе находятся следующие задачи:

- 1) создание систем искусственного интеллекта;
- 2) создание автоматизированных поисковых систем;
- 3) разработка различных баз данных (реестров, каталогов, словарей);
- 4) создание систем автоматического перевода;
- 5) создание систем обучения иностранным языкам;
- 6) разработка систем передачи данных в глобальной сети Интернет и ряд других задач.

В числе современных информационных технологий можно определить следующие компоненты:

- теоретические основы информационных технологий;
- программные средства;
- аппаратные средства;
- методы решения задач информационными технологиями и ряд других.

Специалисты различных сфер знаний отмечают, что в ближайшем будущем успешным будет считаться лишь тот, кто способен решительно и гибко перестраивать направление и содержание своей деятельности в соответствии с быстро меняющимися условиями современной жизни, в том числе развитием информационных и компьютерных технологий.

Технология получения и распространения новых знаний уже сейчас неотделима от сети Интернет.

В настоящее время формируется инфраструктура, объединяющая в единое целое телевидение, телефонные линии связи и телекоммуникационные каналы. Этот процесс создает совершенно новый феномен - сверхинтеллект, который распространяется на всю планету. Уже сегодня такой сверхинтеллект, а также искусственный интеллект способны самостоятельно производить различные действия без участия человека.

Самые передовые исследователи нашего времени считают, что интеллектуальная собственность, представленная в цифровом формате, станет главной "валютой" XXI века».

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## **ИССЛЕДОВАНИЕ РЕЧЕВОГО ВОЗДЕЙСТВИЯ С ПОЗИЦИИ ПРАГМАЛИНГВИСТИКИ**

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Речевое воздействие – это многофакторный феномен коммуникативной деятельности человека, в нем пересекаются интересы целого комплекса смежных наук: лингвистики, психолингвистики, политической психологии, риторики, прагмалингвистики и др.

Прагмалингвистика – одно из наиболее актуальных направлений современной науки о языке. В область исследования прагмалингвистики включены вопросы, связанные с субъектом (отправителем текста) и адресатом (получателем текста). Предметом прагмалингвистики являются вопросы выбора субъектом речи наиболее оптимальных средств в языке для успешного воздействия на адресата [1: 390; 2: 11; 3: 325].

В нашей работе изучение речевого воздействия проводилось с позиции прагмалингвистики на материале текстов Конституций России и Германии с учетом мифологической составляющей национального менталитета. Привлечение понятия мифа, основанного на архетипе, а также представление мифа в виде мифологем, способных обновляться и принимать различные формы, дают возможность декодировать сообщение отправителя текста.

Речевое воздействие в идеологически ориентированных текстах Конституций может осуществляться посредством идеологизированных речевых штампов. С позиции прагмалингвистики идеологизированный речевой штамп – это готовая к употреблению в типичных речевых ситуациях речевая формула, намеренно внедряемая в коллективное подсознание носителя данного языка и обладающая способностью осуществлять эмоционально-оценочное воздействие на личность. Идеологизированному речевому штампу присущ ряд характерных особенностей: идеологическая ориентированность и социально-политическая оценочность.

Основными особенностями речевого воздействия идеологизированных речевых штампов на общественное сознание в текстах Конституций России и Германии являются: формирование единого идеологического мировоззрения у получателя текста и сохранение уникальных черт его национального менталитета. Исследование данного речевого воздействия

проводилось с учетом мифологической составляющей национального менталитета русских и немцев.

Идеологизированные речевые штампы широко представлены в следующих национальных мифологемах: мифологема «свой - чужой», мифологема «национальный герой», мифологема «национальные ценности». Они были выявлены в текстах советских Конституций (К.1918, К.1924, К.1936, К.1977) и Конституции ГДР (К.1968). Только мифологема «национальные ценности» представлена в Конституции РФ (К.1993) постсоветского периода и во всех Конституциях Германии до и после Второй мировой войны (К.1871, К.1919, К.1949, К.1990).

При выявлении специфики идеологической маркированности речевых штампов в текстах Конституций России и Германии было обнаружено, что каждая Конституция несет в себе отпечаток конкретной исторической эпохи и имеет свои характерные особенности. Для всех Конституций советского периода (К. РСФСР 1918, К. СССР 1924, К. СССР 1936, К. 1977) характерна господствующая идеология социализма, основанная на принципе «свой - чужой». В Конституции ГДР (1968) этот принцип не является наиболее выраженным. В Конституции РФ (К.1993) и во всех Конституциях Германии в отличие от первой Конституции Германского Рейха (1871) провозглашается демократическое устройство государства.

Посредством перлокутивного прагмалингвистического эксперимента для выявления эффективности речевого воздействия определялось эмоционально-оценочное отношение представителей двух поколений (старшего поколения - пенсионеры (военные в отставке) в возрасте 55 лет и старше, идеологически сформировавшиеся в СССР, и молодого поколения - выпускники общеобразовательных школ, родившиеся в постсоветский период) к идеологизированным речевым штампам в текстах Конституций России советского и постсоветского периодов. Результаты эксперимента показали, что идеологизированные речевые штампы советского периода положительно воспринимались в основном представителями старшего поколения. На молодое поколение эти идеологизированные речевые штампы идеологического воздействия не оказали. Оценочное отношение молодого поколения зависело от оценочного компонента в составе идеологизированного речевого штампа. Идеологизированные речевые штампы постсоветского периода положительно воспринимались как старшим, так и молодым поколениями. Максимальный показатель положительного отношения был зафиксирован у представителей старшего поколения.

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## **К ВОПРОСУ О ВАРИАТИВНОСТИ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ В ТЕКСТОВОМ ПРОСТРАНСТВЕ**

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Данная статья посвящена проблеме изучения структурно-семантических особенностей фразеологических единиц в английском языке. Особое внимание уделяется изучению проблемы вариативности фразеологических единиц в художественном тексте и их авторской обработке. Языку как системе присуща высокая степень варьирования, существующая на всех его уровнях, что, в свою очередь, ведет к появлению изменений внутри самого языка. Варьирование представляет собой необходимый этап исторических изменений в самом языке и социуме. Вариативность в сфере фразеологических единиц (далее ФЕ) представлена различными видами морфологических, лексических, синтаксических и семантических преобразований. Основные понятия вариативности зафиксированы в терминах «вариантность», «варьирование», «вариант», «инвариант», «константность», «норма», «трансформация», «модификация» (Л.В.Щерба, В. М. Солнцева, В. Г. Гак, Ю. М. Скребнев, В. Н. Ярцева, Э. Сепир). Под вариативностью в широком смысле понимают изменчивость, трансформацию, любого рода модификацию, преобразование, изменение. Употребляясь в художественном пространстве, ФЕ зачастую подвергаются авторской обработке и творческому преобразованию, что не всегда ведет к изменению всего значения и формы самой ФЕ. «Деформация семантики и структуры фразеологических единиц имеют целью оживить, усилить их выразительность. Основная же причина любой трансформации фразеологизмов – конкретизация их значения, стремление увязать семантику, эмоциональное и стилевое значение с конкретными, неповторимыми условиями контекста» [1, 112]. «ФЕ с компонентом цветообозначения функционируют в языке не только в постоянном

лексико-грамматическом составе, но и в виде нескольких равноправных вариантов. Вариантность фразеологизмов выражается в видоизменении элементов, соотносимых с единицами разных уровней: лексико-семантического, синтаксического, морфологического, словообразовательного и фонетического, а также в изменении количества лексических компонентов, не нарушающих тождества единицы» [2, 42]. Функционируя в тексте, фразеологические единицы нередко модифицируются с определённой коммуникативной и стилистической целью, в основном для более экспрессивного потенциала. К средствам образования фразеологических вариантов (далее ФВ) можно отнести структурные, стилистические и семантические варианты. Рассмотрим более подробно виды семантических вариантов ФЕ с компонентом «цветообозначение» на примере ФЕ «a black sheep». Данная ФЕ очень часто функционирует в канве детективных романов известной английской писательницы А. Кристи, а количество её вариантов-преобразований вызывает исследовательский интерес. ФЕ a black sheep – «паршивая овца», позорное семейство; негодяй, человек, разлагающе действующий на других: In fact everything in the family seems quite O.K. and according to Cocker No black sheep, no mental instability? Every family's got a black sheep, said George. Среди семантических вариантов выделяются денотативные (сужение, расширение и замена денотата ФЕ) и коннотативные (внедрение дополнительных атрибутивных компонентов значения, стяжение образов, интенсификация и деинтенсификация образов ФЕ). К семантическим изменениям в составе ФЕ можно отнести внедрение дополнительного атрибутивного компонента в прототипическую ФЕ, например: He was my second cousin, M. Poirot, somewhat the black sheep of the family. The inevitable black sheep. Актуальное значение ФЕ не противоречит вводу прилагательного inevitable, т.к. оно усиливает смысл фразеологизма. Введение дополнительных компонентов в структуру инвариантных ФЕ служит средством конкретизации образа и усиления семантики всей ФЕ. В следующем примере наблюдается случай авторского преобразования ФЕ с элементом конкретизации, когда автор использует расширение структуры ФВ с помощью персоналии: Mrs Drahe, who was in impoverished circumstances owing to the financial claims of a son (the black sheep of the Marle family), should make her home with them... Среди значительного количества ФЕ можно выделить ФВ с грамматическим варьированием, у которых изменяется морфологическая или синтаксическая форма компонентов и/или варьируются артикли, предлоги, местоимения. К существующим грамматическим вариантам можно отнести смену

определенного артикля на неопределенный и наоборот: I`d been tempted to cast him as Guy`s cousin Jasper, the black sheep of the family; изменение союза или предлога: Way I look at it – always some black sheep in the family; изменение формы числа у компонентов, так называемый количественный сдвиг (замена единственного числа множественным и наоборот): As far as I know, there are no black sheep amongst them. Введение дополнительных компонентов в состав ФЕ служит для конкретизации образа, усиления семантики всей ФЕ. Наблюдается тенденция образования большого количества разнообразных вариантов ФЕ в художественном тексте, что способствует экспрессивно-эмоциональному оформлению художественного текста.

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## **ОСОБЕННОСТИ ФОНЕТИКО-ГРАФИЧЕСКОЙ АДАПТАЦИИ ЗАИМСТВОВАННЫХ ОДНОСЛОВНЫХ ТЕРМИНОВ МЕНЕДЖМЕНТА В РУССКОМ ЯЗЫКЕ**

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С формированием новых экономических отношений в России конца XX века - начала XXI столетия стали активно развиваться новые сферы экономической деятельности (коммерция и предпринимательство, менеджмент, маркетинг, финансы) и, как следствие этого, активно проникать в русский язык заимствования- неологизмы [1].

В настоящее время прослеживается тенденция к увеличению иноязычных слов английского происхождения русской терминологии менеджмента, что, по мнению В. П. Даниленко, характерно для многих развивающихся отраслевых терминологий конца XX - начала XXI веков.

Известно, что у одних иноязычных терминов был достаточно длительный путь миграции, прежде чем они попали в русский язык, у других - короткий, когда слова заимствовались напрямую из языка-источника [1]. Наш языковой материал показывает, что большинство однословных иноязычных терминов менеджмента являются терминами латинского и греческого происхождения. Эти термины попали в русский язык

опосредованно через английский, немецкий, французский, а в отдельных случаях и через итальянский и польский языки, став интернациональными словами.

Примерами прямых заимствований современных однословных терминов менеджмента являются следующие слова: англ. яз. - бенчмаркинг (benchmarking); бизнес (business), бизнесмен (businessman), бизнес-план (businessplan), интервью (interview), контроллинг (controlling), консалтинг (consulting), маркетинг (marketing < market - рынок, сбыт), менеджмент (management), стресс (stress), хедж (hedge) и др.; лат. яз. - мотив (motives); новация (novatio); норма (norma), ротация (rotatio), стимул (stimulus); греч. яз. - иерархия (hieros - священный и arche - власть), стратегия (stratägia); фр. яз. - арбитраж (arbitrage); портфель (portefeuille < porter носить + feuille лист); нем. яз. - цех (Zeche) [2, с. 396; 3, с. 36, 126, 308, 385, 463, 476, 743].

Иноязычные однословные термины менеджмента, попав в русскоязычную среду, подвергаются процессу адаптации на самых различных языковых уровнях. По мнению Д. Н. Шмелева, осуществляется передача иноязычного слова графическими и фонетическими средствами заимствующего языка и происходит приспособление к фонетической системе языка-реципиента [1, с. 42].

На наш взгляд, фонетические изменения в области вокализма и консонантизма, а также графические изменения в заимствованной терминологической лексике менеджмента требуют специального комментария.

Особенностью, характерной для заимствованных англоязычных терминов-слов менеджмента, является несовпадение вариантов слитного написания слов в языке-реципиенте и дефисного написания в языке-прототипе. Однако следует отметить, что это единичные случаи, по сравнению с общей экономической терминологией:

- заимствованные слова пишутся слитно, а иноязычные прототипы через дефис, например, в менеджменте: кооптация (англ. co-optation) «точно вовремя» (англ. just-in-timemanagement); в экономике в целом: банкнот (англ. bank-note), ньюсмейкер (англ. news-maker);

- заимствованные слова пишутся через дефис, а иноязычные прототипы пишутся отдельно, что относится также, главным образом, к англицизмам: лидер-демократ (англ. leaderdemocratic), паблик-рилейшинз (англ. publicrelations), «хэндз-он» (англ. handson), бизнес-план (англ. businessplan), топ-менеджмент (англ. topmanagement) и др.

Таким образом, можно видеть, что фонетико-графический тип адаптации терминов менеджмента в русском языке характерен как для англоязычных,

немецкоязычных, франкоязычных терминов, так и для интернационализмов. Эти заимствования стремятся приспособиться к особенностям русской языковой системы. Адаптация происходит путем транслитерация, трансфонирования, трансформирования и калькирования. Процесс фонетических изменений заимствованного слова определяется возможностями дающей и принимающей системы, поскольку фонетическое освоение иноязычных слов, на наш взгляд, осуществляется на основе принципа умеренного приспособления, а русский язык обладает достаточной силой, чтобы приспособить к своей структуре даже формально неассимилированные слова.

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## **LINGUISTIC THEORY OF EMOTIONS**

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Nowadays emotions have occupied the entire communicative space: the media, politics, everyday and artistic space. Emotions became the most important components of the mind, thinking and linguistic consciousness of modern man who belongs to any linguistic culture.

Most words in all languages have an emotional component. This component, however, is not included into the semantics of the word, but is an association that is part of the conceptual core. This position contradicts the achievements of domestic psycholinguists, according to which the division of the vocabulary of the language into emotional and neutral is unjustified, since any word is discursive and can be emotionally charged. For example, emotions are observed directly through the body language, and indirectly through the language of words. The main thing that characterizes emotive verbalics is "exemplary" fixation of emotional states, since a "language blanket" can never cover the entire "emotional body" of a person "(Shakhovskiy, 2003). Emotional consciousness is a way of activity of an individual and the society. So, there is

the concept of "emotional constant of lingvo-cultural community" and the recognition of impermeability of emotional consciousness in intercultural communication (which must be taken into account in studies on the material of foreign languages). Extremely interesting for modern linguistics of emotions is the statement that the more emotionally loaded the sign, the less it is linguistic; the more it becomes linguistic, the more emotions it loses. The vital field of emotions in human activity is indicated by the functional field reflecting certain aspects and components of the human world: emotional thinking, function, meaning, and many more.

As shown by the reasoning about the nature of emotivity, a person always expresses his emotional attitude to the world and to himself in this world. Emotional function is inherent in any language and therefore in any language there are special emotional signs entering into the cognitive-emotional structure of its cultural and language code.

Recognition of the emotional aspect of thinking and emotionally colored (inducing-pragmatic) concepts indicates the following facts: 1) the illegality of the opposition of the intellectual and emotional in the word; 2) the bias of attributing all the emotive components of semantics to the incomprehensible; 3) the inaccuracy of deducing everything emotional in the language beyond linguistics. These conclusions make it possible to look at structures of the semantics of linguistic units and the place of emotions in this structure and in the system of language in general.

On the one hand, the person and his emotions are for the language part of the objective reality and, therefore, its objects reflected by language. On the other hand, emotions are actively involved in the formation of a linguistic (or model) picture of the world. In this case, a person is considered as an active reflecting subject his language is a means of reflection, and human emotions are a form of reflecting a person's appraisal attitude toward the world that is, the form of its static interpretation. From this point of view, human emotions are the leading component of the so-called axiological factor in the language.

Under the emotive code of the language, modern emotionology understands the semiotic system of correlations between the psychic states (emotions) of communication and their conceptualization (semantisation, verbal packings, i.e., linguistic). The presence of an emotional code in all living languages is confirmed by the emotion of the essence of man: man is not motivated by consciousness, not by rationality, but by emotion. For example, Lexical units have an emotional tone. But it, like the emotional form of the lexeme, is limited. Despite the fact that each lexeme potentially contains a constant mix of conflicting emotional timbres, in speech, certain hints of tone associated with a

known symbol are put forward as an emotional dominant. Any proposal causes us certain emotions, and the ego means that emotions penetrate all levels of the language system, but it is not yet possible to establish the exact correspondence between emotive statements and their interpretations, to uniquely differentiate emotional and emotive texts.

It is known that excited speech does not necessarily excite, and vice versa, non-emotional speech can strongly excite the listener that expressed and really experienced emotions do not always coincide. Some ways of argumentation are also signs of the expressed emotion, that is, one can speak of an emotional type of argument or of emotions as a form/method of argumentation. This is also a part of linguistics and semiotics of emotions, requiring independent research on the material of different languages.

And this is far from everything that should be researched by scientists in the field of emotive linguistics. Today, an increasing number of language theorists, referring to the problems of emotional communication, agree in the common opinion that emotions pose important problems for linguistics and their "slippery character" is seriously challenged.

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## **POSSESSIVE "SYSTEM" AS A STAGE OF THE DEVELOPMENT OF LANGUAGE IN THE FRAMEWORK OF ERGATIVE SYSTEM**

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A number of ketologists and linguists (Kastren M.A, Meshchaninov I.I., Finck N. 1950, Schuhardt G. 1950, Lewy Bruhl 1961, Vyach. Vsev. Ivanov 1989 and other) wrote about the possible existense of possessive system. Under the possessive type of language we mean a language where not only the possessive relations between the possessed and the possessor, but also other types of grammatical relations (role-playing "contact" valences, local [see KPSBY, 1989], can be expressed through possessive forms.

For example, Adyghe language, where we have 2 types of possessive prefixes: prefixes of alienated and inalienable belonging. Personal prefixes of the verb here by origin are possessive prefixes of inalienable belonging, but in 3 person, plural, the prefix of the alienable property is used; when expressing the locative relations, affixes of inalienable belonging (ы-бгъу 'on the side of it', ы-ч 1эгъ 'under it', literally 'its underside', etc.) are used.

The early possessive type is noticeable in the Yenisei languages. Developing the observations of M. Kastren and N.K. Kargera, I.I. Meshchaninov noted that the Ket verb partly captures the signs of the possessive system of conjugation. This idea was later developed by E.A. Krejnovich, who assumed that in Ket, the genetic indicators of group B showed not the subject of the action, but the person's belonging to the action.

In the presence of two opposing each other forms of belonging (alienable and inalienable) in the language, affixes coinciding with the forms of inalienable belonging usually characterize the verbs of subject conjugation, and the affixes of the alienable are the verbs of object conjugation [KPBSY, 1989: 29].

Based on the material unity of the verbal indicators of group B and possessive prefixes of the name and genitive forms of personal pronouns in Ket, E.A. Krejnovich suggested that the conjugation of verbs beginning with the affixes of group B (series b-a-i) had a genetically possessive character, in other words the action could belong to the subject just like the thing [Krejnovich, 1964: 140]. Comp.: batabdak 'my-pull-out-this', bam, also abam 'my mother' (am 'mother'), etc. The verb received a possessive design.

We believe that the primary Yenisei predicate was not a verb; it expressed the condition of the subject with the help of predicative indicators, and active action by attaching possessive prefixes. The verb received possessive design at the same time as the name.

In the Ket language the possessive paradigms have the verbs meaning different sounds, noises and physical sensations. Such verbs are used with possessive prefixes, as well as nouns. It is quite obvious that the Yenisei verb contains the signs of a possessive typology [comp.: Polenova, 2011: 213].

Recognizing the existence of the possessive construction in the past, we believe that in this case it is a question of one of the periods of the development of language in the context of the ergative system and the possessive construction is, apparently, one of the types of predicativity.

The accumulated material on various languages using ergative construction showed that these languages are syntactically extremely diverse. At the moment, among scholars of linguistics there is an opinion that different types of constructions, namely: absolute, affective, ergative and possessive can refer to

the same system of language, namely: ergative, in other words, possessive construction is a model of the possessive offer of ergative typology.

Thus, by the language of the possessive type we meant a language where different types of grammatical relations can be expressed through possessive forms.

Primary Yenisei predicate was not a verb; it expressed the state of the subject with the help of predicative indicators, and active action by attaching possessive prefixes.

The possessive paradigms have in the Ket language the verbs that denote different sounds, noises and physical sensations, such verbs are used with possessive prefixes, as well as nouns.

An ergative construction is a particular case of a predicative construction; Possessive construction is a model of the possessive offer of ergative typology.

Different types of constructions, absolute, affective, ergative and possessive can refer to the same system of language.

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## **ИСКУССТВОВЕДЧЕСКИЙ ДИСКУРС КАК СЛОЖНОЕ ЯВЛЕНИЕ**

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Искусствоведческий дискурс толкуется в контексте культурологического дискурса, то есть при этом искусство – своего рода объект культурологического дискурса. Искусствоведческий дискурс актуализируется в научном и публицистическом стилях (дискурсах). Он фиксируется как в литературно-эстетических трудах, так и в дискурсе масс-медиа – в журнальных, газетных статьях, в Интернет-коммуникации.

Художник через изобразительные знаки (образы, формы, линии, технику и т. д.) создаёт невербальное сообщение, которое искусствовед должен декодировать. Таким образом, искусствовед выступает в роли посредника между художником и адресатом. Когда произведения искусства становятся

предметом произведений вербальных сообщений, совокупность, взаимодействие и функционирование становится особым видом дискурса – искусствоведческим. Такое его понимание приписывает высшую ответственность в развитии искусства вербальной составляющей искусствоведческого дискурса – слову.

Обращая внимание на критику, которая выражается критическим искусствоведческим текстом, необходимо охарактеризовать лингвистическую сторону, которая безусловно характеризует англоязычный искусствоведческий дискурс (текст).

Итак, для критического искусствоведческого дискурса характерны эмоциональность и образность, важными актуализаторами, которых предстают разнообразные тропы и фигуры речи, позволяющие, с точки зрения прагматики, создать образ, влияющий на восприятие информации под заданным углом зрения, они избираются критиком для более эффективного воздействия на читателя [Г.Г. Матвеева, А.В. Ленец, И.Е. Петрова, 2013: 29].

Один из феноменов, несколько усложняющих когнитивно-психологическую структуру критического искусствоведческого текста, – его дуалистический характер. Конечный искусствоведческий текст всегда рождается путем синтеза двух типов дискурса – невербального, представленного коммуникативной моделью «художник – критик», где кодом является язык живописи, т.е. определенный набор авторских техник, и вербального, со схемой «критик – читатель», где впечатления и интерпретации зрителя-критика вербализуются [Е.В.Милетова: [Электронный ресурс].

Таким образом, мы понимаем, что определение и оценка искусства как явления — предмет непрекращающихся дискуссий.

Ясно, что вербальная невыразимость природы визуальных объектов заставляет критиков, словесно переживать свое собственное видение произведения искусства, взаимодействуя с изображением, и восполнять этот недостаток различными художественными средствами – метафорами и образной лексикой – чтобы максимально сблизить изображение и текст. Поэтому неудивительно, что в рецензии на выставку Р. Пузетта-Дарта, мы насчитали 22 тропа, которые составили около 10 % всего текста (14 метафор, 8 эпитетов). Приведем яркие примеры некоторых тропов, обнаруженных на страницах англоязычных искусствоведческих журналов ART news, Art Forum, Parkett, – метафор (примеры 4, 6), эпитетов (пример 6), олицетворений (примеры 4, 5, 6), сравнения (примеры 6, 8):

(2) Vove combines a diversity of evidences that virtually release the perfumes of earlier eras and lets them commingle allusively (Parkett 86, 2009);

- (3) Temporal cues collide once more (Parkett 86, 2009);  
(4) ... her unveiling of a decade – ... the one that feels like a whirlpool at the century's center, the one that bridges the modern and postmodern eras, is an attempt to figure unreachable time as denser and trickier than popular history allows (Art Forum, May 2015);  
(5) ... he released a bouquet of mixed emotions... that continues to gust through his work (ArtNews, May 2015).  
(6) ... it's like looking at a Goya dancing beneath a strobe light (Parkett 75, 2005).

Следует также заметить, что именно в оценке в большей степени проявляются аксиологические изменения, которые претерпевает современное изобразительное искусство. Так, например, понятие странность, oddity, сейчас несет в себе скорее мелиоративную оценку критика, в том числе с отрицательной коннотацией, ср.: strangest fascinating drawing; enigmatic-looking canvas; beautiful oddities; mesmerizing weirdness. В этом и проявляется прагматическая суть арт-системы к новаторству и привлечению внимания любой ценой.

Таким образом, есть все основания полагать, что искусствоведческий дискурс самостоятельный вид дискурса, обладающий ярко выраженной прагматикой, которая достигается различными стилистическими приемами в работах искусствоведов-критиков.

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## **КОНВЕРТИРОВАННЫЕ ГЛАГОЛЫ ДВИЖЕНИЯ В АНГЛИЙСКОМ ЯЗЫКЕ**

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Конверсия, как особый, безаффиксальный вид транспозиции, при котором слово одной части речи выступает в качестве источника деривации для создания другой части речи, рассматривается многочисленными исследователями как типологическая особенность английского языка. Тем не менее, тождество назывных форм двух слов – исходного и производного вызывает трудности, как с определением направления

производности, так и с определением производного характера изучаемой единицы [Кубрякова, Гуреев, 2002:33]. Остановимся на этих вопросах на примере английских конвертированных глаголов движения.

Вслед за Е.С. Кубряковой и В.А. Гуреевым мы видим путь к решению вопроса о направленности процесса конвертации от одной части речи к другой в концептуальном анализе отдельных частей речи [Ibid.]. Группа существительных, обозначающих средства перемещения, имеет прототипический признак «то, на чем перемещаются», лексемы различаются категориальными признаками, например, «средство перемещения по воде»: *barge*, *boat*, *canoe*, *raft*, *yacht*. Последние, в свою очередь, имеют индивидуальные признаки, отражающие конструкцию плавсредства или цели его использования: *barge* “flat-bottomedfreightboat”, *canoe* “arough-madeordugoutboat”, *raft* “floatingplatform”, *punt* “flat-bottomedriverboat”. От этих достаточно простых в плане когнитивной структуры существительных в 16-19 в. образуются в условиях утраты безударных окончаний глаголы, за счет приращения дополнительного смысла «перемещаться на данном плавсредстве». По аналогии от усеченных существительных *yacht*<*yachtship*“fastpirateship”, *bus*<*omnibus*, *taxi*<*taxicab*<*taximetercab*, *plane*<*airplane* конвертируются глаголы, обозначающие процесс перемещения на этих средствах. Модель N – V характерна для конвертации глаголов, обозначающих перемещения по гладкой или скользкой поверхности с помощью специальных устройств: *toskate*, *toski*, *tosledge*, *totoboggan*. Не трудно заметить, что в основе процесса конвертации глаголов движения от существительных, называющих средство перемещения, лежит метонимия: *cart* – *tocart*, *truck* – *totruck*. Еще при номинации имени существительного выдвигалась на передний план форма называемого существительного *cycle* “circle, wheel”, *trundle* “smallwheel” или его функция, назначение *motor* “machinethatsuppliesmotivepower”, *paddle* “smallspade”, место действия: *rink* “areaforasportingcontest”. Эти деривационные концепты приобретаются в актах словообразования: *to cycle* “ride a bicycle”, *to trundle* “to roll down”, *to wheel* “to turn like a wheel”, *to motor* “travel by car”, *to paddle* “to move in water by means of paddles”, *to rink* “to roller-skate”. Словообразовательный акт при этом демонстрирует семантический сдвиг в сторону усложнения когнитивной структуры и образования нового концептуального объединения гетерогенных концептов [Ibid.: 37]. Таким образом, решение проблемы направленности конверсии осуществляется с помощью концептуального анализа отдельных частей речи.

Вместе с тем, представляется необходимым учитывать данные этимологических словарей, регистрирующих время появления слов в языке и время образования производных от них [Harper, ЭР]. От названий танцев jig (середина 16 в.), waltz (18в.) через два десятилетия производятся глаголы to jig, to waltz сначала с одним значением «исполнять танец», а затем когнитивная структура глагола усложняется за счет приращения смыслов “to move up and down in excitement”, “to dance, jump with joy” соответственно. Некоторые имена существительные вскоре после появления в языке производят глаголы: circuit “a going round) (late 14 c) from OF circuit “a journey around smth” – to circuit “to journey around smth” (early 15 c), troop “body of soldiers” (1540), from F troupe “band of people, troop, crowd”, from L troppus “flock” – to troop “to assemble” (1560s), “to march” (1590s), “to grow in great numbers, to flock” (1600s). Переосмысление значения имени существительного skirt “border, edge” (15 c) вызвало к жизни глагол to skirt “to border from edge to edge” (1600s), “to pass along the edge” (1620s). Процесс конвертации глагола может быть значительно удален от времени появления имени существительного: beach “loose water-worn pebbles of the seashore (17 c) – to beach (19 c) “push or pull a boat up on to the shore”, escort “guiding” (1570s) – to escort “to guide, to accompany” (1708), hurdle OE hyrdel “frame of intertwined twigs used as a temporary barrie” – to hurdle “jump over”(19 c), inch < late OE ynce “one” < Latin uncial “a 12th part” to inch “move little by little” (1590s). В целом, более сорока имен существительных конвертировали глаголы движения, осуществив семиотическую операцию - метонимию, в ходе которой один знак (имя) получил возможность выступать вместо другого знака (глагола).

Обнаружено два глагола, произведенных от наречия: near – to near “draw to, approach”, back – to back “return”, один глагол – от прилагательного frisk “lively” – to frisk “jump and run about playfully”. Слово не может принадлежать одновременно нескольким частям речи. В то же время, за одной и той же формой могут стоять разные по своей сложности когнитивные структуры. Конверсия глаголов движения от других частей речи (преимущественно имени существительного) заметно обогащает словарь современного английского языка.

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## **ВЗАИМОДЕЙСТВИЕ КЕТСКОГО И РУССКОГО ЯЗЫКОВ И КУЛЬТУР**

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Кеты – малочисленная народность аборигенов Сибири, разбросанная по селам и поселкам на берегах Енисея и его притоков, главным образом, в Туруханском районе Красноярского края. Их традиционные занятия – рыболовство и охота.

В социологическом плане кеты имели родовой строй вплоть до начала XIX в., когда его сменила патронимия.

Кетская антропонимическая система складывается из двух подсистем, из которых одна, отражающая дохристианскую бытовую систему, является реликтовой, а другая - современной, официальной по образцу русской.

Старые дохристианские личные имена кетов образованы от нарицательных имен, являющихся наименованиями объектов животного и растительного мира, периодов времени и мест кочевок, от наименований из концепта «человек», от наименований предметов быта. Больше всего представлено имен, являющихся наименованиями зверей и птиц, а также имен концепта «человек».

Кеты сохранили многие черты первобытной поры в жизни людей, для которой было характерно обожествление природы и всего окружающего мира.

Анна Яковлевна Кусамина (1915 г.р.) с восторгом и грустью рассказывала о своём детстве, проведённом в тайге, в чуме. Там она и родилась. Отец и мать охотники. Она тоже стала отменным охотником, попадала в глаз белки, чтобы не портить шкурку. «Впустую» не стреляла. Добывала белку, соболя, глухаря и др. Охотилась и рыбачила. Отец всему её научил: стрелять, охотиться, ловить рыбу, править веткой (лодка-долблёнка) и др.

Мать рано умерла. Отец женился, и Анна Яковлевна стала жить с мачехой. У мачехи было четверо детей. Одна маленькая девочка юколой (сушёной рыбой) подавилась и умерла. Её похоронили в дупле сухого, большого, толстого и крепкого дерева в лесу. Дупло закрыли и забили деревянными гвоздями. Когда умерла бабушка Анны Яковлевны, её похоронили наверху, на лабазе. Девушка выросла. Вышла замуж. Перед свадьбой жених ставит котёл перед чумом невесты ручкой вперёд. Если отец развернул котёл, то это отказ. Котёл назад относят. Если отец котёл в чум забрал, то он согласен выдать дочь замуж. С мужем в чуме жили. Потом их поселили в Пакулихе. Река Пакулиха, по словам Анны Яковлевны, очень богата рыбой. Кеты

много рыбы добывали. У Анны Яковлевны с мужем олени были. Она их сама резала, шкуру обдирала, вытаскивала внутренности. Голову отрубала. Шкуру сушила, мяла и шила из неё парку, пимы из камуса, унты и рукавицы. Ничего не выбрасывали. Только кишки собакам отдавали.

Из Пакулихи всех кетов переселили в Бакланиху. Всё для них изменилось. Кеты должны были теперь жить в избах, а не в чумах, вести оседлый образ жизни, быть членами промхоза, быть подотчётными, сдавать свою добычу государству [Поленова 2014: 196-197].

Детей в 7-летнем возрасте увозили в интернат с благими намерениями дать им образование. Образование осуществлялось лишь на русском языке. Дети теряли интерес к своему родному языку. Дома говорили на смешанном языке. Русский язык оказывал интерферирующее воздействие на кетский. Русская лексика получала кетское грамматическое оформление. Так вырабатывалось двуязычие кетов.

Большую роль в развитии двуязычия сыграл переход кетов к оседлому образу жизни в посёлках со смешанным национальным составом. Языком межнационального общения здесь является русский язык. Кетский язык существует в народно-разговорной форме и используется только в сфере обиходной речи. Русский же язык обслуживает делопроизводство, личную переписку, общественную и производственную деятельность, массовую информацию. На русском языке ведётся преподавание в школе. Существующие параллельно две языковые системы находятся в постоянном взаимодействии между собой. Особенно заметно влияние системы русского языка и русской культуры на кетов моложе 40 лет [см. Минаева 1986: 7].

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## **ПАРЕМИОЛОГИЧЕСКИЕ ЕДИНИЦЫ КАК СРЕДСТВО ОТРАЖЕНИЯ НАЦИОНАЛЬНОЙ САМОИДЕНТИФИКАЦИИ РУССКОЯЗЫЧНЫХ СТУДЕНТОВ**

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В процессе социализации каждый человек идентифицирует себя с определенными общностями, статусами, институтами, ролями и тем самым формирует в своем сознании картину собственного Я или «Я-концепцию». Нечто подобное происходит с национальными общностями. В процессе их развития у них складываются определенные представления о своем происхождении, месте и роли в мировом сообществе, своих достоинствах, своем историческом «предназначении», таким образом формируется представление о национальной идентичности. Благодаря национальной самоидентификации человек интуитивно определяет «своего» и «чужого». Поэтому главный критерий национального сообщества, позволяющий нам отличить его от других сообществ, является – национальная самоидентификация или национальное сознание [1].

Язык является важнейшим составляющим национальной культуры народа, отражает быт и особенности характера народа, его национальный взгляд на окружающий мир, его мышление. Национальный характер самоидентификации отражается через систему культуры. Паремииологический фонд языка является ценнейшим источником информации о менталитете народа, его системе ценностей, отношении к миру и к другим народам. Паремии иллюстрируют образ жизни, кодируют национально-культурные стереотипы, образы, эталоны, оценочные формы. В нашей работе мы попытались интерпретировать английские пословицы, с целью выделить сходства и различия их восприятия русскоязычными студентами с целью выявления особенностей их восприятия. За основу был взят эксперимент, разработанный Поповой З.Д., Стерниным И.А, смысл которого заключается в соотнесении ассоциатов с данными пословицами, содержащими определенный концепт [3]. Для эксперимента мы выбрали концепт: Labour/Труд, представленный следующими пословицами: Practice is the best place; You reap what you sow; Business before pleasure; Strike the iron while it is hot; A cat in gloves catches no mice; A good beginning is half the battle; After dinner comes the reckoning; Feather by feather a goose is plucked; God helps themselves; Never put off till tomorrow what you can do today. Повторенье – мать ученья. Что посеешь, то пожнешь. Делу время - потехе час. Куй железо, пока горячо. Без труда не вытащишь и рыбки из пруда.

Хорошее начало – половина дела. Любишь кататься – люби и саночки возить. Терпение и труд все перетрут.

Студентам третьего курса, изучающим английский язык как иностранный, были предложены анкеты с данными пословицами, им необходимо было записать ассоциации, которые у них вызывает та или иная пословица. Эксперимент показал, что структура русских и английских пословиц макрокомпонента.

Проанализировав семантическую интерпретацию ассоциативных реакций на русские и английские пословицы, мы выявили, что концепт «labour» вызывает в сознании русскоязычных студентов ассоциации: практика, труд, усилие, время, трудолюбие, помощь, а концепт «Труд» ассоциации labour, hardwork, diligence, result. Данные результаты говорят о том, что русскоязычные студенты воспринимают разные типы информации: денотативно-сигнификативный, оценочный, мотивационный, эмотивный [2]. Русскоязычные студенты на глубинном уровне своего сознания осуществляют не только понимание пословиц, но и воспринимают его образную сущность сквозь призму культуры. Опираясь на собственные знания о мире и культурные установки, русскоязычные студенты способны считывать культурный код английских пословиц. Анализ показал, что эмотивный тип информации часто являлся основным при восприятии английских пословиц русскоязычными студентами, что отражает эмоционально-оценочную реакцию, которая является отпечатком пережитых эмоций. Мотивационный тип информации проявляется только при восприятии английских пословиц. В ряде случаев отсутствие эквивалентных образов в родном языке привело к использованию прямого перевода.

Кроме того, нередки случаи проявления национальной самоидентификации через перенос смысла концепта на другой, индивидуально-образными ассоциациями. Мы предполагаем, что при восприятии русских пословиц русскоязычные студенты совмещают близкие по значению концепты (Концепт «Труд» с концептом «Риск», «Лень»), а при восприятии английских пословиц русскоязычные студенты не воспринимают прямой смысл, вложенный в них.

Полученные результаты подтверждают нашу гипотезу о том, что английские пословицы вызывают в национальном сознании русскоязычных студентов лакуны, национально-специфический элемент культуры, нашедший соответствующее отражение в языке и речи носителей этой культуры. В данном эксперименте лакуны проявляются в полученных

ассоциатах. Набор ассоциаций и их выбор зависит от представителя национальной самоидентификации испытуемых.

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### **ТЕКСТ В ЛИГВОФИЛОСОФИИ М. М. БАХТИНА**

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По-разному можно по-разному относиться к речи, к тексту. Можно понять его как неизбежную ложь. («Мысль изреченная есть ложь», — писал великий русский поэт Ф. Тютчев.) Можно понять текст как то единственное, что сохраняется от мысли и что сохраняет мысль. («Но я забыл, что я хотел сказать, и тень бесплотная в чертог теней вернется», — звучат стихи О. Манделштама.) Но в любом случае, только понимая текст, мы нечто узнаем о человеке как авторе, о его бытии в культуре. [3]

Понимание важности проблемы текста для гуманитарных наук великий русский философ XX века М.М. Бахтин выразил простой формулой: «Где нет текста, там нет и объекта для исследования и мышления». [1, с. 281] Текст в понимании М.М. Бахтина — это своеобразный феномен, не сводимый к семиотическому или герменевтическому пониманию. Текст представлен Бахтиным в тройном освещении. С одной стороны, это «текст» в узком смысле слова — речь, запечатленная на бумаге или пергаменте. С другой стороны, это просто живая речь человека — в процессе общения, но понятая и доведенная до идеи текста, отделяющим человека от человека, воспринимаемым и тогда, когда человек ушел (умер, остался где-то в прошлом...). Это — представленность человеческого бытия вне его самого. Но бахтинский «текст» имеет и еще одно измерение. Понимание как текста (в качестве текста) любых знаковых систем: иконографических, непосредственно вещных, деятельностных и т. д. [3, с.114-115] Эти три измерения, три понимания текста, по мнению М.М. Бахтина, не могут быть «обобщены», они вступают между собой в отношение общения, в напряженное взаимопревращение и — противопоставление.

Для М.М. Бахтина текст – это диалог. «В тексте человек воплощен как его голос, обращенный к нам; текст дан нам, как иному голосу, вопрошающему сей текст (...о его смысле, о его авторе), и — сквозь текст — вопрошающему автора. Но ведь сам «текст» .... всегда вопрошает, отвечает, сомневается, жаждет понимания, вслушивается в чужую речь».[3, с.116]

По видению М.М. Бахтина, диалог, должен иметь три фокуса, для начала, как минимум, — три участника. Вопрос — ответ — вопрос; вопрос к «вопросно-ответному» диалогу; и так — в бесконечность. [3, с.116]. Для М.М. Бахтина диалог – “ ...бездонная воронка, втягивающая в себя (виток за витком) все бытие человека. Бахтинский диалог есть лишь там, где есть «диалог диалогов», - бесконечная и незавершаемая (хотя и замкнутая на «смысл») спираль речевых высказываний (вопрос – ответ – вопрос; согласие; переосмысление; возмущение и моление; ожидание чужого слова и отталкивание от него ...». [3, с.27]

Текст имеет два полюса: один обращен к естественному языку, системе знаков, использованных при создании текста, на другом полюсе – текст как нечто уникальное, единственное, неповторимое, определяемое его уникальным замыслом и смыслом. Система общественно выработанных известных знаков, выражающая уникальный, неповторимый смысл, – это и есть текст как высказывание и высказывание как текст. У высказывания всегда есть автор, чей замысел и смысл воплощены в тексте, который в свою очередь имеет определенного адресата. Поэтому М.М. Бахтин подчеркивает, «событие жизни текста, т.е. его подлинная сущность, всегда развивается на рубеже двух сознаний, двух субъектов». [2, с. 285] При чтении текста встречаются два субъекта, два понимания, два текста – читаемый и комментирующий. Анализируя проблему, М.М. Бахтин дает пример конкретизации понимания текста через перечень образующих его отдельных актов: «1. Психофизиологическое восприятие физического знака (слова, цвета, пространственной формы). 2. Узнавание его (как знакомого или незнакомого). Понимание его повторимого (общего) значения в языке. 3. Понимание его значения в данном контексте (ближайшем и более далеком). 4. Активно-диалогическое понимание (спор-согласие). Включение в диалогический контекст. Оценочный момент в понимании и степень его глубины и универсальности». [1, с. 361] Ученый подчеркивает неизбежность перехода от одного смысла символа к другим при попытке его раскрыть и прокомментировать. Смысл невозможно растворить в понятиях. За счет комментирования мы можем достичь определенной рационализации смысла. Но интерпретация смысловых структур неизбежно уходит в бесконечность символических смыслов [1,с. 362].

Подводя итог вышесказанному, следует подчеркнуть, что наша эпоха – это время, когда создается новое информационное пространство, которое должно объединить самое интересное в науке, философии, лучшее в искусстве и многовековой духовный опыт человечества. Сегодня особенно важно, научиться слушать, чувствовать и понимать Другого. Реальный путь к этому – Диалог: диалог человека с человеком, человека с природой, человека с историей, человека с культурой; диалог культур. А Диалог приходит к нам, по концепции М.М. Бахтина, через со-знание, со-творчество, со-переживание, со-бытие.

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## **ПОНЯТИЕ «ЭЛИТАРНАЯ ЯЗЫКОВАЯ ЛИЧНОСТЬ» КАК ПРОБЛЕМА СОВРЕМЕННОЙ ЛИНГВИСТИКИ**

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Эталоном речевой культуры является элитарная речевая культура, которая является образцом речевой культуры любого народа. Проблема «элитарная языковая личность» не может оставаться вне поля зрения исследователей, поскольку имеет огромное теоретическое и практическое значение, является зоной соприкосновения разнообразных наук. В современной лингвистике существуют интересные наблюдения над языковыми особенностями носителей языка в различных ситуациях общения. «Претендуя на языковую исключительность, люди в похожих коммуникативных ситуациях часто ведут себя на удивление одинаково. Наша речь подчинена жанрово-речевым законам речевого взаимодействия, поэтому говорящие демонстрируют особенности группового поведения. Носитель языка как бы фокусирует в себе признаки коллективных языковых личностей» [2, с. 9]. Изучая проблемы культуры общения, ученые рассматривают множество вопросов, связанных именно с содержанием понятия «элитарная языковая личность». Так, в научной

литературе ученые оперируют такими понятиями как «интеллектуальная речь», «носитель литературного варианта», «элитарная культура», «образцовая речь», «интеллектуальная элита», «языковой идеал», «интеллигенция», «элитарный тип речевой культуры» и т.п., но все они не раскрывают в полной мере понятие «элитарная языковая личность». Именно элитарная языковая личность в совершенстве владеет всеми степенями усвоения литературного языка, она имеет большую и разнообразную практику речевого общения, в том числе обязательно публичного, любой коммуникативный акт производится на основе стилистического соотнесения и коммуникативной целесообразности.

Языковую элиту представляют личности, степень лингвистической и коммуникативной компетенции которых очень высокая, стремление к свободному самовыражению и самосовершенствованию соединено со свободным, автоматическим осуществлением разносторонней речевой деятельности.

Элитарная языковая личность – языковая личность, которой присущи большая свобода в текстопорождении любого тематического и жанрово-стилистического оформления; высокая производительность переработки всех услышанных и прочитанных текстов; значительный объем активного словаря; владение всеми функционально-стилевыми разновидностями литературного языка; соединение разностилевых элементов речи, которое является адекватным по цели и задачам общения; свободное владение устной и письменной формами речи и безошибочный выбор формы речи в зависимости от коммуникативных целей; соблюдение этических норм, уважение к адресату. Важно подчеркнуть, что элитарная языковая личность обладает наиболее широким спектром социальных ролей и в любой коммуникативной ситуации демонстрирует искусство пользования языком, всеми богатствами ее возможностей с уместностью их применения. Коммуникативные потребности элитарной языковой личности всегда очень высокие. Для такой личности характерны мотивационный уровень речевых поступков, при котором отчетливо проявляется языковой вкус, языковое изящество, языковая изысканность, языковое чутье и своевременность выбора языковых средств. Ей присуща постоянная потребность в дополнительной, новой информации и аргументации, желание получить информацию любыми способами.

Исследователь элитарной речевой культуры, Т. В. Кочеткова, отмечает, что разнообразная активная речевая деятельность заставляет элитарных носителей изящно и деликатно касаться различных социальных тем, различных сфер деятельности человека, широк круг их отношений с

обществом и другими людьми. Социальный контроль заставляет их следить за своей речью в любых ситуациях. Со временем, отмечает ученый, для элитарной языковой личности это становится нормой, естественным и привычным правилом общения даже при большом автоматизме речи (общение в семье, с друзьями и под.) [1, с. 59].

Таким образом, под элитарной языковой личностью следует понимать совокупность характерных черт личности, проявляющихся в ее коммуникативном поведении и одновременно обеспечивающие личность коммуникативной индивидуальностью. Каждая элитарная языковая личность неповторима, уникальна, с индивидуальной системой коммуникативных ценностей, с собственным языковым и социокультурным словарем. Вместе с тем, даже учитывая неповторимость каждого элитарного носителя языка, можно выделить общие признаки: их речь подлжит законам языка, текстообразования; упорядоченное использование ими стилистических и жанровых правил является частью языкового творчества; они придерживаются норм социально-речевого поведения.

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## **К ВОПРОСУ ВОСПРИЯТИЯ И ПОНИМАНИЯ ТЕКСТА КАК ОДНОЙ ИЗ ПРОБЛЕМ СОВРЕМЕННОЙ ЛИНГВИСТИКИ**

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Понимание является основой жизни, общения и развития человека. В лингвистике на современном этапе ее развития одной из важнейших областей исследования считается изучение проблемы понимания текста, поскольку с каждым годом увеличивается объем информации, которую необходимо понять и осознать. В таком случае необходимо исследовать аспекты, которые влияют на понимание текста.

Большинство учителей все чаще сталкиваются с тем, что учащиеся не понимают элементарных текстов из учебников. Читая, не задумываясь о

смысле написанного, они склонны «додумывать» задания. Такое явление называется эффектом иллюзии понимания.

Немаловажную роль здесь играют социальные сети. Общение в интернете довольно сильно изменяет язык. Общению в социальных сетях характерны сокращение слов, отсутствие знаков препинания, использованием все большего количества новых слов и т. д. В текстовых сообщениях важная информация изложена коротко, что способствует быстрому пониманию. Однако на современном этапе развития человека происходит усложнение процессов коммуникации, что способствует нарушению взаимопонимания. Следует отметить, что развитию данной проблемы способствует значительная дифференциация ценностных ориентаций, активизируемая затруднениями в общественной жизни людей, а особенно подрастающего поколения. Например, Х. Г. Гадамер, наиболее известный основатель философской герменевтики, утверждал, что для полного понимания текста человек «набрасывает смысл». Имеется в виду, что, когда в тексте происходит описание определенного события или действия, читатель заранее предполагает, какой смысл вкладывал автор, и последующую информацию воспринимает чаще всего с ложным оттенком собственных мыслей.

Гадамер доказал, что неоднократное обдумывание текста способствует его пониманию. Например, прочитав текст несколько раз, пересказав его своими словами или переписав, человек начинает понимать его истинный смысл. Более того, такая практика дает накопительный эффект, то есть со временем понимание текстов не будет являться проблемой.

Эксперты не всегда приходят к единому мнению в изучении данного вопроса. Так, С. Б. Крымский различает два уровня понимания:

- уровень опознавания объекта
- уровень самого понимания.

По мнению Г. И. Богина существует три уровня понимания:

- 1) семантизирующе;
- 2) когнитивное;
- 3) распредмечивающее.

Например, при чтении художественной литературы человек проходит все три уровня понимания, от первого до третьего. Объединяя все перечисленные уровни, можно добиться полного понимания прочитанного.

Достаточно важным фактором является «глубина». О существовании такого критерия впервые заявил М. М. Бахтин. Понимание «глубины текста» он считал главным фактором.

Проанализировав «Краткий психологический словарь» Л. А. Карпенко, можно сделать вывод, что существуют различные механизмы понимания. Среди основных выделяют идентификацию, интуицию, проекцию и т.д.

А. Ф. Ширяев, в период своей работы синхрониста-переводчика заметил, что не менее важным механизмом понимания является механизм вероятностного прогнозирования. Имеется в виду умение читателя, составляя представление о ситуации с помощью определенных слов или моментов в тексте. После того, как данный механизм начинает срабатывать, читатель может спрогнозировать дальнейший исход.

Можно сделать вывод, что успешность понимания в большинстве случаев зависит от содержания текста, то есть от его автора. Абсолютно каждому тексту, а тем более художественному, присуще бесконечное число интерпретаций, поскольку каждый читатель понимает его с индивидуальной окраской.

Ученые пришли к мнению, что для понимания текста необходимо определить причины его недостаточного понимания. Также необходимо учитывать объем знаний, которым должен владеть человек для полного понимания определенного текста.

Подводя итог, следует подчеркнуть, что текст – это объект понимания, который функционирует как единое целое. В художественных текстах зачастую используется гораздо больше слов, предназначенных для эмоциональной окраски (а также для создания избыточности информации), чем, например, в научных. Точнее, в научных текстах такие методы отсутствуют вовсе. Поэтому художественные тексты являются более простыми для понимания и запоминания.

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## **ГЕНЕРАТИВНАЯ ЛИНГВИСТИКА**

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Генеративная лингвистика (хомскианская лингвистика) – разновидность формального направления в структурной лингвистике, нашедшее свое отражение в трудах Ноама Хомского и базирующаяся на понимании языка

в виде моделей определённого вида. Появившись в США во второй половине 1950-х годов, хомскианская лингвистика в нынешнее время обладает огромным авторитетом и энергично развивается не только в Северной Америке, но и в разных странах Европы, в Южной Корее, Японии, Индии.

Генеративная грамматика значительно выделяется на фоне всех лингвистических течений, предшествующих ей, в первую очередь своей задачей. Работая над исследованием лингвистических сведений, генеративная грамматика не воспринимает как основную задачу их собрание, отображение и синтезирование. Заключительным итогом исследований, по первоначальной идее ее основоположника, должен быть вывод о том, как именно человек познает язык. В следствие это разумно думать, что генеративная грамматика – это не теория языка, а теория усвоения языка.

Исследуя способы усвоения языка человеком, Хомский считал, что способность индивидуума пользоваться лингвистикой является одним из качеств человеческого разума, выделяющая его как биологический вид. Осознать, как именно человек познает язык, значило бы, по Хомскому, внести ясность в один из многих нюансов механизма человеческого сознания.

В своем научном исследовании Хомский пришел к выводам о том, что многообразие сочетаний слов в предложениях не может быть сведено в один список и заучено, до исключительного знания языка, а также, что ребенок быстро осваивает родной язык и на интуитивном уровне способен отличить правильное предложение от неправильного. При этом ребёнок сумеет исправить предложение, ранее не произносимое и не исправляемое при нем взрослыми.

Приведем простой пример. В русских словосочетаниях существует простая схема сложения существительного и количественного числительного, а именно «числительное + существительное», т.е. двадцать минут. Однако при обозначении примерного значения используется обратная схема «существительное + числительное», т.е. минут двадцать. Такая вариация возможна только с «круглыми» небольшими величинами. При словах миллион или миллиард такой порядок недопустим: минут миллион или минут миллиард. Естественно, что не каждый человек, имеющий в качестве родного языка русский, изучал все возможные числовые сочетания с обратным порядком. Тем не менее, он способен отличить грамотные сочетания от неграмотных. Таким образом, указанный запрет связан с внутренней структурой языка.

Генеративная грамматика придерживается концепции, что в подсознании человека есть особенный врожденный компонент, обеспечивающий владение правилами языка. Этот компонент человеческого сознания в генеративной грамматике получил название языковой компетенции [1].

Генеративная лингвистика Хомского, бесспорно, являет собой большой интеллектуальный результат. На первоначальном периоде она повлекла за собой непомерное развитие формальных грамматик и вычислительной лингвистики, обеспечив исследователям экономный и более сильный в сравнении с грамматиками естественных составляющих аппарат описания формальных языковых структур. Синтаксические труды Хомского считаются основой современной когнитивной науки [2].

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### **ФУНКЦИОНАЛЬНЫЕ И СТРУКТУРНЫЕ ОСОБЕННОСТИ ЧИСЛИТЕЛЬНЫХ В ХУДОЖЕСТВЕННОМ ТЕКСТЕ (НА МАТЕРИАЛЕ РОМАНА С. КОЛЛИНЗ «ГОЛОДНЫЕ ИГРЫ»)**

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Целью данной работы является рассмотрение особенностей функционирования числительных в романе Сьюзен Коллинз “The Hunger Games” (русск. «Голодные игры») [2], изучение их структуры, что может послужить дополнением к уже имеющимся исследованиям в данной области, учитывая тот факт, что до сих пор использование числительных в таком жанре как антиутопия/дистопия, оставалось за пределами внимания исследователей. Анализ фактического материала, собранного методом сплошной выборки, позволил выделить следующие основные функции, которые выполняют числительные в исследуемом романе.

1) Первичная (информативная) функция – количественные и порядковые числительные употребляются в тексте произведения для передачи читателю точной, достоверной, объективной информации о тех или иных событиях, фактах, традициях, правилах: The square's quite large, but not enough to hold District 12's population of about eight thousand [2]. Читателю

предоставляется информация о численности населения упомянутого дистрикта. You become eligible for the reaping the day you turn twelve. That year, your name is entered once. At thirteen, twice. And so on and so on until you reach the age of eighteen, the final year of eligibility, when your name goes into the pool seven times. That's true for every citizen in all twelve districts in the entire country of Panem [2]. Многократное употребление числительных в пределах отдельного фрагмента исследуемого романа позволяет говорить не только об их информативной функции, но и немаловажной роли в конструировании определенной части текста.

At first one, then another, then almost every member of the crowd touches the three middle fingers of their left hand to their lips and holds it out to me [2]. При помощи этого жеста-символа (существующего только в Дистрикте –12, изредка его можно было увидеть на похоронных церемониях) люди выражали, с одной стороны, признательность и восхищение человеком, с другой стороны, его использовали, прощаясь с тем, кого искренне любили. Символическое употребление числительного «три» придает повествованию особую действенность, а вымышленные ситуации делает приближенными к реальным.

2) Экспрессивную функцию числительные могут выполнять в художественном стиле речи. Стилистическая активность имени числительного значительно возрастает в художественной речи в том случае, когда данная часть речи употребляется для описания внешности, возраста персонажей произведения, их поведения, привычек, ситуаций общения, что также способствует созданию иллюзии реальности описываемого мира героев: When we met, I was a skinny twelve-year-old, and although he was only two years older, he already looked like a man [2].

Имена числительные также используются для выражения временных отношений в исследуемом произведении. На первый план, как правило, выступает не само время, а его непосредственное восприятие героями «Голодных игр». Данное разграничение времени на объективное и субъективное прослеживается в философии: «Объективное время, измеряемое отрезками пути небесных тел, нужно отличать от субъективного, которое основано на осознании времени. Последнее зависит от содержания переживаний и является главным образом возможностью что-то делать, переживать и т.п.» [1, с. 77].

Each interview only laststhreeminutes [2]. Несмотря на достаточно небольшой промежуток времени, отведенный для того, чтобы взять интервью у участников шоу (трибутов из разных дистриктов в строгой очередности), ведущему мероприятия удается показать каждого из них в лучшем свете,

подбодрить застенчивых, привлечь внимание к важным мелочам, что говорит о его отменной реакции, профессионализме и опыте.

По структуре числительные в английском языке делятся на простые, производные и составные. Анализ исследуемого языкового материала позволил выделить как упомянутые числительные, так и конструкции, имеющие в своем составе имена числительные, использованные в тексте данного романа для обозначения возрастного диапазона, весовой категории, размера, расстояния, оценки достижений и др.: twelve-through eighteen-year-olds; fifty to a hundred pounds; the eight-to-ten range; a two-foot stretch; a two- or three-hour lead [2].

Итак, исследование числительных (количественных, порядковых, собирательных, простых, производных, составных и др.) представляет определенный научный интерес. Числительные, используемые в романе С. Коллинз, не только выполняют свою основную функцию, заключающуюся в передаче точной количественной информации, но также служат для создания особой атмосферы, дополнительной характеристики главных персонажей, для выражения различных оценочных значений. Использование числительных для выражения субъективного времени всегда связано с эмоциональной оценкой.

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## **ПРОБЛЕМА ЗНАЧЕНИЯ В ФЕНОМЕНОЛОГИИ ЭДМУНДА ГУССЕРЛЯ**

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Имя Эдмунда Гуссерля редко упоминается в контексте проблематики языка. Феноменология, в отличие от аналитической философии, не участвовала в «лингвистическом повороте» в начале XX века. «Логические исследования», начало феноменологии Гуссерля, - это анализ и дескрипция опыта сознания и сознания как опыта. Однако, именно в них, ученый уделяет наибольшее внимание рассмотрению языка – «технического учения», и формирует то, что в дальнейшем назовут феноменологической теорией значения [1].

Стремясь к прояснению логических идей и законов, обосновывая необходимость феноменологического анализа для достижения ясности и отчетливости, Гуссерль, по сути, ставит следующие задачи: различать психические акты от их «чистого» содержания, в языковой сфере рассмотреть и различать выражение, акты придания значения и осуществления значения, само значение, а также предмет выражения.

Эдмунд Гуссерль рассматривает выражения как знаки, обладающие значением, отделяя речь или любую ее часть от мимики, жестов и других проявлений, в «которых находит «выражение» душевное состояние личности (занки-признаки)[1]. Последние являются только лишь оповещениями, они не имеют какого-либо собственного значения. Например, улыбка может оповещать и о доброжелательности, и о вежливости, а слова могут оповещать о совершенно ином.

Далее Э. Гуссерль различает физическую сторону выражения (звуки, буквы), и экспрессиональные (эмоциональные) акты сознания. Однако при осуществлении актов выражения оказываются актуальными не его психофизические аспекты, а подразумеваемое в нем значение, представляющее содержание выражения. Кроме того, выражение не только нечто означает, но и говорит о чем-то, т.е. имеет отношение к предметному. Важнейшим пунктом феноменологической теории является различение значения и предмета выражения. А также акты придания значения («интенции значения») и осуществления значения. Различая значение и предмет, Гуссерль пишет, что выражения могут означать различное, но вести речь об одном и том же предмете и, наоборот, говоря о разных предметах, иметь одно значение: «Два имени могут означать различное, но называть то же самое. Так, например, победитель при Иене — побежденный при Ватерлоо, равносторонний треугольник — равноугольный треугольник. Выраженные в этих парах значения, очевидно, различны, хотя они подразумевают один и тот же предмет» [1].

С точки зрения феноменологии любое выражение имеет значение, представляющее собой идеальное тождественное себе единство, оно противопоставляется многообразию актов выражения, в которых оно конституируется.

Связь значения и выражения является главным вопросом феноменологической теории языка. Значение не является реальной компонентой тех психических переживаний, которые его конституируют. Между выражением и значением существует интенциональная связь. Акты придания выражению значения, относятся к существенной стороне выражения и носят название «интенций значения». Эти интенции могут

сопровождаться дополнительными актами, осуществляющими полноту (интенции) значения посредством созерцательных подтверждений, иллюстраций («осуществление значения»), при этом актуализируется предметное отношение выражения [2].

Таким образом, значения в феноменологии образуют класс идеальных сущностей, имеющих определенное сходство с платоновскими идеями. Тем не менее, феноменология отвергает любое метафизическое и психологическое опредмечивание всеобщего, то есть значение присуще конкретному выражению только в том смысле, что последнее его «имеет в виду». Идеальное единство значения может быть осуществлено лишь в интенциональном акте, направленном на усмотрение сущности.

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## **ПСИХОЛИНГВИСТИЧЕСКИЕ ОСНОВЫ ПРОЦЕССОВ ФОРМИРОВАНИЯ ВЫСКАЗЫВАНИЙ (НА МАТЕРИАЛЕ РЕЧИ МЛАДШИХ ШКОЛЬНИКОВ)**

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Роль языка в развитии личности ребенка неоднократно подчеркивалась крупнейшими педагогами. Речь, как отмечал А.Н. Леонтьев, является объектом изучения лингвистики и психологии. Она занимает центральное место в процессе психологического развития человека; развитие речи внутренне связано с развитием мышления и сознания в целом.

По данным А.Н. Гвоздева, к семи годам ребенок овладевает основными формами связной речи. Достижимый к школьному возрасту уровень овладения родным языком является очень высоким, усваиваемый язык становится для него действительно родным. Речевая деятельность детей (восприятие речи, говорение, письмо, чтение) становится средством, орудием учения, учебно-познавательной организованной, планомерной деятельности.

Развитие разговорной связной и выразительной речи теснейшим образом зависит от формирования внутренней речи. Внутренняя речь, составляя

основу и внутренний план речи, осуществляет функцию планирования, предвосхищения высказываемых вслух предложений, это семантико-грамматическое формирование высказывания. Как показывают исследования (А.Н. Соколов, А.Р. Лурия и др.), внутренняя речь имеет особую структуру. Она опережает внешнюю речь, имеет разные фазы, ее развитие идет от первичных малодифференцированных форм к «внутреннему говорению». Естественно, что все закономерности внутренней речи отражаются в речи внешней. Это дает основание предполагать, что у детей в связи с тем, что еще нет прочных речевых навыков и вследствие чего чаще отсутствует этап внутреннего проговаривания, во внешней речи отражаются глубинные фазы внутренней речи, чем во внешней речи взрослых.

М.Р. Львов выделяет новые качества, которые появляются в речевом развитии и в усвоении языка в младшем школьном возрасте:

- речь все более переходит в сферу волевых действий, ситуативная речь дошкольника уступает место организованной речи школьника: составление предложений по заданию учителя, составление рассказов, ответы на вопросы учителя, воспроизведение прочитанного или прослушанного, повышается способность к речи обобщенного, отвлеченного характера;
- усваиваются и вводятся в активное действие два новых вида речевой деятельности – чтение и письмо (чтение вслух и про себя, письмо – списывание и письмо – выражение собственных мыслей); чтение и письмо доводятся до степени автоматизма;
- в связи с чтением и письмом происходит приобщение детей к богатствам письменной – книжной речи; возникает дифференциация стилей речи; дети знакомятся с такими стилистическими разновидностями речи, как речь «деловая», близкая к научной, и речь художественная; появляются первые элементы дифференциации стилей и в собственной речи школьников;
- вводится понятие языковой нормы и культуры речи, понятие «можно» и «нельзя» применительно к языку, «хорошо» или «плохо», что также способствует дифференциации стилей: ребенок начинает выбирать слова и формы, исправлять свою речь и речь товарищей, появляются варианты, зависящие от условий и целей высказывания, то есть практически формируется понимание коммуникативной целесообразности;
- речь самих школьников и других людей, образцы художественной речи становятся объектом наблюдения, анализа, синтеза, обобщения,

теоретического отвлечения. Речь, которая ранее не отделялась ребенком от самого себя, теперь отделяется и рассматривается как отдельный, самостоятельный предмет. Теоретическое изучение языка – это усвоение его понятий и изучение закономерностей его структуры и функционирования. Дети переносят языковые закономерности на собственную речевую деятельность, что способствует развитию речи, повышению ее общей культуры, орфографической и пунктуационной грамотности.

Таким образом, речемыслительный процесс детей младшего школьного возраста имеет особенности, которые необходимо учитывать при изучении любого речевого явления, ибо это помогает вскрыть существенные закономерности системного характера.

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### **INTERDISCIPLINARY APPROACH TO THE STUDY OF TRANSLATION**

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The modern science of translation, or at least that part of it, which is called the general theory of translation, needs a generalization. Some researchers question the possibility of creating a kind of "monistic" theory of translation – a theory that involves considering the variety of manifestations of translation in the light of one principle, a single basis. In fact, the construction of a monistic theory of such a complex object, which has an infinite number of manifestations, is difficult.

It is also obvious that a multitude of models of translation theories that reflects and explains this or that aspect of this complex phenomenon, scattered, often even very interesting empirical observations useful for the development of translation practice, need some generalization. Generalization necessarily assumes a unified basis. And if the theory of language does not provide a theory of translating the necessary grounds for theoretical generalizations, this does not yet indicate the impossibility of constructing a monistic theory of translation on other grounds.

The problem is that these grounds should be chosen with sufficient precision, that is, that the subject of the theory of translation has a clear outline. In other words, the impossibility of constructing a "monistic" linguistic theory of translation does not imply the impossibility of constructing such a theory on other grounds that go beyond linguistics. The theory of translation must have its own subject, different from the subject of linguistic science, and not subordinate to it as part of the whole. Otherwise, the theory of translation, remaining in line with linguistics, will adjust its subject to the subject of the science of language, then expanding or narrowing it, or again shifts to the field of literary criticism.

The science of translation is beyond the scope of linguistics. Modern theory of translation is hardly associated today only with comparative linguistics. Comparative linguistics, of course, remains one of the foundations for the formation of translation bilingualism, and accordingly one of the ways of knowing the mechanism of transition from language A to language B in

translation. But it does not cover all the problems of modern science of translation. [1]

Many categories of linguistics are certainly acceptable in the theory of translation. However, it is known that apart from the so-called "interlingual" translation, that is, the actual translation, which most theoretical studies are devoted to, there are also "inter-semiotics" and "intralinguistic" translations. The very presence of these varieties of translation casts doubt on the validity of the inclusion of translation theory as an integral part of linguistics. After all, interlingual, and intersemiological translations have basically the same patterns. Thus, the general theory of translation is a scientific discipline that studies the functioning and interaction of semiotic systems, the possibilities and patterns of the transmission of meanings by signs belonging to different linguistic systems as variants of a single semiotic system, which is a natural human language. The main attention of this scientific discipline is focused on interlingual translation. Therefore, the category of linguistics in the broad sense of the word as a science of speech communication occupies a leading place in the general theory of translation. At the same time, in order to understand the translation process, it is important to study not only the linguistic part of the object of the science of translation, but the entire object of the science of translation in general. The theory of translation uses data obtained by linguistic science, adapts its methods to solve its own problems, just as it uses, for example, the data of linguistics, the theory of psychoanalysis that interprets human behavior through facts of speech. The theory of translation goes far beyond the scope of linguistics, since the specificity of the object under study requires the involvement of data and methods from other scientific disciplines, namely, logic, cultural studies, anthropology, ethnography, psychology, sociology. [2]

Of course, the study of translation requires an interdisciplinary approach, but an interdisciplinary approach to the study of the object and the interdisciplinary status of one or another scientific direction are different things. Interdisciplinary status characterizes a certain scientific field, which has already defined its object, but has not formulated its subject.

It should be clarified that the object of both specific scientific research and scientific discipline as a whole is understood as a certain real entity that undergoes scientific analysis. In our case, this essence is translated as a social phenomenon.

The object differs in the general-geological plan from the object. It includes only the basic, most essential aspects of the object or object of the research or scientific discipline. Therefore, the same object appears as a subject of different kinds of research, the subject of different sciences. If we talk about translation

as an object, then in this scientific field there are such aspects as "translation linguistics", "translation philosophy", "sociology of translation", "psychology of translation", "comparative literature", etc., which, strictly speaking, are subjects of corresponding scientific disciplines.

The state of interdisciplinarity is characteristic, apparently, for the scientific direction that has left the field of any scientific discipline due to the fact that its borders have become too narrow, but not yet determined its attitude to other scientific disciplines, which has not found its place among them. At the present stage, the theory of translation only begins to take shape as an independent scientific discipline. [3]

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## **ТРУДНОСТИ ПРИ ОБУЧЕНИИ ПЕРЕВОДУ ТЕКСТОВ НАУЧНО-ТЕХНИЧЕСКОГО СТИЛЯ**

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Обучение переводу научно-технического стиля занимает важное место в подготовке будущих специалистов-переводчиков. С одной стороны, в обучении переводу в целом часто задействованы тексты именно этого функционального стиля (если понимать науку в широком смысле и относить сюда тексты экономической, юридической, медицинской, психологической и т.д. направленности). С другой стороны, расширение связей между странами во всех областях человеческой деятельности, качественный и количественный рост научного знания делает востребованной профессию переводчика научно-технического текста.

Обучение переводу научно-технического текста начинается, как правило, на том этапе, когда студенты уже знакомы с основными способами перевода, типами трансформаций и умеют применять их на практике.

Научно-технический стиль обладает универсальными чертами, присущими как русскому, так и английскому языкам. В то же время непосредственное языковое оформление текстов специфично для каждого языка. Именно эта

специфика и вызывает те трудности, с которыми сталкиваются студенты при изучении курса перевода научно-технической литературы.

При рассмотрении лексики необходимо отметить, что студенты часто сталкиваются со сложностями при переводе терминов, как правило, отраслевых и узкоспециальных. Причиной трудностей здесь выступает нехватка знаний из той научной области, к которой принадлежит термин, что влечет за собой необходимость использования специальных словарей и иных информационных источников для достижения адекватности перевода.

В случае многозначности термина студентам следует напоминать о необходимости прибегать к помощи контекста, так как они имеют тенденцию или брать для перевода первое словарное значение, или переводить знакомое им слово без учета контекста, забывая, что оно может употребляться в специальных значениях (отсюда сложности при переводе фразы *interestrate*, где *interest* – это процент, а не интерес). Особое внимание следует уделить переводу многокомпонентных терминов и изучению так называемого правила ряда, при котором осмысление термина выполняется с помощью контекста при движении от последнего слова к первому с добавлением отсутствующих смысловых компонентов, отсутствие которых допускается нормами английского языка и не допускается нормами русского [1].

При изучении «ложных друзей» переводчика и сокращений может помочь предвосхитить трудности составление студентами «переводческих копилочек», мини-словарей этих лексических единиц, относящихся к научно-техническому стилю. Преподавателю следует следить за их наполняемостью и периодически контролировать их усвоение.

Не меньше трудностей возникает и при переводе грамматической стороны технического текста, для которого типично использование формальных, книжных структур. В данном случае от студентов требуется отличное знание грамматики английского языка, чем многие из них похвастаться не могут.

Как показывает практика, много ошибок возникает при переводе абсолютного причастного оборота: студентам сложно восстановить причинно-следственные связи, и они пытаются перевести такой оборот, сделав его составляющие членами предложения, а не переводя его самостоятельным или придаточным предложением. Например, верный перевод предложения «*The speed of light being great, we cannot measure it by ordinary methods*» звучит так: «Поскольку (так как; в связи с тем, что) скорость света очень велика, мы не можем измерить ее

обычными методами». Студенты же часто начинают переводить причастный оборот на русский язык также причастным оборотом, корректируя себя только после наводящей подсказки преподавателя.

Аналогичные трудности наблюдаются при переводе структур «сложное подлежащее» с инфинитивом и причастием, где студенты забывают перевести простое английское предложение русским сложноподчиненным с придаточным дополнительным.

Ошибки наблюдаются и при переводе страдательного залога, особенно в тех случаях, когда требуется изменение грамматической структуры предложения.

Во время занятий подобным структурам следует уделять особое внимание и отрабатывать навыки их перевода, используя не тексты, а упражнения, где собраны предложения с той или иной грамматической конструкцией. При переводе текстов во время предпереводческого анализа необходимо заострить внимание студентов на этих структурах и повторить способы их перевода.

Несомненно, что круг трудностей, возникающих при обучении переводу научно-технической литературы, гораздо шире. В статье предпринята попытка обозначить наиболее часто встречающиеся из них. Задача преподавателя – предвосхитить возможные трудности при переводе научно-технических текстов и выработать рекомендации по их устранению с учетом индивидуальных особенностей учебной группы.

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## **THE MAIN RULES AND REQUIREMENTS OF TRANSLATION**

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Rapidly developing international relations make the current economic, political, and cultural situation challenging for professionals. Challenges can be solved using professional concepts and scientific information received from foreign sources. Therefore, translation skills and the ability to transfer information from one language into another in a spoken or written form render an invaluable service to any professional.

As a complex psycholinguistic activity, translation performs an important communicative function, conveying feelings, thoughts, and emotions from one language into another. Therefore, translation implies two special tasks: correct understanding of the source text and the accurate and full transfer of its content to the target language [2]. We must mentally analyze and understand the text that we translate and then select the appropriate means of expression in the target language, considering the grammar, vocabulary, style, and structure of the source language.

There are several rules that the translator needs to follow. The first rule is knowledge of lexical units [2]. Since the flow of information increases every day, professionals need to be aware of all the novelties and constantly expand their vocabulary. Without a sufficient fluency, a professional can hardly cope with translation tasks.

The second rule means good knowledge of the grammar and stylistics of a target language [2]. This implies a thorough study of all the grammatical and stylistic features of the source language. For example, English collective nouns present difficulties in using a verb in the singular or plural form. In English, we come across situations when a verb is used in the plural with collective nouns, e.g.: "The Moscow government are planning an innovative reconstruction of the city." Therefore, the authentic Russian translation should be "Члены московского правительства планируют инновационную реконструкцию города."

The third rule is knowledge of the basics of translation theory [2].

The fourth rule is good command of the technique and methodology of translation [2]. This means the ability to use dictionaries and reference materials. For example, a text should be read and understood to the end before its title is translated adequately and authentically.

The fifth rule is the wide use of the wealth of the Russian language [2]. Don't forget about the beauty of our language, its lexical and grammatical capabilities that can add liveliness and brightness to the translated text.

The sixth and seventh rules are closely interrelated. They imply specific conditions of the life in a foreign country [2]. The translator should get acquainted with phenomena that do not exist in the translator's native language.

The eighth rule means perfect knowledge of the subject area of the text [2]. If a person is fluent in his/her profession and in a foreign language, it will be easy for him/her to translate texts related to his/her profession.

The ninth rule is knowledge of translation types and the ability to put them to practice. Some often sin using word-for-word translation, forgetting other

important ways of translation, such as replacing parts of speech, transliteration, calquing, transformation, generalization, compensation, holistic transformation, and others [1]. Insufficient use of translation methods results in the incomplete reflection of the translated text and misunderstanding of its content.

The tenth rule is adequate translation based on the situation and sphere of communication [2]. It means that translation should not be literal, and any ungrounded calquing is inadmissible. Let's take the easiest sentence: "I have a sister." A literal translation is "Я имею сестру." The word-for-word translation is "Я имею одну сестру." The only correct translation is "У меня есть сестра." Another example: "God bless you" can't be translated as "Бог благословит вас." It should be translated as "Будьте здоровы!" when somebody sneezes.

The last rule includes strict adherence to the main provisions of the Translator's Charter.

– Every translation must be faithful and render exactly the idea and form of the original, this fidelity constituting both a moral and legal obligation for the translator.

– A faithful translation, however, should not be confused with a literal translation, the fidelity of a translation not excluding an adaptation to make the form, the atmosphere and deeper meaning of the work felt in another language and country.

– The translator shall possess a sound knowledge of the language from which he/she translates and should, in particular, be a master of that into which he/she translates.

– He/she must likewise have a broad general knowledge and know sufficiently well the subject matter of the translation and refrain from undertaking a translation in a field beyond his/her competence [3].

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## **ALLUSIONS AND THEIR TRANSLATION IN SATIRICAL FANTASY NOVELS**

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Translation is a complex process that involves cross-cultural communication. Literature (and especially fiction one) reveals a great number of mismatches between the source culture and the target one; the main task of a translator is to find the most suitable equivalents and make her or his translation clear to recipients as it is to native speakers.

Naturally, there are some difficulties requiring creativity and wide knowledge of not only both languages but both cultures. The humor and satire are the examples of such situations – they often reflect mentality in a great extent. Moreover, comic elements use a wide range of various means of expression, for example, wordplays, allusions, slang, etc., and it complicates the process of translation.

It is necessary to divide “humor” and “satire”. The first one aims to cause a smile or laughter, while satire mainly unmasks downsides of cultural-specific elements or reality as a whole; but all these elements are different for different cultures and they are differently expressed in different languages. Consequently, it limits the possibility to keep all meanings and aspects of the original text, and that is the main point in translation of satiric texts.

Nowadays new unexpected literature genres appear, and one of such examples is satirical fantasy. Classical fantasy is a well-known genre where all the events and characters are placed in a fiction universe. According to the idea that satire is closely related to the reader’s universe and her or his culture, satire elements should not work in fantasy literature, nevertheless, it is possible. Satire in satirical fantasy has its own features and requires some unique translations. One of the best examples are the novels by a famous British author Terry Pratchett.

Terry Pratchett is mainly known for his Discworld series. As defined, his books can be referred to classical fantasy, because they have their own fiction world with characters, who have the quest as a classical element of the plot and through this quest, or purpose, they open the Discworld to the reader. However, the defining feature is that the author reflects some cultural-specific elements which are commonly known to readers (and probably not to the creations of the Discworld), and it produces a satirical effect. This phenomenon is also known as allusion.

To understand the mechanism of allusion better, one should know that every text exists in relationship with other texts created before, and it can be reflected directly (by quotes) or indirectly (by allusions). In 1967 Julia Kristeva, a French scholar of language, called this phenomenon “intertextuality” [1], Terry Pratchett himself called this “White Knowledge”. Firstly sir Pratchett created his stories to parody popular fantasy genre; it produced many intertextual relationships with other fantasy texts, and then – with the world literature as a whole and even wider. On grounds of denotation, we can identify three main types of allusions in Pratchett’s novel “Witches Abroad”: it is allusions on literary writings, allusions on folklore and mythology, and allusions on existing names and objects. Some of allusions (for example, world classic) are understandable to most cultures, but the others are not. To keep a satirical effect, a translator should not only translate the text correctly but also understand all intertextual relationships, make them clear to recipients and sometimes for this aims a translator should even choose new denotations. Only that will help her or him keep the humorous effect of original story.

In our research, we have compared the novel “Witches Abroad” [3] and its official translation into Russian by Pavel Kirakozov (Eksmo publishing) [2]. We found out, that some types of allusions do not require specific creative decisions (like allusions on Tolkin’s “The Lord of the Rings” through Gollum and lembas, or Elven bread), but they require much attention to details and very good understanding of the material; in other case, there might be some discord. In example, instead of “Dwarf bread” (allusion on Elven bread) there are “pirogi”, which does not appear in Russian translations of Tolkin’s novels.

But there are also some cases when the translator should have done completely new intertextual relationships, especially if the allusion refers to cultural aspects. For example, the names of English dishes “Bubble and Squeak” and “Spotted Dick” are completely unknown for a Russian reader, and Pavel Kirakozov replaced them with witty “Big Smak” (an allusion on McDonald’s, which is popular in Russia) and Russian expression “Fig s maslom”, which also creates a humorous effect.

Generally, there was revealed that from 12 translated allusions of different types 16% were poor choices, in 60% of cases a creative decision was required and was made good enough. Only in 1 case it was not possible to restore an allusion, and in 1 case the allusion was added in translated text discording the original text (but it was still good decision)

Summarizing, it would be necessary to point on the importance of intertextuality in translating not only allusions but probably in translating any fiction work as a whole. The category of satire and humor always requires deep

insight into cultural aspects; in other case, the translation will be not understood in full measure and will lose the fascination of original text.

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## **INTERLINGUAL SYNONYMIC COMPLIANCES AND ITS TRANSLATION**

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Language is a social phenomenon, it is closely connected with the national culture and traditions. No doubt, social life is reflected in the language. It is not only the system of sound and dictionary and grammatical means, but also is a communication tool. Exchange of thoughts and mutual understanding in any society is possible due to language, and cultural exchange between representatives of different countries - due to work of translators and interpreters.

There exist numerous linguistic works devoted to a subject of translation compliances. Translator and lexicographer Ya. I. Retsker was the first to suggest a concept of equivalence, or compliance, in relation to the description of a ratio of two texts. He considered this category in relation to a ratio not of texts as integral objects, but in relation to the separate units allocated during translation process, most often to words. He developed his own theory of natural compliances on this basis. It includes repetition of some lexical-semantic receptions in translation process. In all languages there are constant equivalents, they include proper names, numerals, definitions or terms. However some words and phrases have only alternative contextual compliances - temporary equivalents. In case the above-mentioned methods do not give result, lexical transformations are used. Traditionally, there are six main types of translation lexical correspondences: Direct; Synonymous; Hypo-hyperonymic; Peripheral; Functional; Pre-institutional [Рецкер Я. И. 216].

Within this research synonymic compliances are of interest. Synonyms, substantially identical or similar words, are treated as words and expressions in

which a significant amount of semantic signs coincide, and therefore in the target text it is possible to consider that these words are interchangeable. Synonymic compliances in translation are the relative synonyms existing at the interlingual level. But the semantic identity of two words does not mean their obligatory interchangeability in the context of the translation. They are formed from the word of the original and the word chosen from the corresponding synonymic point of the target language. These are always partial compliances. Thus, some examples of interlingual synonymic compliances and its translation may be traced within some examples from Chekhov's story "Steppe".

In the lexical field "Food" presented in this story there is an enumeration of products in the sentence "Приносил сюда куличи, яйца, пироги и жареную говядину" ["Steppe", VII, 14]. In the context of translation, the special complexity is represented by conditional synonyms for "куличи", "пироги". "Куличи" are presented in the English translation as "easter bread". The visual and ingredient difference in the Easter bread of different cultures is obvious. The Russian kulich always has a certain form, it has a sacred meaning, a direct relation to Orthodoxy, and this is an integral part of culture and traditions. In America "easter bread" is related to a secular holiday, rather than to a religious. In this case the translator resorts to the functional translation, however in imagination of target language readers a bit different picture is created. Nevertheless, it is possible to consider that the translation is adequate as both "куличи", and "easter bread" are concerned only to a certain case – Easter. In the English variant for the word "пирог" the lexical unit of "cake" which designates "a sweet food made by baking a mixture that usually contains sugar, eggs, flour, and butter or oil" (Macmillan Dictionary) was picked up. In our opinion, the word "pie" more corresponds to the synonymic translation within this transfer.

In synonymic enumeration "Сколько на эту кучу можно купить бубликов, бабок, маковников" ["Steppe", VII, 37] we will consider three lexical units and their equivalents: "бублик" - "cracknel", "баба" - "bun", "маковник" - "poppy-cake". The electronic Russian-English translator of Webtran represents a lexical unit of "bagel" as the translation of the word "бублик". In the English text the synonym for "cracknel" is defined as "a hard brittle biscuit". It is possible to assume that this choice was made due to the rate of word usage. Concerning the choice of an equivalent of the second word, neither of synonyms for the word "bun" define the meaning of a lexical unit denoting a confectionery item of Slavic origin. The same concerns the third equivalent, "poppy-cake" for «маковник» - "a cake with poppy seeds".

The analysis of various concepts of synonymy allows to draw a conclusion of absence of synonyms, completely identical in definition, in language therefore it is fair to consider interlingual synonyms as considerable similarity of word meanings with their insignificant semantic distinctions. The set of semantic procedures of definition interpretation come into being from the variety of theoretical approaches to definitions. The most acceptable may be considered the one based on the definition analysis and its interpretation.

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## **TEXT AND CONTEXT IN TRANSLATION**

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Recent conceptions of context have broken away from viewing context as a set of pre-fixed variables statically surrounding stretches of language. Context and text are now increasingly viewed as more dynamically related. And the relationships between the linguistic and the non-linguistic dimensions of communicative events are considered to be reflexive. Linguistic products and the interpretive works they generate in acts of communication and the enacting of discourse are regarded as shaping context as much as context shapes them. But this view – propagated in all approaches which mainly focus on the discourse-cum-negotiation – is not relevant for translation, because translation operates on written text and can only construct context and enact discourse ex post facto, never on line. Functional approaches to language, functional pragmatics and Hallidayan systemic functional linguistics are given preference over philosophical, psychological, pragmatic, sociolinguistic and conversation analytic approaches because their notion of context was found to be more suitable for the written text and thus for the theory of translation as a notion of re-contextualization. Re-contextualization is defined as taking a text out of its original frame and context and placing it within a new set of relationship and culturally conditioned expectations. Re-contextualization is broadly understood as an aim to achieve descriptive and explanatory adequacy, views of context as ongoing and changeable in emergent stretches of discourse must be discarded,

because the nature of written texts with its in-built temporal and spatial constraints necessitates a different view of context.

A workable re-contextualization theory of translation would then include a view of text as stretch of contextually embedded language. As Malinovsky has argued, the meaning of a linguistic unit cannot be captured unless one takes account of the interrelationship between linguistic unit and the context of the situation. On this view, translation becomes “rather the placing of linguistic symbols against the cultural background of a society than the rendering of words by their equivalents in another language” [2].

House assumes that “whenever communication is possible between speakers of the same language, it is also possible between speakers of different languages, and for the same fundamental reason, i.e., because speakers relate linguistic units to the enveloping context of situation, analyze common situations and identify those situations whose distinctive and unfamiliar features are peculiar, such that they can be known, interpreted and re-contextualized in the mind of translators and their addressees. Such an ex post facto, re-creative act of the part of the translator is critically different from the type of observable on-line control participants in talk-in-interaction can have over the path of the emergent discourse” [1].

The two types of translation, which House called overt and covert translation – are the result of different strategies of re-contextualization. The distinction between overt and covert translation is used to reflect very different ways of solving this task of re-contextualization: in overt translation the original’s context is reactivated alongside the target context, such that different discourse worlds are juxtaposed in the medium of the target language; covert translation concentrates exclusively on the target context, employing a cultural filter to take account of the new addressees’ context-derived communicative norms. Covert translation is thus more directly affected by contextual and cultural differences. If language itself is seen as a context that influences thought and behavior, the possibility of translation is theoretically denied. However, any string hypothesis of linguistic relativity can be replaced in translation theory by a notion of linguistic-cultural relativity, thus allowing for translation as an act of re-contextualization including, in some instances, cultural filtering. “A cultural filter is a means of capturing cognitive and socio-cultural differences in expectation norms and discourse conventions between source and target linguistic-cultural communities. The application of such a filter should ideally not be based exclusively on the translator’s subjective, accidental intuitions but be - as far as possible – in line with empirical cross-cultural research” [1].

Like context, the concept of culture has been the concern of many different disciplines and the definitions offered vary according to the particular frame of reference invoked. Two basic views of culture can however be isolated: the humanistic and the anthropological. The humanistic concept of culture captures the “cultural heritage” as a model of refinement, an exclusive collection of a community’s masterpieces in literature, fine arts, music and so on. The anthropological concept of culture refers to the overall way of life of a community or society, i.e., all those traditional, explicit and implicit designs for living which act as potential guides for the behavior of members of the culture. Culture in the anthropological sense of a group’ dominant and learned sets of habits, as the totality of its non-biological inheritance, involves presuppositions, preferences and values – all of which are, of course, neither easily accessible nor verifiable and are in a constant process of change. For translation, the broad anthropological sense of culture seems to be the most fruitful.

Thus, re-contextualization and cultural filtering are, however, today in danger of being undermined by the dominance of global English and the concomitant omnipresence of Anglophone communicative conventions. This development should, at the very least, be made transparent through appropriate large-scale research, such that the consequences of the imposed separation of texts from their contexts can be exposed.

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## **NATIONAL COLOURING IN TRANSLATING TEXTS ABOUT TOURISM**

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People travel from the very beginning of their civilization. Thousands years ago all people were nomads and collectors. They roamed all their lives looking for food and better life. This way human beings populated the whole Earth planet. So, travelling and visiting other places are the part of our consciousness. That is why tourism and travelling are so popular. Nowadays tourism has become a highly developed business. There are trains, cars and air jet liners, buses, ships that provide us with comfortable and secure travelling. If we travel for pleasure, by all means one would like to enjoy picturesque places they are passing

through, one would like seeing the places of interest, enjoying the sightseeing of the cities, towns and countries.

The present study focuses on the importance of translation of texts about tourism. International tourism, as one of the biggest industries in the world, inevitably influences all the aspects of our life, including the language. By texts about tourism we mean all types of written address to a tourist such as a brochure, a price-list, or a catalog. The present research makes an attempt to analyze the language of tourism used to create a tourist text and what ways are used in the texts to interest the reader to go somewhere.

It is important to give an accurate meaning while translating the tourist texts. We should pay our attention to such terms as:

1. The information about mentality, customs and traditions of a country, the peculiarities of the national cuisine.

Their people are so friendly and their hospitality is undisputable.

British people think that the Grand National horse race is the most exciting horse race in the world. It takes place near Liverpool every year. Sometimes it happens the same day as the Boat Race takes place, sometimes a week later. Amateur riders as well as professional jockeys can participate. It is a very famous event.

If we look at English weights and measures, we can be convinced that the British are very conservative people. They do not use the internationally accepted measurements. They have conserved their old measures. There are nine essential measures. For general use, the smallest weight is one ounce, then 16 ounce is equal to a pound. Fourteen pounds is one stone [1].

2. Geographical names.

The Tibetan Plateau, the Grand Canyon, Silicon Valley and etc.

3. If there is any description of the routes they must be translated accurately and in accordance with the real pointers.

Travelling on you reach a T-junction. Turn left and continue to the Malachite Bird Hide approximately 1.5 km further on.

Moreover, all the information articles and texts about any country need to describe the national colour. The national colour has the characteristic features and peculiarities of the people. The national character has combined in itself such concepts as: reality, phraseological units and idioms, sayings and proverbs.

1. Realities. They can be divided into three groups.

- A. Geographic. These are the names of objects of physical geography. It is well-known that geographic realities can be translated with the help of transcription and transliteration. Geographic realities are often associated not

just with the country and the people, but the particular area and features of nature and climate. For example, the translations of special animals and plants.

B. Ethnographic. These realities are associated with life, religion, art and culture. They are often translated by a descriptive technique.

a) Clothes and shoes. (bast shoe – лапти, earflapped for hat – шапка-ушанка)

b) Buildings and household items. (the wooden heated country – изба)

c) Cultural practices, rituals (the national wandering actor – скоморох, ikebana – the art of Japanese flower arrangement, with formal display according to strict rules)

d) Mythology (Santa Claus – Дед Мороз, Snow maiden – Снегурочка)

e) Money (for example, the monetary unit of Russia is the ruble, but in China it is yuan)

C. Socio-political (perestroika – перестройка, tsar – царь)

2. Phraseological units and idioms. The use of idioms makes the English language brighter, but difficult to understand the speech and books, where the use of idioms is quite common. Some of them are similar to Russian and don't require a special knowledge of a foreign language. (the cream of society - сливки общества, to play with fire - играть с огнем, busy as a bee - трудолюбивый, как пчела, affair of the heart - дела сердечные)

Other idioms are very specific and in order to understand them it is necessary to refer to the dictionaries.

The police are barking up the wrong tree as usual.

Little Johnnie: But I heard Mrs. Brown say that her neighbours cut her dead.

Isn't our Kate a marvel! I wish you could have seen her at the Harrisons' party yesterday. If I'd collected the bricks she dropped all over the place, I could built a villa'.

3. Proverbs and sayings.

Proverbs must be distinguished from sayings. The main feature of the proverb is its completeness and didactic content. Saying is the incompleteness of reasoning, the absence of an instructive nature. English and Russian languages are very rich in proverbs and sayings. It should be noted that many English and Russian proverbs and sayings-valued, and this makes them difficult to interpret and compare. But if you compare them, you can see that some of them are absolutely identical and we can easily pick up a translation.

Better late than never

All roads lead to Rome

A bird in the hand is worth two in the bush

One man's meat is another man's poison

A man is known by the company he keeps [2].

English and Russian languages are very rich in reality, idiomatic expressions, proverbs and sayings, which are constantly found in the literature, in newspapers, in films, in radio and television, as well as in everyday speech, English, American and Russian. The language of these two peoples is very rich and they have a fascinating history and an old culture. And despite technical progress, economic development, at any time, the national colours will be the hallmark of people. [3].

In conclusion, we want to say that while translating an advertising text, the translator may face some difficulties which he needs to overcome by a careful analysis of the means of expression used in the text and a thorough, accurate translation in accordance with the norms.

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### LANGUAGE PORTFOLIO AS STUDENT'S AUTONOMOUS LANGUAGE LEARNING ACTIVITY REFLECTION

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The active growth of the number of cross-cultural professional contacts, as well as the expansion of the sphere of professional mobility in the conditions of today's globalization, require new changes in the training system of future linguists. The purpose of this system is development of highly qualified, professionally competent and competitive specialists in the field of foreign languages. However, in order to achieve this goal, among other things, it is necessary to create a standardized mechanism that will help to briefly and informatively assess the level of the development of communicative and professional competencies at various stages of training. We believe that one of such universal mechanisms for measuring and studying the level of competences is the language portfolio.

There is a general trend in the use of the language portfolio as a means of reflexive learning in language education, where the emphasis is transferred from "language training" to "language learning", which emphasizes the student's autonomous learning activity and leads to the perception of the language portfolio as a means of autonomous learning. The language portfolio is a kind of reflection of the student's autonomous learning activity on language learning, in which it is possible to trace the main components of the student's learning activity through his reflective self-esteem. As a result, conditions for the development and improvement of the student's ability to autonomy in the process of mastering the language are created.

In comparison with other forms of assessment and evaluation common in the system of language education, it should be noted that the effectiveness of the use of a language portfolio is due to its authentic orientation. The language portfolio has collected in itself original educational tasks and the results of the student's autonomous creative activity in the learning process, as well as clear and understandable evaluation criteria. With this form of self-esteem, the student is driven by a meaningful motivation that reflects his real achievements in the learning process. The student has an opportunity to independently assess and monitor the dynamics of his own development as a competent specialist in

various periods of time, and also to reflect on the process of his language and professional development. Reflexive self-esteem as a technology used within the framework of the concept of "language portfolio" is based on the methods of forming the skills of reflective self-assessment in the context of the development of the student's autonomy in the process of language learning, described in the works of such authors as: Henry Holec [1], Mats Oskarsson [3] and David Little [2].

Being used to form an autonomous personality in the system of linguistic education, the language portfolio has a number of advantages. It constructs certain situations for the self-development and improvement of the student as a multicultural and multilingual personality; provides the student with a self-assessment tool that has been compiled in accordance with communicative and professional competencies in harmony with generally accepted requirements; promotes the acquisition of the skill of a reflexive self-assessment of knowledge and the ability to use a foreign language, which in turn forms the educational and cognitive potential and autonomy of the student in the study of the language.

However, active use of the language portfolio at the moment is quite problematic due to the lack of sufficient quality teaching materials, as well as the necessary technological support; undeveloped clear system of final assessment; insufficient development of self-assessment skills and autonomous learning activities of students; problems associated with the organization of individual work of students using language portfolio technology, due to the lack of sufficient hours in the curricula of universities; lack of the latest electronic basic versions of the language portfolio in real time; lack of social order on the part of Russian employers; inadequate demand for this language standard in the Russian higher school.

The unique character of the language portfolio technology presents good opportunities for optimizing the system of language education, creating comfortable conditions for reflection and autonomy in language education, designing individual educational trajectories of students and creating an effective monitoring and evaluation system. But in order for this technology to be fully realized, it is necessary to develop clear criteria that could make it possible to adequately and qualitatively assess the professional-language competencies of students, taking into account the specifics multilevel education.

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## **RUSSIAN AND ENGLISH PUNCTUATION. SIMILARITIES AND DIFFERENCES DISCOVERED IN THE PROCESS OF STUDYING THE FOREIGN LANGUAGE**

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The aim of our work is determination of peculiarities of punctuation in English compared to Russian. In the center of our attention is analyzing the use of punctuation marks in Russian and English to identify their similarities and differences.

The result of the research will be a reminder to students and a set of exercises for practicing the rules. In any written text apart from the letters, of which we term words, phrases and sentences, there are still all kinds of signs, which we call punctuation marks. Punctuation marks in every language, together with rules for their use, form the system of punctuation. The urgency of this work is due to the fact that punctuation in English is a very difficult part of grammar. Unlike Russian, the study of English punctuation is not given due attention. This raises the problem of transferring the rules of the native language into foreign. In this regard, we put forward the hypothesis that many students, completing written work in a foreign language, in the use of punctuation marks follow the rules of the Russian language. This work is aimed to help them.

The object of our study is the syntax and punctuation of the English language.

The aim of our work is determination of peculiarities of arrangement "problematic" punctuation of the English language.

Principles for the use of punctuation in European languages, in particular, are based on common functions for the allocation of text elements and their groups.

Mostly punctuation signs of English and Russian languages are the same. Usually difficulty is caused by, e.g., reduced words. But, if the acronym is the name of the state or international organizations, the last letter is included to the reduction of the word. The British version of dot is not necessary (the American version implies that there is a dot): St Mary's Hospital, United Goods Ltd, Dr Rowell.

The point is never used in the headers: «USA to Support Ecotourism» means that the United States will support eco-tourism.

In the English language the point is never put after the name in a personal letter, whereas in the Russian version of this punctuation mark should be, performing the function of completion.

It should be noted that the function of the point as a punctuation mark is not much different in different languages, which is not true of the dash.

The single dash performs several functions in the English language that does not coincide with the functions of the dash in the native language.

The Russian dash is used to distinguish the subject from the predicate, such function of the dash in English is put to the verb to be: Our neighbour is an engineer.

In the English language the dash indicates interrupted or somehow incomplete sentences (in the Russian language in such cases dots are used).

In addition, in the English language a dash separates additional information or comments that interrupt the natural flow of speech, whereas in Russian we use commas: «The visiting team – curse them – broke our row of wins».

There is a rule in the English language that the author's words and the quoted words are separated by a colon or a dash and quoted words are in quotation marks: «He said only, “May I walk home with you?”»

In this article we mention only several items that are referred to this theme. There are some other peculiarities that must be taken into account while studying English punctuation compared to Russian. It is a rich field for research and conclusions.

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## **THE “OLD-TYPE” TESTS IN THE EARLY HISTORY OF LANGUAGE TESTING IN THE USA**

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Language testing, a sub-field within applied linguistics, is useful to view from a historical perspective. The early history of language testing has relevance to present-day practices. According to Gerberich, “the history of the testing movement is the record of the extension and gradual refinement of the

measures used” [2]. In the paper, the early pages of the history of modern language testing in the US are scrutinised .

The history of language testing can be traced back a long way. Testing in its broader sense has been part of everyday life of people for centuries throughout the history of mankind. However, the history of modern language testing is relatively young. Language testing took its present form from the 18th century Cambridge Tripos. It was characterised by “the use of essays, open-ended examinations, or oral examining, with the results determined intuitively by an authorized and authoritarian examiner” [3, p. 353]. Testing did not rely on linguistic theory, and reliability was considered less important than the production of a test that “felt fair” (Ibid., p. 356).

As the Industrial Revolution and the progressive movement of the early 19th century that followed took school-age kids out of the farms and factories and put them behind desks, standardized examinations emerged as an easy way to test large numbers of students quickly. In the United States, it was not until the closing years of the 19th century that language testing was incorporated into educational practice. At that time as well as back in the 17th and 18th centuries in the Western world foreign language learning was associated with the learning of Latin and Greek, which meant focusing on grammatical rules, syntactic structures, rote memorisation of vocabulary. The skill exercised was reading, and then only in the context of translation. Languages were taught for the sake of creating an illusion of "erudition." There was no provision for any listening or speaking practice, and very little attention was placed on pronunciation or any communicative aspects of the language. Late in the nineteenth century, the Classical Method came to be known as the Grammar Translation Method, which offered two main goals: to enable students to read and translate literature written in the target language, and to further students' general intellectual development.

Examinations were characterized by lack of concern for statistical considerations or for objectivity and reliability and were known as “the old type” of format. In its simplest form, this trend assumes that one can and must rely completely on the subjective judgment of an experienced teacher, who can identify by intuition what mark to give the student in order to specify the related language ability.

In 1875 Harvard College began to offer admission examinations in the modern languages. The entrance test in French in 1876 consisted of a sixteen-line passage to be translated into English, a few separate sentences to be translated from English into French, and finally some grammar questions that focused on

verb conjugation. In 1878 the New York Regents examination in French for high school students was inaugurated. It consisted of similar tasks.

In the later years of the century there was no uniformity between universities. To improve the situation in 1896 the Modern Language Association created a committee to study existing conditions of modern language teaching and make recommendations in syllabi and teacher training. The report of this MLA committee, known as the Committee of Twelve, has a special place in the history of language testing because it offered some specimen examinations in French and German for college entrance. These examinations responded to the primary goals of language learning of the time - literary and philological, laid out at the inaugural meeting of the MLA in 1883. Students were expected to know about the language rather than to know the language.

Following complaints from school principals and headmasters about the difficulty of preparing students for different examinations for different colleges, in 1900 the College Entrance Examination Board (CEEB) was created to prepare a single test for college admission. Examinations were offered in nine areas including German and French. The foreign language examinations essentially again followed the model laid out in the report of the Committee of Twelve, combining some literary translation with discussion of grammatical rules.

In 1917 Méras published an analysis of 178 French examinations set by American universities. 98 per cent demanded translation from the French. Other formats were dictation, questions on readings and free compositions. Méras declared himself opposed to this type of test. He offered alternative formats for testing such as rewriting sentences or passages or filling in blanks in sentences which are still in quite widespread use in the US. In his tests we can see the beginning of the concept of language testing as a discrete activity and transition from the "old-type tests" to the "new-type tests" in keeping with a general explosion of interest in psychological and pedagogical testing of all kinds [1].

World War I had been a catalyst for the testing boom experienced by the US in 1920s. Within the bounds of the pre-scientific period the "old-type" tests gave way to "new-type" ones.

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## **THE INTERNET AS THE WAY TO LEARN ENGLISH**

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Nowadays the Internet has an important part in our life. People communicate with each other all around the world by using World Wide Web. Thus English helps people because a lot of we learn it in school and special courses. In this reason, there are a big amount web-resources where everybody can find everything to improve English skills. In this article we want to show some popular sites and YouTube channels which is focused on learning English and make your studying easier.

Speak English with Misterduncan [1] is one of the most popular YouTube channels for learning English. Misterduncan is passionate about his topic. He is excited about English and you can feel it in his videos. He uses humor a lot of the time to help you learn. Misterduncan teaches English for free, and has had a channel on YouTube since 2006. There are many grammar lessons on topics like the senses, slang, news, fashion and money. Also Misterduncan teaches collocationas and slang, basic vocabulary for daily situations (e.g. shopping, fashion, festivities) and a selection of videos about his experience living in China. His videos are easy to understand and improve speaking skills.

Real English [2] is one of the best channels for beginners. It has a large library of free access lessons. Each one includes two videos, one with subtitles and one without them, and a handful of exercises. It has real people and real-life situations, so you get a true feel how people really speak English. Also it considered as one of the best practical YouTube channels to learn English with free access to a wide range of lessons. Interviews with real people focus on grammar lessons, vocabulary that is used in everyday life (e.g. asking for directions, job interviews, etc.)

The British Council [3] actually has three separate sections on their website for different ages: kids, adults and teens. Each section has a huge variety of interactive lessons, videos, games and podcasts to learn any skill. This means that no matter what level you are or what topic interests you, you will always find something on British Council. Each video and podcast has an exercise to complete. Thus you can make sure that you have understood everything. Also, there are discussion boards under many of their activities so you can talk about what you learned with other students. The mobile app version of the lessons let you learn on the go!

Lingualeo [4] personalizes each user's learning program to make learning English more effective. First, Lingualeo offers users a placement test to determine their language skill level. Then the service develops a personal training program that takes the user's skills, goals, and preferences into account.

Lingualeo offers educational materials designed for fast learning progress. Users complete exercises that allow them to learn grammar, increase vocabulary, and improve reading and listening comprehension. They can also track their learning progress using the program's monitoring tools.

A main feature of this service is that it allows each user to choose real-life content that he or she likes. A free Lingualeo account provides learners with access to most of the content and tools. The collection includes more than 200,000 individual learning materials, including news, entertainment and business articles, TED Talks, popular songs, movie clips, stories, jokes and etc.

Therefore this approach solves the basic problem encountered in learning a foreign language — lack of motivation. The service uses gaming principles to capture the interest of learners, maximize enjoyment and engagement, and inspire them to continue learning. Leo the Lion is the main character of the service and a personal guide to the language jungle. This lion eats meatballs, and a user has to read texts, watch videos, complete language quests, and consolidate his knowledge during studying to receive the meatballs to the lion. This site is useful for Russian, Brazilian Portuguese, and Turkish speakers.

Duolingo [5] helps you learn new vocabulary and grammar through interactive games and quizzes both online and on their easy-to-use mobile app. Duolingo separates each lesson by category (food vocabulary, family vocabulary, the verb "to be," etc.) and—on the desktop version at least—includes helpful tips and notes in case you need more explanation. There is a strong emphasis on pronunciation since you will listen to new vocabulary and then right away practice saying those words. Duolingo also lets you set goals and shows your progress as you use the program. You also have to complete lessons to "unlock" new lessons. This give you a little extra motivation.

In this article we reviewed five different resources: two YouTube channels and three sites for learning English. Each of them tries to make their content interesting and informative. Most of them are free, and you can use it everywhere you want: at home using PC, in transport using your smartphone or laptop and etc. In our world the mobility is important and you may need in access to English wherever you are. Eventually you can use this resources to learn English effectively.

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Speak English with Misterduncan <https://www.youtube.com/user/duncaninchina/>

Real English <https://www.youtube.com/user/realenglish1/>  
British Council <http://learnenglish.britishcouncil.org/en>  
LinguaLeo <http://lingualeo.com/>  
Duolingo <https://www.duolingo.com/>

## **MEDIA LITERACY AND MEDIA EDUCATION**

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Media are powerful forces in the lives of youth. Music, TV, video games, magazines and other media all have a strong influence on how we see the world, an influence that often begins in infancy. To be engaged and critical media consumers, kids need to develop skills and habits of media literacy. These skills include being able to access media on a basic level, to analyze it in a critical way based on certain key concepts, to evaluate it based on that analysis and, finally, to produce media oneself. This process of learning media literacy skills is media education.

Media education is the process through which individuals become media literate – able to critically understand the nature, techniques and impacts of media messages and productions. [2]

Media education acknowledges and builds on the positive, creative and pleasurable dimensions of popular culture. It incorporates production of media texts and critical thinking about media to help us navigate through an increasingly complex media landscape. That landscape includes not only traditional and digital media, but also popular culture texts such as toys, fads, fashion, shopping malls and theme parks. Teachers don't have to be media experts to incorporate media education in the classroom, because it is all about asking questions.

For example:

- Who is the audience of a media production and why? From whose perspective is a story being told?
  - How do the unique elements and codes of a specific genre affect what we see, hear or read?
  - How might different audiences interpret the same media production?
- Because media issues are complex and often contradictory, the educator's role isn't to impart knowledge, but to facilitate the process of inquiry.

Why teach media literacy? Here are some good reasons:

1. Media literacy encourages young people to question, evaluate, understand and appreciate their multimedia culture. It teaches them to become active, engaged media consumers and users.
2. Media education brings the world into the classroom, giving immediacy and relevance to traditional subjects such as History, English, Health, Civics and the Creative Arts. It serves as a perfect bridge for subject integration and interdisciplinary studies.
3. Media education embodies and furthers current pedagogy, which emphasizes student-centred learning, the recognition of multiple intelligences, and the analysis and management – rather than just the simple storing – of information.
4. Media education is grounded in the sound pedagogical approach of starting learning where kids are at. The media – music, comics, television, video games, the Internet and even ads – are a part of life that all kids enjoy. Media create a shared environment and are, therefore, catalysts for learning.
5. Media education encourages young people to use multimedia tools creatively, a strategy that contributes to “understanding by doing” and prepares them for a workforce that increasingly demands the use of sophisticated forms of communication.
6. In a society concerned about growing youth apathy to the political process, media education engages young people in “real-world” issues. It helps young people to see themselves as active citizens and potential contributors to public debate.
7. In a diverse and pluralistic society, the study of media helps youth understand how media portrayals can influence how we view different groups in society: it deepens young people’s understanding of diversity, identity and difference.
8. Media literacy helps young people’s personal growth and social development by exploring the connections between popular culture – music, fashion, television programming, movies and advertising – and their attitudes, lifestyle choices and self-image.
9. Media literacy helps children critique media representation, teaching them to distinguish between reality and fantasy as they compare media violence and real-life violence, media heroes and real-life heroes, and media role models and real-life roles and expectations.
10. With most students turning first to the Internet for research, media education is an essential component of Information Communications Technology education, assisting young people in developing critical thinking

skills and strategies for optimizing searches, evaluating and authenticating information and examining issues of plagiarism and copyright. [1]

Today, the chief challenges are to locate and evaluate the right information for one's needs and to synthesize what one finds into useful knowledge or communication. Media literacy – with critical thinking, reflection and ethical behaviour at its core – is a key part of what it means to be educated in today's world.

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## **THE ROLE OF A TEACHER AS A MEDIATOR OF LANGUAGES AND CULTURES IN THE PROCESS OF ADAPTATION OF FOREIGN COURSE BOOKS TO THE RUSSIAN-SPEAKING STUDENTS' NEEDS**

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Significant changes in the sphere of education bound to the processes of globalization in Europe and the world marked the end of the 20th and the beginning of the 21st centuries. The particular emphasis is put on language education. The content of language education needed reconsideration with special attention to the development of cross-cultural competence in different levels. Foreign culture is considered to be a content of the language learning so the aim of Higher professional education is to form linguistic and communicative competence when teaching a foreign language.

At present moment there exist a wide range of various educational means aimed to facilitate forming international competence which can be defined as "the highest level of using means of realizing intercultural communication between interacting partners, representatives of different cultures and societies" [1].

The most popular means of teaching English as a foreign language in our country is authentic course books which contain print, audio, CDROM and DVD components and even dedicated websites. Other reasons for their popularity are: a high printing and publishing standard such books have; teach a living language in typical reality situations of the studied culture; allow students

observe how the language really functions; give a social-psychological portrait of a native speaker; offer a great number of communicative problem-solving tasks [2].

The content of course books published in Britain meets universal requirements to the levels of foreign language proficiency in accordance with common European standards in the area of foreign languages education. For example, the course books Headway used for teaching students who have enrolled in a bachelor's degree program include such levels as – Beginner, Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate, Advanced. They provide authentic texts, real foreign lingual and cultural situations.

However, practical use of foreign textbooks involves several difficulties caused primarily by the fact that students turn out not to be ready to perceive lingual social-cultural content of the foreign course book without appropriate adaptation. That is why from the mid-nineties of the XX century methodologists and teachers-practitioners bring up a question about the necessity of adapting foreign teaching courses to the Russian-speaking students' needs [3].

It is quite obvious though that the adaptation does not stand for the use of adapted materials from a foreign course book, as they are valuable for the fact they are authentic. What we see is the integration of foreign teaching materials into the process of education, organized as a dialogue between cultures taking into consideration the students' needs and aiming at fulfilling lingual-social-cultural assimilation of educational content.

The role of a teacher has been completely transformed recently. A foreign language teacher now is a mediator of languages and cultures. By this term we mean a bi / poly-cultural-linguistic personality, capable and motivationally ready to enrich their students' linguistic and cultural picture of the world and create conditions for intercultural communication in the English language classroom. This involves the ability of a teacher to explain the other way of thinking and to extract semantic information from authentic texts. It also includes readiness and ability to generate various discourses and the possession of a more coherent linguo-cultural picture of the world.

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## **POLITICALLY CORRECT RENDERING OF NATIONALLY SPECIFIC FEATURES**

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This paper examines the concept of political correctness and how language should be used in order not to hurt, or insult, stereotype or just confuse foreigners when rendering some nationally specific facts.

Mutual respect is a prerequisite of any form of intercultural communication. It can be achieved through respect for other's opinions, beliefs, cultures, gender, race and values. Language is a conventional medium to express ideas and opinions determining the way people are addressed, described, spoken to or of. Problems arise when the politically incorrect linguistic constructs we use result in misunderstanding and negative consequences. Language as a medium of interaction should be used not to provoke disaffection.

The theory behind political correctness corresponds with Murphy's Law [1] stemming from Sapir Whorf's hypothesis that language represents ideas, so mental concepts can be both expressed and caused with linguistic means. Thus, if we change the language we think in, the language will affect the way we think [8].

The term political correctness today is used to describe language, policies, or measures intended to avoid offense or disadvantage to members of particular groups in society whereas a politically correct word or expression is used instead of another one to avoid being offensive [2]. It equally implies the use of language to collaborate, negotiate, persuade, mediate, manage conflicts, or reconcile the parties, in other words, to nurture human relationships [5].

The tolerance of English-speaking culture is another manifestation of positive thinking characteristic of it and it sometimes tends to overemphasize, or even making absurd the desire to tabooing, using euphemisms and stressing political correctness [10].

Linguistic constructs threatening peaceful coexistence and jeopardizing social stability are the use of emphatic forms where a subtle form is expected or vice versa, the use of offensive words, the use of blatant expressions or words, the use of stereotypes or even hyperbolic forms of expressions [5]. All issues

hurting individual feelings and privacy should be eliminated in the language or at least replaced with positive (or neutral) euphemisms. Political incorrectness is often reflected in sexist language, pejorative language and taboo language [9]. Some traditionally euphemized areas (death, religion, sexual relations) are supplemented now with diplomatic relations, social problems and legal issues.

At the core of the language correctness there is an attitude not to offend, not to hurt personal feelings, maintain one's dignity and good humor, health, and life [4]. It is manifested in the attempts to find new ways of expression instead of those that infringe upon the human rights by tactlessness regarding separate races, genders, ages, health and social statuses, or even appearance: Negro - coloured - black - African American / Afro-American etc.

In compliance with politically correct usage, language users now strongly advocate the use of gender neutral forms. Today even the names of some occupations are consciously being reviewed in response to political correctness. Eg: sales person, instead of salesman/woman, police officer, instead of policeman and chairperson instead of chairman [7].

"Sexist" morphemes indicating sex attributes with '-man' suffix (chairman, businessman, salesman), -ess (stenardess) – are frequently replaced by others defining a person without regard to sex: chairman - chairperson; cameraman - camera operator; businessman - executive.

Traditional use of masculine pronouns his / him in cases where the noun gender is omitted or non-specified is now supplanted with new ways of linguistic expression: his / her, or s/he instead of he/she in written texts.

Some words and phrases that have found their way into the English lexicon are as a result of attempts to describe or refer to certain groups of people with contempt. The terms challenged, differently abled and special were coined to describe people with clinical diagnoses or mental disabilities [9].

English takes care of a personality by avoiding "negative" antonyms in pairs: good-bad, present-absent. When checking written work instead of "bad" as expected counterpart to "good" we can often see the phrase "to think about" concerning the defects of the work and encouraging to go through the difficult path. Official minutes indicating the absent participants often include the word "apologies" to mean that they apologize for their absence.

We find it reasonable that political correctness issues should be introduced in university curricula, especially in foreign language classes. This implies the need for stylistic analysis of politically incorrect issues in the native language and their rendering into the English language in a correct format to suit the tastes of the English-speaking mentality.

The students of Russian State Agrarian University have prepared a small project trying to implement in practice their understanding of the politically correct language. They have chosen a popular song about Russian combine harvester operations and being aware of the facts that the nationally specific realities are sometimes very detailed and nationally specific, tried to render them in an internationally and politically correct format (<https://www.youtube.com/watch?v=InlbwAVONIM&feature=youtu.be>).

The original Russian text written by Igor Rasteryaev can be found in the Internet (<http://megalyrics.ru/lyric/ighor-rastieriaiev/kombainiory.htm>). Here we offer only the politically correct translation made by RSAU students.

Politically correct format of Kombainery song (offered by RSAU students)

There are people unlike you and me

Living in remote picturesque rural areas

Who stay apart from news digests and big stars and are

Rarely engaged in blockbusters.

They are always young and open to new discoveries Though they don't share the values of consumption society

They never care about brand-new gadgets and

Have no time to follow current trends.

You ask me why? I give you my answer –

They are just keen mechanical engineers.

Go ahead, refuel your gear with combustible charge

To keep running your working stock

Carefully manufactured by domestic producers.

Take good care of the fattened livestock while

You are fully engaged in round-the-clock field routines.

None but you are smart enough

In dealing with all this sophisticated vehicle stuff

Your outcomes are so great – even money can't buy it.

It is a real honour for you to have served in the army

There is nothing on Earth to prevent you from this.

Only multiskilled mechanical engineers

Have always been admired by real ladies only.

You are a real challenge for any enemy.

You are our guarantee of life in peace and harmony.

Keep it up!

Refuel your gear with combustible charge  
To keep running your working stock  
Carefully manufactured by domestic producers.  
Take good care of fattened livestock while  
You are fully engaged in round-the-clock field routines.  
Great is your job –  
Oh, glorious rustic mechanical engineers  
Harvester and tractors operators and brave shepherds –  
For your contribution to our sustainable development!

To sum it all up, language should be used in precise, effective, and non-offensive ways. Political correctness does not advocate that people should change what they want to say and all turn out talking nicely. Instead, it demands that people should think twice how to say what they want to say in order not to hurt, malign, or stereotype people. Human differences need to be constructed through language into social relationships contributing to sustainable development. These ideas are extremely important to implement in training student for participation in academic mobility projects as they will surely be emerged in a culturally, ethically and politically heterogeneous context.

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## **SCIENTIFIC RESEARCH PROJECT AS A FORM OF INDIVIDUAL STUDYING IN THE UNIVERSITY**

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In recent years of economic, political and cultural developments we can take into consideration the quantitative and qualitative changes that affect higher education in general and the training of linguists and translators in particular. Despite the reform of the system itself, the adjustment of curriculums and competencies, the fundamental core of the content of higher education is increasingly recognized as not only the training of a competent specialist with systemic knowledge, but also a specialist who is ready to adapt to the rapidly changing life conditions, overcome difficulties, generate new ideas, be sociable, work in a team, take responsibility for the decisions.

Such problems are solved when special conditions are created for all students within the framework of personal development education. The climate is emotionally positive, students have a feeling of their confidence and potential in achieving their learning goals. The right to receive education provides students with personal and professional comfort at the end of the university, a feeling of sympathy and attention, regardless of the results of the studying. This means the exclusion of all forms of pressure on the student, inclusion in the situation of choice, the possibility of variable learning.

It should be stressed, that the student is not an object of teaching, as it is realized in the concept of information-knowledge education, but the center of active self-construction and self-reflection [1]. This self-construction and self-understanding is realized during the implementation of research projects, which are based on the independent research work of students participating in the project.

The method of projects was investigated by various scientists. Project training was originally developed in the works of American authors J. Dewey and his student V. Kh. Kilpatrick [2]. In modern pedagogy, design training is considered as a learning technology that promotes the development of the abilities of students (N.Yu. Pakhomova, E.S. Polat, M.A. Stupnitskaya, etc.) [4, 3, 5].

We agree with E.S. Polat and consider the project as the development of cognitive skills and creative thinking of students, the ability to independently design their knowledge, navigate in the information space. The project is a way to achieve the didactic goal through the detailed development of the problem (technology), which ends with a very real, tangible practical result, designed in

one way or another. To achieve this result, it is necessary to teach students to think independently; find and solve problems, draw for this purpose knowledge from different areas; predict the results and possible consequences of different solutions; establish causal relationships [3].

We constantly conduct the innovative search for missing components for personal development of students at the Department of Linguistic Education in SFedU. Last year we developed and launched the scientific project. The idea of the project is to research and translate museum expositions from Russian into English together with the museums of Taganrog. This project allowed students of different courses to be involved in creative research activities, include future specialists in the national culture, the historical memory of Russia and their native city. The project aims not only to develop the professional competence of a specialist interpreter, but also to bring up cultured, educated, creative citizen.

The main typological features are: citizenship, culture orientation, personally oriented learning technology, outrunning character of studying.

First of all, this is the patriotic orientation of the project, by which we mean the spiritual and moral education of citizens interested in the development of the country, the city of residence, understanding the interests of the people and the state, taking an active part in the social and cultural life of their university and the hometown of Taganrog. We try to create a so-called cultural and educational environment where a person has a free choice of creative self-realization and cultural self-development, implementation of social and pedagogical protection, assistance and support for each student in its adaptation to the society and life self-determination. When we talk about culturally appropriate nature of learning [1] during the project, we mean the creation of cultural environment together with the museums of Taganrog.

Research projects always have an advanced character of training. The research work of students is an integral part of their professional training, aimed at developing critical thinking. It is a disciplined, self-directed and self-regulating thinking that illustrates the perfection of thinking, corresponds to a specific method or field of thought. In addition, the research work of students contributes to the formation of skills of creative scientific research, planning, organization and implementation of theoretical and applied research to solve urgent problems in the studied area.

During the implementation of the project, we aim to form competencies in the research activities of students, as stipulated by the federal state educational standard. It is the ability to use the conceptual apparatus of philosophy, theoretical and applied linguistics, translation studies, the theory of

intercultural communication to solve professional problems; the ability to put forward hypotheses and consistently develop arguments in their defense; possession of the fundamentals of modern methods of scientific research, information and bibliographic culture; possession of standard searches, analysis and processing of research material; the ability to assess the quality of research in a given subject area, correlate new information with the existing one; logically and consistently present the results of their own research.

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## **АНГЛО-РУССКИЕ СТИХОТВОРЕНИЯ КАК СРЕДСТВО ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ НА НАЧАЛЬНОМ ЭТАПЕ**

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Наиболее благоприятным возрастом для начала изучения иностранного языка является детский, однако понимание ценности и практического значения владения английским языком детям, как правило, не свойственно. В своих вебинарах В.П. Кузовлев приводит данные, согласно которым от 45 до 50% детей теряют интерес к изучению иностранного языка. Помимо неосознания преимуществ, которые в отдалённой перспективе даёт качественное образование вообще и знание иностранного языка в частности, школьники, покидая после урока класс, не сталкиваются с необходимостью уметь общаться на другом языке: круг их интересов, общения, информационное поле полностью перекрывается родным языком. Распространённой является и ситуация, когда дети, сталкиваясь с первыми сложностями, разочаровываются в своих силах и

приобретают стойкую неприязнь к предмету в самом начале обучения. В этих условиях формирование мотивации к изучению английского языка на младшей ступени становится непростой задачей.

Педагогу необходимо создать условия для формирования элементарной коммуникативной компетенции, увеличения словарного запаса, становления правильного произношения. Для этого следует организовать обучение так, чтобы оно было подобно процессу общения, учитывать индивидуальность каждого учащегося, отводить большую часть времени урока под практическую речевую деятельность, подбирать материалы, которые способствовали бы произвольному запоминанию новых слов, устойчивых выражений, грамматических конструкций и привлекали бы внимание детей своей новизной.

Примером языкового материала, который отвечает этим требованиям, могут служить детские стихи. На начальном этапе это могут быть русские стихи с английскими словами, например, стихи из сборников М.В. Котина, процитируем одно из них:

Я спросил сестру свою:

– Скажи мне, howoldareyou?

– Iamten, – сестра сказала, –

Десять лет – не так уж мало.

– Десять лет, – подумал я, –

Взрослая сестра моя. [1]

При наличии определённых способностей педагог и сам может создавать подобные стихи. Приведём свой пример такого творчества:

Малютка-мышь – amouse

Забралась в дом – ahouse

И там к коту – acat

Чуть не попала на обед.

Но поскольку особенностью урока иностранного языка является двойная роль иностранной речи: она служит и целью, и средством обучения одновременно, то в дальнейшем обучении предпочтение можно отдать стихам на языке оригинала. В частности хотелось бы привлечь внимание к английскому фольклорному сборнику "Стихи матушки Гусыни" – золотому фонду устного народного творчества, прочно вошедшему в круг детского чтения в Англии и США. При этом фольклор будет выполнять ещё одну важную задачу: неся в себе большую культурную нагрузку, транслируя культурно-специфическую информацию, он способствует формированию межкультурной компетенции, без которой даже при самом блистательном уровне владения языком невозможно настоящее понимание собеседника.

Через иностранный фольклор ребёнок на доступном ему уровне знакомится с картиной мироустройства другого народа, культурными и социальными установками, ценностями, обычаями, традицией, историей, юмором, символами, образами, национальной психологией, привычками. Фольклорные стихи, отобранные по различным критериям, могут служить разнообразным целям: так, английская детская потешка “Ladybird, ladybird, flyawayhome”, очень похожая на родной для нас вариант «Божья коровка, полети на небко», сделает мир английского языка ближе.

Здесь следует немного отступить и сказать, что волею судьбы и истории английской поэзии досталась образцово-показательная роль для переводчиков детских стихов, [2] и «Стихи Матушки гусыни» переводились неоднократно, начиная с таких родоначальников отечественного поэтического перевода для детей как С.Я. Маршак и К.И. Чуковский, заканчивая нашими современниками: М.Я. Бородицкой, Г.М. Кружковым, В.В. Луниным, Г.Л. Варденгой, И.Н. Родиным, А. Богдариним и др. Это обстоятельство позволяет провести с учениками сравнительный анализ переводов одних и тех же стихов разными авторами. Такое задание потребует от детей вдумчивого чтения оригинала, рассмотрения всех языковых особенностей текста, а от учителя – культурологического комментария.

Таким образом, английский детский фольклор имеет большой лингводидактический потенциал, его использование в процессе обучения позволяет решить одновременно несколько задач: повышение мотивации, увеличение лексического запаса, развития навыков произношения, знакомство с культурой страны изучаемого языка.

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## **BEST WAYS TO GENERATE A TITLE FOR AN ENGLISH SCIENTIFIC RESEARCH PAPER: PRACTICAL TIPS**

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It is highly probable that every scientist doing research and writing papers knows that a good eye-catching title is of vital importance. But what “a good title” means is quite a controversial issue.

Nowadays scientists meet face to face with a discrepancy between modern requirements and scientific tradition. The essence of it is the following. Scientific research papers compete for the reader’s attention on the market of scientific and educational services. Therefore the authors spare no effort to make the reader pay attention exclusively to their work. The title of the paper is the first thing which a potential reader sees. For that very reason it should be generated so that on the one hand it has informational value, on the other hand it is original insistent.

In this article we will describe some basic principles of international scientific tradition of how to generate a title for an English scientific research paper.

We shall start with the fact that every word in the title should have an informational value. This might seem like an easy rule to follow but in reality it is quite hard to decide which words would fall into the category of “informationally valuable”.

Overseas tradition advocates that the words like “study or investigation” are not supposed to be used. For example,

An investigation into some psychological aspects of English pronunciation would certainly sound more laconic and dynamic like

Some psychological aspects of English pronunciation

Also the words inquiry, analysis, evaluation, and assessment are used too excessively and thus have little value.

On the other hand, words study and investigation might fulfill the function of hedging and make the title sound less assertive. Please consider the following examples.

The determinants of customer satisfaction

An investigation into the determinants of customer satisfaction

One more variant of avoiding being too categorical is the swap the for some, although in that case the reaseacher is in danger of seeming ambiguous.

Determinants of customer satisfaction

Some determinants of customer satisfaction

One more possible way of using words study and investigation is to make up a title consisting of two parts, like in the example:

Old age: a study of diversity among men and women, although a more dynamic way of expression will be:

Old age: diversity among men and women

It is quite common to formulate a title in the form of a question, yes/no or wh-question alike. Such type is considered to be not very informative but it attracts attention. The examples given below show to advantage this kind of titles.

Does the ocean atmosphere system have more than one stable mode of operation?

If homo economicus could choose his own utility function, would he want one with a conscience?

It also possible to make up a title consisting of two parts. In the first part the investigator may state the problem while in the second give some comment on the ways of solving it. This type of title is used more rarely than the previous one though.

The role of medicine: dream, mirage or nemesis

Telling more than we can know: Verbal reports on mental processes

It should be born in mind that there is never a full stop at the end of the title. If it consists of two parts a column can be used. Some publishers demand that a capital letter be used after it. If the title is generated in the form of a question, an interrogation mark is put after it.

Now we shall say a few words concerning word choice.

It is quite natural to include key terms into the title which will most often be abstract nouns ending in suffixes -(t)ion, -ness, -ment, -ship or -hood. Such words in their turn make the title long and hard to understand. If possible they might be exchanged for verbal nouns ending in -ing.

The Specification and the Evaluation of Educational Software in Primary Schools would sound more laconic as Specifying and Evaluating Educational Software in Primary Schools

If the author wants to emphasise some new technology or method in the title it is highly recommended NOT to use the words new, innovative and novel for the simple reason of them being overused. For example such title as

A novel method for learning English

is by no means original or informative.

It might be a good idea to exchange these words for something more concrete, which reflects the special qualities of the novelty, like computerized, guaranteed, high-performance, low-cost, minimal-stress, no-cost, pain-free.

Thus, when writing a scientific paper in English a Russian scientist deals not only with difficulties in translation but also with differences in scientific traditions. In our paper we tried to outline some general principles as to how to make a “good” title.

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## **THE DEVELOPMENT OF HIGHER SCHOOL LEARNERS’ SOCIO-CULTURAL COMPETENCE BY MEANS OF WEBQUESTS**

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Modern world offers a wide range of opportunities and prospects of collaboration with foreign countries which facilitate culture dialogue in terms of comparing, interaction and understanding each other’s cultural values. Consequently, in the current context formation of a well-rounded human being is impossible without developing their socio-cultural competence which should be made a priority in the foreign-language teaching.

The socio-cultural competence determines success of communication between Russian students (or university-leavers) and the English-speaking community, equipping the former with enough confidence in the foreign environment. This competence is divided into two aspects, namely linguistic and informational one [1]. The linguistic aspect incorporates language and culture learning through the language itself, and the use of language in different social context. The informational aspect includes country studies (geography, climate, political and economic systems, etc.) and knowledge about culture (etiquette, clothes, cuisine, customs and values) [2].

Integrating webquests into pedagogical process is believed to be a new perspective way of creating linguistic cyber-environment and broadening the didactic space where learners exist thus introducing a different culture.

A webquest is a relatively new phenomenon which first appeared in 1995 and has been gaining popularity since then. In pedagogical science a webquest is a challenging task with elements of a role play that requires information search on the Internet, its further analysis and presentation in a given form.

Webquests can be used at any stage of foreign-language teaching because while selecting or creating them a teacher takes into consideration the level of the learners’ foreign language communicative competence. The author of the paper in question develops the first-year students’ socio-cultural competence

by means of the webquests designed by the Macmillan publishing house methodologists and provided in free access at [www.onestoppinglish.com](http://www.onestoppinglish.com).

Also a self-made webquest named “Visiting the UK capital” is widely used. Its tasks are as follows: 1) to popularize London’s places of interest; 2) to enrich vocabulary through authentic country-studies materials (both texts and audio); 3) to update on the specifics of the English culture and history; 4) to raise awareness about the role of the English language in the modern world.

Generally, pedagogical model of any webquest consists of several typical blocks to be filled with relevant context.

1. Introduction is getting to know the topic of the webquest, gripping students’ interest by asking an unusual question or doing a small test. In our case it was a quiz to check whether they were experienced tourists or not.

2. Task is a description of the final product which will be created as a result of the webquest. In our case it is a multimedia presentation of a two-day travel itinerary for different people (businessmen interested in techniques, a group of vivid art-lovers, family with two schoolchildren, etc.). At this stage students are divided into several mini-groups and given handouts with thorough description of the process.

3. Process is a step-by-step instruction for students: what to do and which sites containing necessary information to visit (urls are pre-selected by the teacher therefore eliminating time waste). In our webquest the students were asked to visit several official sites to look into specific information: how to get from the airport to the hotel (by the Heathrow Express, by the Tube, by bus, or by taxi), find out the addresses of different places of interest (the Tower of London, the National Gallery, Tate Britain, Westminster Abbey, St. Paul’s Cathedral, the Science Museum, etc.), their opening times and ticket prices, fill in a special table and plan their stay in the British capital.

4. The time given to independent mini-group preparation is two weeks after which takes place a class introduction of an intellectual product made by students as a result of the webquest, accompanied by an oral speech. Students’ presentations are evaluated according to the following criteria: understanding of task, completeness of topic disclosure, logics of information delivery, speech literacy, attractive output design, group collaboration.

5. Conclusion is the webquest output summarizing and providing information for further research.

Finally, to get feedback the students were given a questionnaire in which they had to range from 1 to 5 the following criteria: webquest topic relevance, tasks complexity, eagerness of doing tasks, mini-group collaboration and the outcome. Also they were asked to provide their personal opinion of the

webquest. The results are as follows: 100% of students were positive about the webquest topic, mini-groups collaboration and the outcome; 85% of students were interested in accomplishing tasks, 15% of students considered the tasks easy, and 30% – not very difficult. All things considered, we can say that the students approved of the idea of webquest implementation into their individual work and were engaged in this type of activity. Moreover, some wished to create their own webquests.

For the abovementioned reasons, it is possible to conclude that the development of the socio-cultural competence with the help of webquests is more attractive to students and therefore is accomplished with far more enthusiasm than traditional tasks considered by them boring and uninteresting.

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## **THE ROLE OF CULTURE ASSIMILATORS IN DEVELOPING INTERCULTURAL COMPETENCE**

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Developing intercultural competence is an important part of University education. The world is becoming more and more multicultural. Globalization process leads to increasing interaction between representatives of different cultures. Hence, the possibility of cross-cultural conflicts and communication gaffes. Thus, we cannot overestimate the role of teaching cross-cultural communication, which aims at developing students' cross-cultural competence, providing them with necessary knowledge and practical skills.

The process of intercultural communication always involves attribution of meaning to the behavior, actions or words of other people. When we assign meanings to what we observe, we subconsciously proceed from our own cultural values and norms. So, our interpretation of events may be completely different from that of other participants of cross-cultural communication act. Thus, one of the goals of teaching intercultural communication is to make students aware of their own cultural perspective, or cultural lens. This is the first step to the development of intercultural sensitivity and empathy.

Providing background information about different cultures is an important part of teaching cross-cultural communication, but successful development of students' awareness also requires using a number of practical activities. One of the effective ways to shake off one's own cultural baggage and look at things from a different perspective is using culture assimilators.

Culture assimilators were originally developed by a team of psychologists from the University of Illinois in the 1960s. The main contribution belongs to Harry Triandis who studied the relationship between culture and social behavior [3]. Culture assimilators may be defined as "a collection of real-life scenarios describing puzzling cross-cultural interactions and explanation for avoiding the emerging misunderstandings" [1, 142]. These scenarios (also called "critical incidents") describe incidents or situations where a person from a target culture interacts with a person (or persons) from another culture. The situations depicted in culture assimilators always include some points of misunderstanding due to cultural gap between the characters.

The description of a critical incident is followed by four or five explanations of the reasons of misunderstanding. One explanation reflects the viewpoint of a person from a target culture, others are based on other cultural backgrounds. The students are asked to choose one explanation that seems to them the correct interpretation of the case. Then they discuss their choices, give arguments for and against each option and come to the general conclusion. The teacher leads the discussion and helps to find the correct interpretation.

Culture assimilators can be used in a classroom after the students have received some general knowledge concerning the most important cultural categories or dimensions (time, space, context, individualism / collectivism, masculinity / femininity, etc.). The following example of a culture assimilator was taken from the Internet site that provides information on the psychology of migration. The target culture is Australian, the home culture is Russian.

"Russian girl Diana comes to Australia for English courses in summer and lives with an Australian family. On the first day she spent the whole time in her room being too shy to look out and the host family didn't try to ask her to come out. Then she felt lost like the family was angry at her or too indifferent toward her. Please, help her to understand this situation.

- a) The family didn't like Diana and was lazy to communicate with her.
- b) The arrival of Diana was when whole family had hard times with their business and had not the time for talking.
- c) The family receives Russian students every year and forgot that she was there.

d) The family was respecting her privacy and was afraid to disturb her while orienting herself on the first day.” [2]

The assimilator acquaints the students with such an important value as privacy, which is a feature of many individualistic cultures.

The experience of teaching intercultural communication has shown that culture assimilators are an effective means of developing intercultural sensitivity. They stimulate the students’ interest and motivation to know more about other cultures.

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## **TEACHING COMPLEX (DEPENDENT (SUBORDINATE) CLAUSES) SENTENCES IN SCHOOL.**

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We often speak and write using not simple sentences, but complex ones. Like any language of the Indo-European group, the German language is also characterized by a tendency of the complication of the speech. The existence of complex sentences diversifies our written and spoken language. The communication would be quite problematic if we had only a set of simple sentences. Although, according to many linguists any complex sentence can be simplified, the most part of the native speakers is not limited to that. It is almost impossible to imagine scientific works, textbooks and fiction without complex sentences. With the help of such structures it is possible to convey the meaning of the statement more fully, what is of no small importance in our rapid age of digital technologies. A foreign language teaching at school consists of 3 levels: primary, secondary and high school. In our native language we learn a new language from simple elements to complex ones. In learning situations at school we start with the basics as well, that is, from simple sentences, often

consisting only of a subject and a predicate. Therefore, we begin the teaching of complex and compound sentences with the intermediate level of education.

Pupils often do not have special problems in mastering of the compound sentences because the conjunctions and their meaning coincide. However, we have a different situation with the complex sentences.

A correct selection of educational and communicative tasks, a thoughtful formulation of educational material allow to optimize the process of communication while foreign language teaching.

Given the above, we have made up and tested a system of exercises in school conditions. Learning of the topics by the children proceeded gradually with the increasing complexity. Since the subordinate clause is not fully considered on the middle stage, but only by some important topics for the communication at the lesson, the lessons were focused on the fundamentals of the subordinate clause of time, namely the most common allied link indicating the time interval. The subordinate clauses of cause and purpose were also considered.

At the older stages children acquire the conditional subordinate clauses, the subordinate clauses of a consequence, the concessive subordinate clauses and the subordinate clauses of a mode of action. The material should be introduced gradually and every time be refined to the level of skill. In addition to the simple transfer tasks involving the needed conjunctions, we have used a number of the other exercises, which helped us to improve the efficiency of mastering the material. For instance: "Define the type of the subordinate clauses, which occur in the following texts", " Underline the subject and the predicate in the subordinate clauses", "Choose the right conjunction and make up a sentence", "Complete the sentence using the words in the parentheses and the conjunction".

We have noticed that the children absorb the exercises-holistic texts logically related to the history, much better. This is due to the work of our brain; it is much easier to remember something when the material is connected emotionally, logically and figuratively. It refers not only to our problem. That was the main bias. Our assumption was confirmed by the results of the final testing. For the senior stage, according to their age characteristics and language training, the organized dialogues and the dialogues in the non-standard situations brought the best result. In addition to the obligatory topics of the program: "In the restaurant", "In the library", etc. there were made up such situations as: "I have a weak phone," or "I ask where is a free Wi-Fi", etc. It links associations, vocabulary and the ways of using of the subordinate clauses much stronger. In addition, it awakens in the students a new interest in a foreign language.

We believe that at the intermediate stage of a foreign language teaching we can't neglect such a common method of teaching as a game.

As a result, we concluded that an accessible explanation, training on specific situations, which are understandable to a new generation of children, an unconventional approach to our task of helping children with the learning a foreign language, bear fruit. In addition to the general improvement in the level of development and familiarization with the culture of another country, the pupils also develop their communication skills, increase the interest in learning foreign languages and a native one. The great German poet Goethe once said: "He, who knows no foreign language, does not know his own one."

Results of the final testing without our complex of exercises    The result of the final testing using our complex of exercises

57% - have learned the material good

30% - have not understood the material

13% - have learned the material perfectly    88% - have learned the material perfectly

12% - have learned the material good

0% - have not understood the material

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## **PSYCHOLINGUISTICS AS THE BASIS OF THE FOREIGN LANGUAGES TEACHING METHODOLOGY**

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As applied discipline, the Methodology of Foreign Language Teaching (FLT Methodology) is connected with a number of other fields and uses facts and regularities established by them. According to E.I. Passov, the process of learning a foreign language is like a crossroads where the paths of different scholarships intersect... and create the foundations of a new knowledge. Therefore, one should treat FL Methodology as a special field that arises at the junction of many others.

However, it is obvious that the importance of linguistics and psychology for the methodology of FL teaching is higher than that of, say, physiology or cybernetics. According to N.I. Gez [2], linguistics, psychology, pedagogy, as well as psycholinguistics are key to Methodology. Data from all other adjacent fields enter Methodology indirectly, through the medium of these four ones. Therefore, linguistics, psychology, pedagogy and psycholinguistics are sometimes called the basics for the FLT Methodology.

Two main questions are known to be posed and solved in Methodology: what to teach and how to teach. The first one appears as a problem of the content, and its solution requires, of course, a linguistic justification. As for the second one, the problem of the Method, its solution is possible only on the basis of psychological regularities. At the same time, it is necessary to emphasize the following: since psycholinguistics is far from being a mechanical combination of information from psychology and linguistics, so the psycholinguistic foundations of FLT Methodology are not a mechanical combination of its linguistic and psychological bases. After all, as we all know, the combination of data presented in related sciences results in a qualitatively new knowledge.

It is believed that psycholinguistics emerged in the 1960s in the United States at the junction of linguistics and psychology. In its most general form, it is the study of the mental processes that take place when we perceive and generate speech, i.e. talk, listen, and read, and also how we master speech in our native and in a foreign language. As noted by R.M. Frumkina [3], the boundaries of psycholinguistics' interests are still not well established, and the range of issues under study is unusually wide. Hence the broadest range of particular issues solved today from the standpoint of psycholinguistics: it is the development of speech "automatism" necessary for the realization of the utterance in oral communication, and the study of mechanisms for understanding foreign language in the process of reading and listening, and questions of FL early learning, and the study of bilingualism (both natural and acquired), and some issues of the culture of speech. The list could be continued, but I would like to mention some of the conceptual achievements of psycholinguistics which really provided for the FL Methodology to rise to a qualitatively new level.

One of the important contributions of psycholinguistics is manifested in the fact that today we talk about at the levels of sense and meaning. Indeed, everybody can give examples where the same meaning makes a completely different sense for different people, depending on their age and personal thesaurus. Comprehension exercises are now developed and organized accordingly. Also, we cannot but say that, in our opinion, it is the psycholinguistic approach that prevents FL Methodology from being excessively focused on language instead

of speech, because psycholinguistics is principally concerned with speech only, not with language. Of course, language and speech were opposed by F. de Saussure long before the advent of psycholinguistics, but still very long afterwards these concepts were actually identified, and, as B.V. Belyaev rightly notes, for linguodidactics, the identification of language and speech is fraught with greatest dangers [1]. The communicative approach, now dominant in methodology, presupposes focus on speech, not language.

And, of course, we cannot ignore such a fundamental, system-forming concept as the “language personality”. The notion was introduced by Yu.N. Karaulov, an outstanding linguist who for a number of years headed the Institute of the Russian Language of the USSR Academy of Sciences. The language personality, according to Yu.N. Karaulov, is “a personality expressed in language (via texts) and through language, a personality reconstructed in its main features on the basis of linguistic means.” Proceeding from the above definition, the language personality is essentially a psycholinguistic concept, as it permeates all aspects of the study of language and connects them with the sciences that study man.

In conclusion, it must be added that, of course, those heights achieved by FL Methodology in its development would not be possible without the contribution of not only psycholinguistics but also of sociolinguistics, cognitive linguistics, text linguistics – that is, a whole cluster of young fields of knowledge existing in the anthropocentric paradigms and studying the human factor in language and the language factor in a human: for one cannot study a human in isolation from their language, as well as one cannot study a language in isolation from the human who uses it.

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## **DEVELOPING SKILLS OF THE CORRECT USING OF GERMAN VERBS IN PRÄSENS AND PERFEKT BY SECONDARY-LEVEL**

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German language nowadays is one of the dominant and widely researched foreign languages in the world. The grammatical structure of the language and its main vocabulary form the basis of the language, which obliges school teachers to take seriously the grammatical phenomena, to identify them and bring them to the consciousness of the students. The conscious, but not the mechanical perception of the grammar they study is the most important task for the teacher.

A large number of methodologists believe that the formation of grammatical skills is one of the weak and difficult points of teaching a foreign language at school [2]. Students use grammatical structures, but they do not realize their grammatical meaning, and they do not acquire the ability to independently construct utterances [3].

Grammatical forms have different purposes. Forms of past tense define the common temporal plane as a past and serve to show the precedence of actions that occurred before the moment of speech in the present. For this, there are three forms of past in the German language, which are subject to study at school, starting with the first lessons of the FL: Perfekt, Präteritum, and Plusquamperfekt. E.V. Gulyga and E.I. Shandels interpret the past tense of the German language as an area of irrelevant events. The irrelevance is a consequence of the fact that the events have already taken place [1].

To express time in speech, there are both lexical and grammatical means. Lexical means call different moments or time intervals (heute, morgen, in zwei Wochen). Grammatical means are tense forms of verbs [1]. They express the most common time relationship.

Unlike the past tense, the present one in the German language is expressed in one form - Präsens. The tense form of Präsens is simple in its structure (one semantic verb consisting of an infinitive stem to which the corresponding inflections are added -e; - (e) st; - (e) t; -t; -t; -en; er leitet / he guides /; irregular forms of verbs, preteritapresentia verbs, irregular verbs sein, werden, etc., are structured in a special way) and used in German to express actions taken at a given moment.

Ich bin freilich unglücklich. Was wahr ist. (Я, конечно, несчастлив. Что правда, то уж правда).

The form of Präsens can convey continuous actions or facts (Peking ist die Hauptstadt von China), repetitive or frequency actions (Jeden Tag geht sie zur Schule - Every day she goes to school.) And sometimes even future events (Spät abends gehe ich nach Hause).

The time stage of Zukunft is represented in German by two tense forms (Futurum I and Futurum II), and only one of which (Futurum I) is widespread.

We will dwell in more detail on one of the forms of the past - Perfekt and the form of present - Präsens, and of course on the development of skills for the correct using of German verbs in these forms for students in the intermediate stage of education.

Teaching German grammar can be a chore. Verbs are no exception.

Luckily, we've got games that can turn repetition and drilling into competition and fun.

By adding games and group activities to our lesson plans, we'll be able to keep our students awake through any verb lesson. We can play these games with inexpensive supplies, or with no supplies at all.

In particular, we can play 'Triominoes' to memorize Perfekt forms.

We have a set of tiles with different numbers on each end, and we have to lay them in such a way that pairs of numbers touch each other. Triominoes takes that basic concept and adds one more dimension.

For this game we'll need to print and cut out a collection of equilateral triangles, at least one inch on each side. On each of the three sides we'll write a verb — either in its infinitive form, its simple past (Präteritum) form or the participle needed for the present perfect. An example would be the three forms of "to sing": singen-sang-gesungen. Half of the triangles should have only infinitive forms, and the other half should have matching Präteritum or Perfekt forms. Students can work individually or in small groups, but they have to match the verb forms as quickly as they can. The winner is the student or group who places all of their tiles first.

In other words communication is a crucial part of language and so is grammar; they need each other. Effective lessons strike this balance between the two so that students can learn, enjoy and make progress in their foreign language. As language learning is cumulative it must be consolidated outside the classroom. This can be done as homework by setting regular vocabulary tests that require revision outside of school time, and also in school clubs.

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## **CULTURAL PSYCHOLOGY AS THE BASIS FOR LEARNING AND TEACHING LANGUAGE**

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The newly emerging field of cultural psychology, quite different from other cultural and psychological fields, is concerned with the relationships between culture and language, i.e. how language is shaped by culture, as well as how culture is shaped by language. Cultural psychology has claimed its central role in all approaches to the discipline, indeed, in any scientific study of culture and language. Jerome Bruner proposes a definition of cultural psychology. He insists that this newly emerging field always concerns itself with the meaning and "...inevitably becomes a cultural psychology [which] must venture beyond the conventional areas of positivist science with its ideals of reductionism, causal explanation and prediction". According to Bruner, cultural psychology is involved in meaning-making, meaning-exchange and meaning-circulation processes and the contexts these provide for human behaviour and experience, and plays a central role in human communication [2].

Language and culture are viewed by scientists as fundamentally interconnected and interdependent. "Undirected by cultural patterns - organized systems of significant symbols - [human] behaviour would be virtually ungovernable, a mere chaos of pointless acts and exploding emotions, [our] experience virtually shapeless. Culture, the accumulated totality of such patterns, is not just an ornament of human existence, but the principle basis of its specificity - an essential condition of it" [3]. This quotation indicates that human experience and identity are culturally embedded and are constructed discursively in language, in narrative, in traditions and customs, indeed in all cultural practices. Identity is expressed through language.

It was Wilhelm Wundt who first recognised two aspects of psychology: the first one intended for the study of the lower mental processes was called an experimental science, and the second one which studied the products of the mind was called a cultural science. And, the cultural products to be studied

would include language, narratives, myths, traditions and customs, beliefs and rituals, social institutions and social relations - the total human culture. Cultural psychology goes much further than simply studying culture as a whole or its separate components. The intrapersonal 'will to meaning', the interpersonal exchange of meanings, and the cultural transmission of knowledge (meaning) from generation to generation, all use another very powerful form of human thinking – language [1]. Language is a fundamental feature of cognitive processes and cognition as a whole, organizing structure of any human experience and activities.

The basic processes of communication and thinking are in essence sign and symbol processes [4]. Whereas major contributions to the cultural sciences have been made by linguistics, anthropology, philosophy, media and cultural studies, and the humanities as a whole, the discipline of psychology has contributed very little. Indeed, it was Wilhelm Dilthey who originally proposed psychology as a foundational science to all these disciplines, just as mathematics is to the natural sciences [1]. The mind's reflection of reality is not seen as simply a consequence of direct interaction with objective reality, but is seen also as a function of interpretations of reality received through the human language. Culture acts as a 'lens' through which the external world is 'viewed', a lens without which people would be unable to 'see', or to know the picture of the world. In their learning and teaching humans depend upon language and culture. This leads to the conclusion about the highest priority of cultural psychology and its impact on a systematic study of the relations between language and culture.

Success of any communication event depends on three factors: linguistic competence of dialogue partners, their communicative activity and common cultural background, that is, we need to know whether participants of communication event have both common language and cultural background knowledge. In the absence of any of these two, the communication event will fail.

There exist three different approaches to cultural psychology: the activity theory, the symbolic approach, and an individualistic approach. For learning and teaching languages the symbolic approach is the best as this approach explains psychology as formed by collective symbols and concepts and defines culture as shared signs, symbols, concepts, meanings, and linguistic terms.

The advantage of this approach for language learning and teaching is that it offers a specific description of culture definitely connected with language. Culture is considered to be collective symbols or concepts which have a specific

content. It also explains how culture is expressed through language and how it organizes psychological phenomena into a person's cultural background.

Culture is communication by symbols, either verbal or non-verbal. Some of the symbols include knowledge, values and motives. The meaning of symbols is kept and studied in the society through teaching and learning with the help of educational institutions.

In the conclusion it should be summarized that cultural psychology has a serious claim to playing a central role in all approaches of the discipline, indeed, in any scientific study of culture and language. Cultural psychology is to be placed not at the margins of educational environment, but in the central ground of teaching and learning languages, no matter foreign or native. Communication depends on language and culture, also on how people participate in social life. Cultural psychology studies not only psychological phenomena, but how they embody characteristics of a particular social life, and they generate behavior that perpetuates particular social relationships which are impossible without language.

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## **EFFECTIVE LEARNING OF ENGLISH WITH VIDEO CHANNELS**

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The modern society is ever-developing. The spread of the Internet and mobile devices has led to the fact that people use them not only for communication and entertainment but also for development and education. Nowadays anyone can start to improve having a library in the pocket. Self-study of English becomes easier. Mobile apps, social networks and video resources simplified the learning. In this article we would like to analyze Internet video channels more deeply.

English with Jennifer – channel that has more than 400 instructional videos from real English teacher. All lessons are formed from simple to complex level

and are conducted at a leisurely pace. It is grammar, pronunciation, vocabulary for students and English teachers who are happy to use these materials for their studying. In their tutorials Jennifer gives a variety of explanation in each topic, building a parallel comparison, so that students can better understand the meaning of words, expressions, and phrases and correctly use them using her tutorials. For Russian students, these tutorials for beginners are doubly valuable, as Jennifer holds them with real Russian student. She drew particular attention to the characteristic of the Russian people errors: pronunciation of sounds, the placement of the emphasis, intonation.

Puzzle English [1] is a channel that demonstrates additional training materials for the same training course, but they can be used as well as a standalone material. Many users are attracted by the interesting analysis of the expressions of fashionable songs, shows and series. This service is designed for independent language learning at a convenient time for a learner. It has everything you need: practicing vocabulary, grammar, listening skills.

BBC Learning English [2] is channel that has lessons from the world-famous British Broadcasting Corporation. They are made for advanced level and offer a variety of content, grammar, news reporting, teaching correct pronunciation, music videos, interviews and etc. New videos are uploaded every day, so everyone can subscribe not to miss something interesting.

Pros: the channel has a timetable for each day – Mondays is for worlds learning, grammar is on Tuesdays and speaking is on Thursdays. In addition, on Wednesdays the air force taught to perceive news coverage, and the day of the drama is on Fridays.

Cons: new videos are loaded only on weekdays and tasks for beginners can be seemed complex to those who are only making their first steps in English.

EngVid [3] is one of the largest channels in the number of available clips here. Now EngVid contains more than 900 videos, voiced by eleven different teachers. Each of them lasts 5-10 minutes and focuses on one topic related to current news or situations, interesting facts. There are also grammar lessons.

Pros: a channel has a whole team of teachers and native speakers. A particularly interesting style of presentation —fun, affordable, relaxed, there is a video on the topic of grammar, the peculiarities of English vocabulary, common mistakes, and much more.

Cons: there is a lack of grammar topics.

Thus, we have identified the advantages of self-study: the pace of learning is set for students (it can not be delayed if the material is not understood by his fellow students, and conversely to devote as much time as he needs to master

the right material) low training costs the development of own skills of self-control and self-discipline

However, self-study has some disadvantages:

passive language acquisition in the absence of the necessary practices of communication (you can solve this problem travelling abroad, to find foreigners in your city, or via online communication with native speakers), the risk of incorrect pronunciation and consolidate the grammatical and lexical errors in the speech — if You get it wrong, then You have no one to correct (this problem is solved through communication), the risk of stretching in time of the learning process for a long time in the absence of sufficient motivation and self-discipline (this means work on yourself)

For this reason, self-studying means learning without the involvement of professional educators. Intensive self-education means an active immersion in the educational process, the desire to constantly learn and consolidate new material. And video channels simplify and accelerate this process.

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## **LEARNING BUSINESS ENGLISH THROUGH GAMES**

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Business English is an integral part of English for specific purposes. It's important to have good knowledge of the English language in order to succeed in international business. Skills in business English are useful for people doing business with representatives of English-speaking countries, working in local companies, use English in the workplace. Many of these people are non-native speakers but use English as the language for communication.

It's obvious that students are taking business English lessons. In our globalized world, English as the international language is also considered to be the language of choice when it comes to conducting business. People, who speak English well, often have a competitive advantage over their business partners and rivals. Knowledge of business English will increase their chances of success in job market and help people to seek better job opportunities.

Business English students have specific needs and look for a very practical application. For some students it focuses on vocabulary used in business,

international relations, finance, etc. For others it is connected with communication skills activities used in the workplace, so it focuses on typical business communication such as negotiations, presentations, correspondence, report writing, etc.

Students learning business English are usually quite different from ESL learners: they are more experienced, highly motivated and often older and have a definite idea about what they want to learn. These more skilled business people also need teachers who have some interest and knowledge of the business world [1].

Business English learning is a hard work. It's required constant effort to understand, produce the target language at every moment and this must be sustained over a long period.

A teacher who wants to make his classes interesting and memorable may pay attention to games for learning English. He usually tries to diversify the learning process with various activities.

Fun activities provide language practice in the various skills – speaking, writing, listening and reading and they also stimulate students to interact and communicate. Students can sometimes get bored with books and grammar exercises, and using games can keep them focused and learning for extended periods.

Games teach, help, entertain and facilitate English learners to maintain their interest. These fun activities also help the teacher to create environments in which the language is useful and meaningful.

Games are usually used as short warm-up activities or at the end of a lesson when there is some time left. By using fun activities a teacher can give the students a positive memory of the class. It is generally the start and the end of the class that is mostly remembered by students. Games are as important for students as they are for children. They are also highly motivating as they are interesting, amusing and challenging [2].

Here is a list of some games that Business English students will enjoy.

Chinese Whispers. Give a specific phrase to one person. Students have to whisper it to their partner and it is passed along. The end result is compared with the beginning.

Job Skills Interview. Let students find a candidate; they ask him some questions. This can help them to build up their own confidence and contribute them to improve conversational skills.

Telephone Role Play. A class is divided into pairs and a small conversational piece is written on the board. While practicing this role play, the students have to sit back to back in order to simulate telephone talking.

Call My Bluff. A class is divided into two groups or more. A specific word with the correct meaning of it is given to each group. The groups then try to trick one another by having a list of meanings for that one word, only one of which is true.

Twenty Questions. Let someone sit in front of the board, and write the name of a celebrity above his head. Students have to ask as many questions as they can about the person until he finds out who it is.

Writing a Story. A student concocts with the first sentence of the story, and the second comes up with the next, and so on. This activity is useful for improving of conversational or writing skills.

Icebreaker. This game can be used as a warm up activity for a new class. Write a list of questions and distribute them to students. Students have to fill in the answers from others. This will help them to improve their conversational skills and get to know others in the class.

Sentence Building. A phrase is written on the board and students have to add parts of speech or other sentence parts to form something that is clear and makes sense [3].

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## **USING INTERNET FOR SPEAKING PRACTICE**

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Today knowing English is one of the most important quality of a successful person. If you speak English, you have an opportunity to get an interesting job or travel everywhere you want, because in every country you can find people who also speak English. But not everyone can afford to learn English more at a good level. We used to learn the language by memorizing grammar rules and vocabulary words, by reading texts and trying to understand your favorite song in English. It is right, but we miss an important part: we don't speak it and don't

know how English-speaking people communicate with each other. The Internet comes to the rescue.

The Internet is a huge part of our life. We have an access to any information at any time. Everybody can use it for learning English.

In this article are some of the most popular sites where you can communicate with foreigners and improve your speaking skills.

#### MyEnglishTeacher

You open discussions on their forum, where you can find people to practice English with on Skype, WhatsApp, Facebook and Google+ [1].

You can also enter their LIVE voice and video chat room and talk to other English learners.

#### HowDoYouDo

A great language exchange website. You can quickly sign up with your email address, Facebook or Google+ account [2].

This is what you see when you are inside: text chat, video talk or simply voice chat. There are usually at least 10 people in the chat rooms.

#### Coffee

Coeffee is a fun website that teaches languages through games. You can play against others in games like “Make Phrase,” where you choose the correct words to form a sentence, or you can play word guessing games. Have fun while you learn with other people—you can make friends through the main games and become a part of the community [3].

Once you meet some of the language learners on Coeffee, you can move your conversations to a voice or video chat program and practice your speaking there.

#### italki

Italki is free to sign up; all you do is register for an account with your email address. There are many native speakers of English there just waiting to help you with free English conversation practice! The way you “pay” them is to let them practice your own language with you. It’s great system where everybody wins!

The italki site interface makes it easy to schedule conversation practice with people all over the world because it shows you the time differences automatically [4].

The italki website is available in many languages, so you don’t have to worry about understanding how to use the site. It is explained in your own language.

There are professional native-speaker teachers on italki too, who can give you English speaking lessons at extremely reasonable prices. Many of do them offer free (or very inexpensive) trial lessons. If you are serious about getting lots of

correction and feedback, it is well worth the money to schedule speaking lessons with a professional teacher. It can save you a lot of time and help you improve your spoken English much faster.

#### Easy Language Exchange

Easy Language Exchange makes language learning convenient and free for all. They provide all the essential tools to make languages easy for you. Practice reading, writing and speaking with people from all over the world [5].

Although this website is new you will find it is already quite popular. You will most certainly be made to feel very welcome.

#### Go Speaky

If you don't want to download or install any special programs for voice and video chat, you can just sign up on Go Speaky. This website has a built-in video chat right on the website, so you can find and talk to people without leaving your browser.

Go Speaky matches people up based on similar interests, so there is a good chance that you will have something in common with the speaking partners you find here [6].

There are some web-resources where you can freely communicate with professional native-speaker and with the foreigner who also learns English. The most advantage of this way of learning language is that you don't need to leave your home and it is absolutely free. Also, it is a great chance to meet an interesting people and have fun. You can discuss everything you find in common and have a success in learning English.

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## **THE INTRODUCTION OF THE GERMAN NOUNS IN THE ELEMENTARY SCHOOL**

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Nouns (also called substantives, noun substantives, or concrete nouns) are declinable words that describe things, beings, and abstract concepts (e. g. der

Löffel, die Frau, das Wetter – the spoon, the woman, the weather). Nouns are generally used with their article, and they have to be declined.

The system of the work on the theme "German nouns" is a deliberate process, involves a well defined sequence of learning grammatical features and a generalized lexical meaning of this part of speech, the evidence-based relationship between components of knowledge and a gradual complication of exercises that have as their ultimate goal the development of skills of accurate using of nouns in the process of speech and their correct spelling. If we introduce German nouns to the students of the elementary school, first of all we need to solve the following tasks:

- 1) a formation of grammatical concepts "noun";
- 2) learn to distinguish between the question of animate and inanimate nouns;
- 3) develop an ability to write with the big letters all German nouns;
- 4) the acquaintance with the grammatical gender;
- 5) the acquaintance with indefinite articles (ein, eine) and definite articles (der, die, das);
- 6) the acquaintance with plural forms of German nouns and declension.

Let's face the fact that each task is solved not in isolation but in interconnection.

What are the main difficulties of the introduction of the German nouns in the elementary school? Before answering this question, let's consider the stages of work on the vocabulary. There are three stages: the presentation of new material, the training and the application.

The first stage has several ways of presenting new material. For instance, the presentation of the new lexis in the conversation, in the separate situations, in the specific proposals, with a separate list of words, in the process of reading the text and others.

Then we can begin the second stage. The training of the students in the assimilation of words is realized with the help of the exercises that strengthen the semantics of the new words and the word combinations formed on the basis of semantic compatibility. All lexical exercises are divided into two categories:

- 1) memorization of a word, its semantics in unity with the pronunciation and grammatical form;
- 2) the formation of the combinations of the words of a semantic nature.

Let's have a look at a set of exercises of the first category: for instance, «name the objects on the picture» or «answer the question using a new word». The

teachers can also use the different games like «Puzzle», «LinguaMania», «Kreuzworträtsel», «Ich sehe was und das ist rot» or «Kofferpacken». These games will help students to learn the nouns faster and better.

And the third stage. Here students are required to use new words in the statements, in dialogue and monologue forms, to understand the text while listening comprehension, to understand new words while reading the text. It should be pointed out that possession of a word of a foreign language largely depends on the nature of consolidation and practice, and not on the method of administration. And the central part of the work on the creation of lexical language skills is the second and the third stages.

The mastery of the lexical party of speech is closely connected with its phonetic and grammatical design. New vocabulary, usually presented in the familiar speech samples, is based on visual or linguistic clarity. The students perceive aurally the sound image of the word in the speech of the teacher, at the same time he reveals the meaning of the word with display of an object or its image, using the context and only in some cases resorted to translation. The reliance on visual and language presentation provides situational presentation of language. Not to break thus created communicative atmosphere, the teacher involves a special phonetic development of words (the repetition of individual sounds, explanations) in reading with the new vocabulary only in the case if there is a specific need (difficult sounds and sound combinations). The students, as a rule, reproduce the word given by the teacher sample (isolated or in speech sample). Then the word is used in a series of exercises ABCD(E) providing training in its using immediately in the basic communicative types of sentences.

The student's vocabulary should not be less than 350 lexical units by the end of the first year. In addition, the students possess receptive by a certain amount of vocabulary of rhymes, poems, songs and the vocabulary of classroom items. The keeping of the vocabulary notebooks will help the retention of words in the memory of the students. The learning of the German nouns will go faster and easier if the students teach themselves: to find support in their native language; to use the language guess based on the context or on familiar parts of a word.

Concluding what has been written above, we want to stress that every teacher needs to use three stages of work on the vocabulary and the introduction of German nouns should be connected with the students' native language or with its similarities with the foreign language and the main tasks should be solved.

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## **MOBILE APPLICATIONS IN LEARNING ENGLISH LANGUAGE**

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A high level and dynamics of the proliferation of mobile devices, as well as strong interest in their usage has led to the fact that nowadays people use these portable devices not only for entertainment or obtaining diverse information, but also for solving various educational issues. Today even the concept of using mobile devices in education, called BYOD, exists. BYOD – "Bring Your Own Device" - is a concept when students use their own equipment in studying. This is a way of informatization of education.

Training applications usually include theoretical information and tasks for knowledge testing. Of course, each mobile application is created according to the specificity of the studied materials. Thus we will consider applications to study foreign languages, or, in our case, English language. Many methods can help in learning a foreign language, involving interactive and computer technologies usage. These technologies provide a high informative capacity of the material, students' cognitive activity stimulation, enhancing the clarity of the lesson and the intensity of its realization.

However, how the mobile device can be used in the studying language? The basis of this training is the specialized application equipment, including grammar, dictionaries, applications, that are integrated with their sites, where you can not only learn words but also to read, listen to texts, to solve crossword puzzles [1].

The most interesting and unusual applications deserve special attention.

Duolingo is one of the most popular services for learning foreign languages from scratch. In addition to English, it also offers a choice of languages such as German, Spanish, French, Italian and Portuguese. The programme of each course is constructed in the form of an achievements tree. To move to the next level, you need to get a certain number of points, which can be given there for correct answers. You can also compare your achievements with other users and share successes on social networks.

LinguaLeo is an app that has a game character. Points that you have earned there allow you to move through levels. It also can give you the opportunity to learn words and phrases, make your own dictionary with voice acting, training grammar, and develop skills of communication with other users of the

resource. All the beginning work is based on the initial test recommendations that will help restore the gaps in knowledge identified by the test.

Parrot Player allows you to separate any audio file, previously downloaded on iPhone, on small bits for their repetition. You can choose which of the excerpts will be included in the repetition and which would not. It is very useful for practicing dialogues. Furthermore the interface is easy and simple.

Polyglot. English words is a free application that contains a basic dictionary, lists of irregular verbs, as well as numerous thematic groups of vocabulary. This application offers two modes: English-Russian dictionary, supplemented by a transcription of the voiced words and contexts of use, and also training exercises, which consist in choosing one of the suggested words to fill gaps in the sentence. All contexts have voice acting and are translated into Russian language. The program includes individual and interactive game components, for example, the statistics of success of the user, or the application periodically offer cards with studied material for it's rehearsal.

Multitran is offline multilingual translator that will simplify the understanding of texts translated in foreign language. The program will help those who wants to understand the text of favorite songs, as for professional translators specialized in technical translations. It uses its own, constantly updated dictionary, and does not require constant Internet connection, allows finding word translations quickly, shows all the existing translations of the word and examples of its use in phrases on one screen. In addition, the translator can view the list of phrases that use the selected word. All phrases are sorted by their topics, so you can easily find an example of the word usage.

To sum up, previous programs and applications have lots of advantages over a book learning, such as:

1. Availability - a mobile learning environment provides easy access to content. Applications or online training programs often either free or cost much less than a tutor
2. The game - it is one of the main characteristics of a truly progressive learning, being both a cause and a consequence of interest in mind.
3. Comfort - the ability to learn anywhere and usually at any time.
4. Consciousness - learning the language with mobile apps is chosen by people who really want to raise their knowledge's level in the familiar language or to learn a second one.

In this way, there are currently a large number of applications that implement the ideas of teaching English with the help of mobile devices. You can easily choose any way of learning – reading books, watching films, gaming – mobile

devices can help you in each of these practices. It is not only a good way of entertaining, but for studying language too if you want it.

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## **MOTIVATION IN TEACHING A FOREIGN LANGUAGE**

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Oxford dictionary defines motive as a factor or circumstance that induces a person press to act in a particular way [1]. So motivation can be described as the impetus to create and sustain intentions and goal-seeking acts.

Motivation is the starting point of the intensification of the learning process and is considered as a dynamic process of physiological and psychological control of human behavior, determining its direction, organization, activity and sustainability. The main qualitative characteristics of learning motivation are its adequacy to the goals of educational activity, optimality, harmony and usefulness.

Psychologists say that the transfer of knowledge from the teacher to the student, bypassing the student's own activity in mastering knowledge, is not possible. Students need to form a need for self-actualization and intellectual growth. Educational and cognitive motives are considered as an independent orientation of students to master the mode of action and focus on the result of learning activity. Self-achievement of the goal raises the motivation and causes the desire to achieve an even better result.

Admitting the important role of motivation in teaching a foreign language, the teacher needs to imagine the ways and methods of its formation. The successful organization of the educational process, teaching methods and teaching materials, contribute to the formation of positive motivation in teaching. The formation of motivation is not a transfer from the teacher to students of ready-made, out-of-the-box motives and goals. The formation of motives is, first of all, the creation of conditions for the manifestation of internal, personal motives for learning, their awareness by the students themselves and the further self-development of the motivational sphere. The

most important motives are important to bring to full awareness, in order to give them a motivating force.

It is desirable to develop problem situations and tasks related to finding solutions that stimulate the creative thinking of students. Incentives should be varied according to the age and interests of students. It is necessary to build a course of study so that the disclosure of the importance of the subject passed through the entire educational process.

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## **TEACHING ESP TO ADULT LEARNERS**

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The main idea of modern education is “long-life learning” that presupposes a constant process of self-development as the means to enhance specialist competitiveness at labor market. English being a language of international cooperation and collaboration has become an essential component of university and postgraduate study and career-building courses and trainings.

We have been involved into teaching English to adult learners within the activity of Linguistic Centre for 15 years. There have been various groups of students with different results of placement tests and aims. We created a wide range of curricula that could suit office workers, pilots, university professors etc. While preparing and implementing educational programs the teaching staff took into account some principles and aspects of teaching adults as well as worked out some methods and tools that could make the process of study more effective.

It would be reasonable to point out the peculiarities of teaching adult learners versus young learners. On the one hand, adult learners have an amount of life experience that can help in the process of study. Their discipline, own vision, expectations and goals of learning process which are higher than among young learners can also be named as favorable factors. On the other hand, there are some features that make study difficult. First of all, among physical characteristics we should mention brain placticity that tends to decrease at an older age. Next, fear of mistakes, shyness and lack of enthusiasm during some creative classroom activities might be a problem. Adult learners often have very

high expectations from the course and can be frustrated if their results are not high or they are criticized.

The above-mentioned features of adult students were summarized, considered and resulted in the following steps of courses organization.

It should be pointed out that we tailor a course for each group of our learners. Alongside with making new courses we modify the existing ones after an interview with the students. The course is open to alterations in the beginning and during the learning process. The questionnaires before and after the course give us the feedback about the effectiveness of the methods and techniques applied. We try to take advantage of life experience and previously acquired study skills of adult students. More than that, we motivate them to share valuable information that they definitely have which in its turn makes the search of topics for discussion easier and the communication friendly and informative. All the initiative and attempts are encouraged and assessed so that the learners feel confident and optimistic. Home assignments given to the adult learners are short and focused can be divided into several portions and summarized before the class, which solves the problem of lack of time and provides regular language practice.

Thus, we can state that teaching adult learners can be successful if the peculiarities of this category of students are considered and the strengths are taken into account.

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## **THE INTERRELATION OF FOREIGN-LANGUAGE SOCIALIZATION AND CROSS-CULTURAL DIALOGUE**

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The current society tends to globalization, integration and unification. So we consider that social institutes of education have to teach students to create and maintain an equal cross-cultural dialogue on the principles of mutual respect, tolerance, freedom and openness.

We see a cross-cultural dialogue as "the process of interactive exchange ... developing, proceeding within mutual respect between individuals, groups and the organizations with various cultural roots and outlooks. Development of deeper understanding of various prospects and the relations, attraction to participation in public life, improvement of abilities and opportunities of a self-assessment, equal opportunities and creative creation belong to this purposes." [1].

The cross-cultural dialogue can be fulfilled only if there are

- two or more participants of this dialogue, i.e. certain amount of distinctions;
- an opportunity for mutual exchange of information on equal terms for all participants of dialogue;
- ability to understand and accept information and a position of other interlocutors;
- the intermediate language clear to all interlocutors is necessary;

Language in cross-cultural dialogue is not only the communication medium, but also a way of social identification. Language plays the leading role in socialization processes. To become the competent carrier of culture, the person has to be able to speak this or that language as it is accepted in the culture. Otherwise the individual can find themselves in "a language ghetto", language isolation from native speakers. Forced to communicate only with same as themselves, the individual won't be able to socialize completely in this foreign-language community, new to them, and therefore won't be able to achieve professional success.

Foreign-language socialization is a process of assimilation of a foreign language by studying this language and enculturation that is adaptation to cultural norms. Rolandas Pavilionis [2] believes that assimilation of a foreign language is impossible without process of socialization in a new society. He points out the main characteristics of this process. They are the following:

- formation of individual conceptual system;
- embedding of concepts of foreign-language culture in her;
- ability to speech activity on the basis of attachment of foreign-language signs to certain fragments of conceptual system.

We consider foreign-language socialization as the basis that allows creating equal and fruitful cross-cultural dialogue.

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## **TYPES OF INFORMAL EDUCATION**

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Globalization processes, happening today, are increasing international competition everywhere. Rapid developing of technology, computerization and market relations make requirements to a specialist stricter. Today's university graduate has to be not only a competent specialist, but also a versatile personality possessing inner freedom and being good at making choice, ready to make decisions and to be responsible for them, oriented towards another person and open for a dialogue, maybe multicultural.

The existing educational system has to be changed so that to meet the requirements of time, not only ensuring the availability of quality educational services, but also giving priority to continuous personal education in the innovative socially- oriented economy. The concept of lifelong learning seems very up-to-date in this context. "Lifelong learning comprises all phases of learning, from pre-school to post-retirement, and covers the whole spectrum of formal, non-formal and informal learning" [1].

Taking into consideration the broadening of the notion "education" it can be subdivided into three types today: formal education, non-formal education and informal education. Formal education is a long-term program or short-term course primary organized by formal registered organization, having graduated from which a graduate gets a uniform state diploma or certificate allowing him to engage in paid labour activity according to the specialization he gained, giving him the right to hold a higher position in his career and the right to enter an educational institution of a higher rank [2].

Non-formal education can be either within the walls an institution or out of them – in different social clubs or hobby groups or during a private tuition on any level of education or professional career. It's not the aim of non-formal education to certificate a learner so no official documents are usually given, but the studying is usually of results-oriented and systematic nature. Education of this type can be either of professional or cultural character.

Informal education is the most innovative form in comparison with traditional. It comprises all types of education that are out of the definition "formal education" or "non-formal education". This form of education is spontaneous in its origin, has a low level of organization and comprises any activity of a person in culture educational medium – personal communication, reading, visiting theatres and museums, travelling, watching mass-media and so on. Informal

education can be both individual (like self-education) and group (like in a family or at one's working place) [3].

From this perspective it can be seen that intercommunion of formal, informal and non-formal education is a necessary basis for a person's developing of potential on research and educational level.

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## **ANALYZING WAYS OF MEMORIZING LEXICAL MATERIAL WHEN MASTERING THE PROFESSIONAL ENGLISH LANGUAGE BY AGRICULTURE STUDENTS**

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Studying any foreign language, a person ought to memorize new words. A word is known to be one of the main structural language units. It is difficult to memorize new words for some reasons. The first reason is that there are a lot of words in any language. The second reason is that belonging to different parts of speech, words serve for different communicative intentions to come true. Different words are capable of naming, describing, characterizing objects, ideas and their relationship. Forming the language lexis, all its words make it possible to construct different sentences. Each language- a foreign and a native one is viewed as the most important means of communication, that is evaluated as essential personality's activity. Psychology means the science, studying all aspects connected with both personalities and their relationship. As a result, all most necessary psychological processes are involved into communication, one of them being memory. It is viewed as the ability to store, retain and reproduce both knowledge and skills. Requiring mental effort, memorizing becomes complicated process. Remembering important information for business

communication is also a great responsibility. As a result, being aware of too few words, a professional is unable to express all his ideas, do it correctly and be considered as an intelligent person, having wide vocabulary at his or her disposal.

Psychologists know some kinds of memory. For example, verbal memory deals with memorizing words- either heard or pronounced. There are some ways, helping to encourage the process of memorizing new words. In order to be stored in long-term memory, lexical units are to be repeated many times. However it is likely to become boring for students to do it. That's why repetitions are done in a great number of didactic games, their diversity helping to make this work interesting. For example, it is a good idea to use cards with pictures and words that are to be matched to each other. Using Total physical response method for teaching a foreign language, it is possible to involve all perception channels into the learning process, one of them being visual. It is advisable that a teacher combines didactic games with role playing. For example, learning the names of foodstuffs, merchandising students imagine themselves sellers matching new goods (pictures) with price labels (words). Another important perception channel is kinetic one that enables to combine motions with memorizing new words. After that a student should become able to pronounce words remembered. For example, biology students can participate in the command play "Purchasing wild animals for a zoo". Being a seller, one student has the pictures of animals with their names written on the other sides. All other students take roles of zoo representatives. As a result they utter the names of wild animals. After that "a seller» gives them pictures that mean that an animal has been bought. Classifying new words in different ways is considered to be an efficient way of memorizing. For example, words can be classified according to the general idea they belong to. For the words to be memorized better it is also possible to organize a number of competitive games for students. The winner is considered to be the one who has collected all necessary cards with words written on them quicker than others. Let us consider the example of such game arrangement for agronomy students. There are three boxes with the titles of some topics on the teacher's desk. Let us discuss the game for agronomy students as an example. The general topics can be the following: kinds (examples) of crops, cultural practices, parts of a plant, crop growth environmental conditions. There are a lot of cards scattered on the students` desks with concrete lexical units for each box, for example, root, legume, drainage, wheat, humidity. The students have been subdivided into several subgroups for each one to receive its own task. According to the game regulations, each subgroup is considered to be a winner, provided: all members

participate in task fulfillment, there are no mistakes made, the work is finished quicker than by other teams. It is also possible to classify lexical units according to parts of speech they belong to. Let us discuss an example of a special exercise done by economics students. They take some sheets of paper, writing down different parts of speech on them as different parts of speech, and put down all the words from some certain textbook unit onto an appropriate place, for instance nouns (quantity, price), verbs (sell, buy), adjectives (normal, inferior), both verbs and nouns (demand, supply) " [1]. For the words to be remembered well a student ought to understand each word correctly. Providing the material from simple to more complicated units, a teacher should explain the meaning of the latter by means of discussing the one of the former. So our article content is closely connected with semantics that is the science studying the senses of different language units. For example, agro-chemistry and soil science students can understand the meaning of the word seedbed, discussing what a seed and what a bed is. A bed is known as the place for sleeping, so that everyone is eager to sleep under comfortable conditions. As a result seedbed is termed as the comfortable conditions for seeds to develop properly. It is also a very good idea to draw a humorous picture, representing the caricature seeds, "lying in the bed». Then using these words (cattle), students make word combinations (dairy cattle) and sentences (Dairy cattle produce milk).

So the role of memory can be compared with the house foundation, where bricks are lexical units and the house is the discourse concerned.

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## **TEACHING AMERICAN CULTURE TO STUDENTS MAJORING IN LINGUISTICS: A MODULE ON AMERICAN VALUES**

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Proceeding from a widely accepted definition of culture as ideals, values and assumptions about life that are widely shared among people and that guide specific behaviors [Brislin, 1993], one would expect that a typical course that introduces future translators and specialists in intercultural communication to a foreign culture would contain at least a passing mention of the values and

ideals that are core to the target culture. However, a brief analysis of courses on American culture taught at the twelve leading universities of Russia showed that only in three of the universities, such courses had a relevant section devoted to American values.

Our report describes the experience of designing and implementing an educational module devoted to the study of American beliefs and values in comparison and contrast to the Russian ones to complement and expand the traditional introductory course of American culture taught at the Department of Linguistics of Southern Federal University.

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## **ВЗАИМОДЕЙСТВИЕ ЯЗЫКОВ И КУЛЬТУР В СОВРЕМЕННОМ МИРЕ**

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