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## PAPERS IN ENGLISH

### RUBRIC

#### «HISTORY AND ARCHEOLOGY»

#### METHODS OF STABLE ISOTOPE ANALYSIS (RECONSTRUCTION OF NUTRITION)

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#### МЕТОДЫ АНАЛИЗА СТАБИЛЬНЫХ ИЗОТОПОВ (РЕКОНСТРУКЦИЯ ПИТАНИЯ)

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When determining the lifestyle of ancient people, every detail of it is important. Currently, archaeologists are achieving many scientific successes with the help of the latest technologies. One of them is the definition of the diet of the inhabitants of antiquity. That is, the study of what kind of food was consumed by conducting a stable isotope analysis of human and animal bones.

An isotope is a type of the same chemical element, which differ in the mass of atoms. Conducting laboratory analyses of carbon and nitrogen isotopes, which are components of organic food, leads to many positive results. During feeding, a person collects isotopes of previous food bonds. In addition, the tooth is very important in the process of isotope analysis. By studying its isotopic composition, it is possible to determine the types of foods that it has consumed since childhood, and the bones taken for research provides information about nutrition in the last years of life.

Isotopes of radioactive carbon  $^{14}\text{C}$  help to determine to what date the bones belong, because as soon as the body ceases to function, there is no carbon exchange in it, and radioactive  $^{14}\text{C}$  begins to gradually decay. Over time, its share indicators in the remains decrease, and by the number of decays of the  $^{14}\text{C}$  core, as well as tree rings, it is possible to calculate the age of this bone. In general, in addition to radioactive carbon, there are two other isotopes in nature,  $^{13}\text{C}$  and  $^{12}\text{C}$ , which do not undergo decay over time [6].

In the food chain, plants are considered the first generation. They synthesize organic substances from carbon dioxide in air or water. Since the rate of chemical reactions in this environment varies, the relative amount of heavy and light carbon isotopes in plants varies.

When reconstructing nutrition from isotopic data, archaeologists rely on the principle of a trophic chain. At the beginning of the food chain are plants, then herbivores, then predators, and finally humans. The accumulation of stable carbon isotopes in freshwater bodies occurs in the same way as in seas and oceans, so fish in such lakes contain more heavy carbon isotopes. But there are more light isotopes of  $^{12}\text{C}$  in small lakes and rivers, and fish from there have carbon isotope values similar to plants. Therefore, in some cases it can be established that the origin of ancient fish is from a lake or river [6].

Nitrogen helps to more accurately understand whether a person has eaten fish or plants by tracking the trophic food chain. In this sense, its stable isotopes  $^{14}\text{N}$  and  $^{15}\text{N}$  are of great importance. Carbon isotopes also calculate their ratio to each other. The quantitative indicators obtained during the study directly reflect the position of the consumer in the food chain: the higher it is, the higher the trophic stage the organism acquires. Inhabitants of marine and freshwater reservoirs, as a rule, have a longer food chain than terrestrial animals, so their nitrogen content is higher [6].

Studies of stable carbon and nitrogen isotopes in bone collagen occupy an important place in restoring human and animal nutrition [1, 59 p.]. That is, stable carbon and nitrogen isotopes show that they can provide information about proteins in food [3, 2 p.]. According to the laboratory results of many research scientists, the isotopic composition of carbon and nitrogen in the bones and teeth of large mammals depends on nutrition – about 5 % for carbon and about 3 % for nitrogen. S.H. Ambrose reviewed the variables of nitrogen isotopes in the food chain, showing that the isotopic value of collagen depends on the climate in the region where animals lived and their physiology; in addition, he found significant changes even between their ecosystems and trophic levels [2, 293 p.].

The value of the carbon isotope composition of collagen is determined by the nutrition of herbaceous plants that absorb carbon during photosynthesis, depending on the Calvin cycles (plants C3) or Hatch–slack (plants C4). C3 plants are typical for temperate and cold natural conditions, whereas C4 plants grow best in warm and arid regions. The value of  $\delta^{13}\text{C}$  of bone collagen of herbaceous plants can reach values of – 20 % or more [4, p. 94].

Methods of stable isotope analysis. To carry out the analysis of stable isotopes on the bone, it is necessary first of all to isolate a special tissue. To analyze the bone isotope, it is first necessary to isolate a special tissue for analysis. For collagen, this includes acid mineralization of the bone (each laboratory uses different acids, concentrations and temperatures) and separation from any residual lipids [7].

In the private laboratory of Professor of Anthropological Sciences R.H. Tikot, located at the University of South Florida, bone collagen is obtained using scientifically proven laboratory methods. All bones in the laboratory are demineralized in 2% hydrochloric acid (72 hours), and pollutants soluble in alkali are removed using 0.1 M sodium hydroxide (24 hours before and after demineralization), and residual lipids are removed in a mixture of methanol, chloroform and water (24 hours) in a ratio of 2:1:0.8 [7].

One milligram of a sample of the obtained collagen pseudomorphs is placed in tin capsules and analyzed in continuous flow mode  $\delta^{13}\text{C}$  and  $\delta^{15}\text{N}$  using a CHN analyzer connected to a Finnigan MAT stable isotope ratio mass spectrometer. Samples of collagen pseudomorphs are considered a visual indicator of bone integrity. Prior to this, work is underway to burn collagen in a vacuum quartz tube at high temperature, followed by its conversion to  $\text{CO}_2$  and  $\text{N}_2$  in an autonomous mode using cryogenic distillation to separate these gases. Then each gas sample is injected into the mass spectrometer using a collector system. The CHN analyzer combines the gorenje stage with the temporary separation of  $\text{CO}_2$  and  $\text{N}_2$  formed on the path of the mass spectrometer, which is also capable of quickly switching between different ranges of measured masses (28 and 29 for  $\text{N}_2$ ; 44, 45 and 46 for  $\text{CO}_2$ ). basically, one oxygen-18 weighs 46. And its measurement allows us to determine by the formula which part of the signal with a mass of 45 is oxygen-17, carbon-13). The units of measurement of gas flow and the C:N ratio are used to confirm the integrity of collagen samples [7].

For samples of bone Apatite and tooth enamel, procedures are carried out to remove non-biogenic carbon so that the values of biogenic carbon isotopes do not change [5]. Powder samples are obtained by drilling the bones or the center of the tooth enamel with a well-cleaned surface. About 10 mg is placed in a 2% solution of sodium hypochlorite to dissolve the organic components of the powder (24 hours for enamel, 72 hours for bone apatite). Then, in 1.0 M of buffered acetic acid, the process of destruction of nonbiogenic carbonates occurs within 24 hours. The integrity of Apatite and enamel samples is evaluated based on the results obtained at each stage of the pretreatment process. The obtained samples are analyzed by a second Finnigan MAT mass spectrometer equipped with a separate carbonate system in the Kiel III acid bath, which eliminates the need for

autonomous CO<sub>2</sub> production by interacting the sample with acid in a vacuum insulated glass tube and cryogenic purification of the resulting gas sample.

The samples are in addition to the measured reference gases and are confirmed by measurements of several standardized samples (samples with quantitative indicators) at the beginning of each work, and then after every six or seven archaeological samples to ensure the reliability of all results. The analytical accuracy for mass spectrometry of stable isotope ratios is usually 0.1° for  $\delta^{13}\text{C}$  and 0.2° for  $\delta^{15}\text{N}$  [7].

Thus, the analysis of stable isotopes in the study of archaeological materials is considered an additional source of information. The results of isotope analysis provide great opportunities for clarifying a sufficient number of materials about the object under study or a population group or for crossing out irrational conclusions. But in most cases, research scientists collect only bone samples without additional data. This, in turn, involves a lot of difficulties in drawing accurate conclusions.

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## RUBRIC

### «PEDAGOGY»

#### FORMATION OF READING SKILLS IN YOUNGER SCHOOLCHILDREN

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**Abstract.** The article is devoted to the formation of coherent speech in younger schoolchildren. The reading process for younger schoolchildren is a complex process that requires perseverance, attention, concentration, patience and perseverance. The article discusses the concept of reading skill, its characteristics and stages of mastering, gives approximate methodological exercises and recommendations for the formation of reading skills in younger schoolchildren.

**Keywords:** junior schoolchildren, reading, expressiveness, fluency, consciousness, correctness, teacher.

Reading plays an important role in the mental activity of younger schoolchildren. The process of reading for younger schoolchildren is a complex and lengthy process that requires perseverance, attention, concentration, patience and perseverance.

Younger students need to learn how to distinguish the semantic part in the text and express their own opinion based on what they have read.

M.I. Omorokova wrote: "The skill of reading belongs to the number of complex psychophysiological processes. Elements and properties related to mental and speech activity are intertwined in it. The reading process includes the personal qualities of the reader, his feelings, perception, attention, imagination, abilities, interests, values. Accumulated knowledge about the surrounding world is developing." [1, 74 p.]

In the system of teaching literary reading, there are four main components of it: expressiveness, fluency, consciousness, correctness.

Expressiveness is the ability by means of oral speech to convey to listeners the main idea of the text and their attitude to what they read. Expressiveness of reading includes the ability to pause correctly, put logical emphasis, and select the right intonation. For a more complete, accurate and vivid transmission of their feelings, thoughts and attitudes, various means of expression are used, which help the younger student to understand the meaning of the text being read more deeply.

Fluency is the speed of reading, which determines the understanding of the read text. This speed is usually measured by the number of printed characters read in one minute. Consciousness is the understanding by younger schoolchildren of the content of the text being read. The student must understand the meaning of the words that are used in the text, both literally and figuratively; the content of each sentence that are part of the text being read. The peculiarity of working with the text in the lessons of literary reading is to understand the content of the text, the role of expressive means.

Correctness of reading is a quality that ensures understanding of the meaning of the read text.

Conditions for understanding the text:

- 1) Development of the lexical side of speech (mastering the direct and figurative meaning of words, the formation of a dictionary);
- 2) Mastering grammatical concepts as a condition for a holistic understanding of the sentence;
- 3) The amount of RAM;
- 4) Selectivity of activation (non-specific component).

The features of the formation of reading skills in younger schoolchildren are the following components. For a younger student, at first the reading field covers only one letter. The reading process is slow, because reading a word requires several actions of perception and recognition.

Younger students tend to guess words by the first letters or by the context. Sometimes this leads to errors in reading. But these errors can be quickly corrected by reading syllables.

During the training of younger schoolchildren, there is a transition to verbal and logical thinking, visual and imaginative thinking remains predominant at this age. In elementary school, semantic memory begins to be actively formed, aimed at awareness and reflection of the text being read.

To overcome problems with reading, the primary school teacher uses various methods of teaching children semantic reading in the classroom. In grades 1-4, we teach slow reading of a literary text. The child should think through the meaning of each word during reading, be able to ask questions and find answers to them, and should also be able to analyze what he has read.

Due to the fact that semantic memory is being improved, there is an idea of the text being read as a whole, which helps the student to determine cause-and-effect relationships in the text.

M.I. Omorokova asserts that the reading process in younger schoolchildren has the following stages of development: syllabic; word + word; word + syllable. [2, 95 p.]

Exercises for successful mastery of the reading skill:

1. Reading the lines backwards by letters. What is written is read from right to left so that each word, starting with the last one, is spelled out in reverse order. This exercise develops the ability of a strictly letter-by-letter analysis of each word, slows down the "pop-up" of the usual stamps, forms the arbitrariness of the regulation of eye movements, and also creates prerequisites for eliminating fairly common errors of "mirror" reading.

2. Reading only the second half of the words. When reading, the first half of each word is ignored and only the last one is voiced. This exercise emphasizes for the child the end of the word as an essential part of it, which needs the same accurate perception as the beginning, and forms the skill of letter-by-letter analysis of it. It leads to a sharp decrease in extremely common mistakes, when only the beginning of a word is read correctly, and its end is either conjectured or read with distortions.

3. Reading dotted words. Children are offered cards with words in which the letters are not written completely, but with the absence of some of their parts, however, so that the unambiguity of their reading is preserved. The degree of destruction of the letters gradually increases each time. This exercise fixes integral visual images of letters and their combinations in the child's memory.

4. Reading the text through the word. It should be read not as usual, but jumping over every second word. This exercise brings variety and animation to the reading process, creates a sense of speed in the child, increased reading speed, and also enhances arbitrary attention in the reading process due to the need to adjust the choice of words to be read in addition to reading and promotes the development of visual activity of the child due to the constant alternation of fast and slow eye movements.

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## VOCABULARY DEVELOPMENT OF PRESCHOOL CHILDREN USING DIDACTIC GAMES

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**Abstract.** This article raises the issue of methodological support for the process of forming a dictionary of preschoolers. Since the leading activity of preschoolers is the game, it is advisable to use the game as a teaching method. In this regard, we will consider game techniques as a means of developing the vocabulary of preschoolers.

**Keywords:** didactic game, vocabulary, preschoolers.

The problem of speech development in preschool educational institutions is currently in the process of constant modernization and development. Currently, the study of the peculiarities of the development of children's vocabulary is given great importance. Basically, this is due to the fact of constant growth and changes in the requirements and conditions of modern society, which, due to the growth rate of development, has changed the paradigms of education to the humanization of all spheres of society, including education.

As a rule, any actions of preschoolers carried out in relation to the outside world occur on the basis of the influence of psychological age characteristics. The concept of age-related features refers to psychological science and represents a series of transformations in the psyche of an individual in the process of transition through age periods. At the same time, it is necessary to understand that age characteristics do not have an absolute, stable character and change depending on the child himself. Therefore, when building the process of education, it is very important to properly take into account the age-related psychological characteristics of students, which together are quite different for each age group.

Depending on the age, preschoolers have a number of certain psychological characteristics, therefore they are called age features. One way or another, they influence the formation of certain skills of the child, his preferences, interests. The only thing that remains unchanged is the leading form of activity.

According to terminology, game is a type of activity in situations aimed at recreating and assimilating social experience in which self-management of behavior develops and improves. The game is implemented in the learning system as a technology, method and technique. Game technology is always aimed at a large number of pedagogical and educational tasks. It develops observation and skills to distinguish individual properties of objects, as well as to identify their essential features. In other words, the game as a teaching method has a significant impact on the intellectual formation of students, improving their attention, thinking, creativity.

The game is one of the forms of activity of preschoolers, which allows you to make learning interesting and exciting for students not only as a creative activity, but also as everyday learning. Thus, the game is a key means of solving the problem of motivating cognitive activity.

Here are some examples of working on the development of vocabulary with pupils.

The educator conducts such classes repeatedly for two to three years, until the generalizing meaning of the words that children should know according to the program is assimilated by them.

«Give a general name». The task, as in the previous exercise, is the assimilation of generalizing words, but the work goes in reverse order: the educator calls words denoting some common generic concepts; the children should name words concretizing this.

a) Children receive sets of pictures of the series «Fruits», «Berries», «Furniture», «Transport», «Wild animals», «Pets», etc. Each child is given no more than three series mixed together in his hands and is offered to classify: decompose into groups. Then each child proves to the educator the correctness of his classification:

- Transport is everything you ride: tram, car, bicycle...
- Toys are everything you play with: dolls, bears, cubes, pyramid.

Vegetables are everything that grows in the garden and that you can eat: tomatoes, beets, cucumbers, carrots.

b) A series of pictures can be shown to children on filmstrips or slides, in a cartoon.

c) There are special playsets: «Magic Arrow», «Name it in one word», «Lotto», etc. These games should be recommended for home classes of parents with children, especially with those who lag behind in speech development from the group.

- «Give me three names and more». Samples of didactic material:

- a) clover – grass – plant;
- b) table – furniture – thing;
- c) porridge – dish – food – nutrition.

Exercises with this didactic material can be built like the previous two, but, of course, they have less reliance on real objects. For exercises of this type, it is necessary that the child has sufficient speech development: so that he understands the generalizing meaning of even the most specific (common) words, understands the meaning of words of the first degree of generalization, such as wood, grass, furniture, toys, vegetables and the like. In kindergarten, one should not rush to interpret words of higher than the second degree of generalization, although it is unacceptable to artificially delay the assimilation of such words by children who can do it regardless of age. In the end, we would like to give methodological recommendations that will allow us to correctly organize the educational process for the development of the vocabulary of preschoolers:

1. When selecting certain game methods, it is necessary to take into account the age of the pupils. Too simple games for older preschool age will not cause proper interest, and it will be difficult for the younger preschooler to perceive a complex structure.

2. During the implementation of the game, the game should be kept under constant control, since the loss of the latter will lead to the fact that the game will lose educational value.

3. Game methods and techniques should be selected based on the pedagogical goals and objectives of the lesson. In this case, gaming activity will become an effective way to achieve the set meta-subject goals.

4. When structuring the lesson, the use of play activities should be determined depending on the content of the topic, so as not to lose the course of the educational process in the classroom.

5. It must be remembered that gaming activity forms more personal qualities.

Thus, observing the rules and methodological recommendations given by us, the educator can apply gaming activities not only as an element of entertainment and motivational nature, but also with increased productivity, solving a wider range of goals and objectives, which meets the requirements of the Federal State Educational Standard.

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## RUBRIC

### «PSYCHOLOGY»

#### THE INFLUENCE OF MODERN DIGITAL MEDIA ON THE DEVELOPMENT OF CHILDREN AND TEENAGERS' PERSONALITY

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#### ВЛИЯНИЕ СОВРЕМЕННЫХ ЦИФРОВЫХ МЕДИА НА РАЗВИТИЕ ЛИЧНОСТИ ДЕТЕЙ И ПОДРОСТКОВ

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**Abstract.** The article is devoted to the problem of formation and development of a child's personality under the influence of digital media. The advantages and disadvantages of using the media tools are described. The author talks about the consequences of excessive and uncontrolled use of media among teenagers.

**Аннотация.** Статья посвящена рассмотрению проблемы формирования и развития личности ребенка под влиянием цифровых медиа. Описываются положительные и отрицательные стороны использования медиа средств. Автор рассказывает о последствиях чрезмерного и бесконтрольного использования медиасредств в подростковом возрасте.

**Keywords.** socialization, deviant behavior, digital media, child suicides, offenses

**Ключевые слова:** социализация, девиантное поведение, цифровые медиа средства, детские самоубийства, правонарушения

Younger and teenagers belong to a special age category that requires increased attention. There are a number of reasons for this. As a rule, children do not yet have a well-formed system of life values, they hardly feel the need in socialization and self-determination. During this period, the child's psych is still unstable, his psycho-emotional state is very susceptible, and therefore the pro-

cess of finding oneself, one's place in society may be subject to a number of external challenges and threats that the child's psych is simply unable to resist.

Teenager is not for nothing characterized as one of the most difficult stages in a person's life. Young people are overly emotional, categorical in their judgments, often with overestimated or underestimated self-esteem, strive to achieve external recognition and their assessment from others. Such features of character and worldview become a factor preventing the smooth entry of a teenager into adulthood. This can cause the development of other problems, such as, for example, excessive aggression, ignoring adults, conscious non-compliance with established rules and norms of behavior. We cannot exclude the development of an open conflict with society through hooliganism, alcoholism, drug addiction. It cannot be argued that the only factors influencing the development of destructive deviant behavior of minors are the social, psychological and biological aspects of life. Today, in a world where we are surrounded by digital resources almost from birth, the modern media environment plays an important role in the process of personality formation.

Young people and teenagers turn to digital media every day to satisfy their basic psychological needs. The reasons for this are different: some are motivated by the search for new information, others feel the need to communicate, others want to try on different social roles. In general, all this leads to the formation of a teenager's "I-concept" [2].

The active development and dissemination of social networks has made them one of the mechanisms of the socialization process. The World Wide Web is now not only a source of limitless information, but also a second virtual life. In this way, modern children show their lives and follow the lives of other people, including their idols. Analyzing their opinions, life position, teenagers form their own picture of the world [2. p. 93].

The relevance of this topic is due to the growing number of minors with deviant behavior, manifested in antisocial actions, while increasing the influence of the media environment on the younger generation. Under the influence of social networks, messengers, mass media, computer games, low-grade film products, music content, new forms of deviant behavior of minors appear, among which it is necessary to note the creation of communities in social networks promoting suicidal tendencies, self-harm, membership in extremist groups, openly demonstrated aggression, armed attacks occurring on school grounds, etc. At the same time, young users consider it important to videotape the process of physical violence, armed attack, intentional damage to their body and post it online for self-presentation and popularity growth. The teenagers and youth audience segment focuses on the broadcast popular media images, in this regard, it is necessary to develop criteria for assessing the impact on the younger generation of mass media for children, teenagers and youth, to identify new forms of effective interaction with the youth audience, including through traditional media. Researcher of the media environment L.O. Abbazova also believes that deviant behavior is an important problem of minors, namely its types such as suicide, cruelty to people, committing murders. According to the survey, the most important social problems among children and teenagers are: drug addiction, crime, suicide or suicide attempts [1].

The most important social problem is teenage and child suicides. Suicidal attempts of teenagers are associated with mental disorders, a neurotic state, a difficult family situation, with problems of self-realization. The study of the problem of suicide among young people shows that in a number of cases teenagers decided to commit suicide in order to draw the attention of parents and teachers to their problems, felt loneliness, depression and anxiety, protested in this way against the indifference, cynicism and cruelty of adults. Most often, children and teenagers do not want to say goodbye to life, they just dream of becoming significant. With the advent of the Internet and social networks, the problem of teenage suicide has become widespread. Despite the fact that children and teenagers can easily navigate information flows, sifting out information garbage, they do not always understand that the information left by them for personal use, as interesting or useful, is often dangerous for themselves, since the user, when sending his personal data, does not think about security measures, that personal information can be stolen and used to harm him.

The causes of juvenile delinquency may be problems in relationships with parents, family disorganization, and subsequently, in order to compensate for the lack of communication with par-

ents, the child seeks contacts outside the family, falling into various deviant groups, from which he no longer wants to leave [3].

It should be noted the low level of legal literacy of children and teenagers. Schoolchildren do not always know that this or that act may entail criminal or administrative punishment. Therefore, thefts, physical harm to health, damage to valuables (statues in a public park, for example) are committed by teenagers, who are often unaware of responsibility for what they have done. Legal education should be an integral part of the school curriculum, be a thematic area of social advertising.

It is also necessary to note the positive potential of new media, which actively interact with children and teenagers, identifying current problems and contributing to their solution. To do this, the mass media use the formats of information presentation that are most relevant for the younger generation. This includes: podcasts, cartoons, videos, tests, communication through social networks, publications of journalistic materials of teenagers about topics of concern to them. It is noteworthy that in online publications aimed at highlighting the social problems of minors, there are sections for both children and parents. Thus, it is emphasized that the way out of a difficult life situation of a child depends not only on the child himself, but also on the parents, since the solution of the social problems of the younger generation is influenced, first of all, by the family situation. Obviously, the skill of distinguishing reliable information from destructive information is formed due to the participation in the media education process not only of children, but also of parents. When modern parents give the process of development and formation of a child almost from the age of 2 to digital technologies, they should understand that the result of educating their child with artificial intelligence is unknown and unpredictable!

Thus, the use of digital media technologies in the process of teenagers passing the stages of socialization generates not only deviant behavior of minors. A modern highly developed personality needs to have the appropriate skills for a normal existence in the new information media space.

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## ОСОБЕННОСТИ БУЛЛИНГА В ПОДРОСТКОВОМ ВОЗРАСТЕ

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## FEATURES OF BULLYING AMONG TEENAGERS

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**Abstract.** The article is devoted to the problem of bullying among teenagers. Possible causes of bullying are described. The author talks about the consequences of the influence of bullying on the formation of a teenager's personality. The author indicates which groups of teenagers are most susceptible to becoming a victim of bullying.

**Аннотация.** Статья посвящена рассмотрению проблемы возникновения буллинга среди подростков. Описываются возможные причины буллинга. Автор рассказывает о последствиях влияния буллинга на формирование личности подростка. Автор указывает, какие группы подростков наиболее подвержены стать жертвой буллинга.

**Keywords:** bullying, victim, bullying motives, behavior model, teenagers

**Ключевые слова:** буллинг, жертва, мотивы буллинга, модель поведения, подростки

The problem of bullying has always existed, and at all stages of a person's life, both in childhood in an educational institution and in adult life at work. Teenager is the most difficult, conflicting and contradictory stage of personal development. At this stage, physical and psychological changes occur, puberty occurs, the search for your "I-concept". Studies fade into the background and for a teenager, his peers become a reference group, there is a struggle for leadership, conflicts.

Despite the fact that the participation of teenagers in conflicts is quite normal, the problem of bullying is that bullying occurs for a long time. In the struggle for leadership, everyone wants to assert themselves against the background of another peer, and bullying begins. It is very difficult for the "victim" to change her/his status, she/he is constantly attacked by the "abuser" and his friends. It is important to prevent and stop any attempts of violence among teenagers.

The solution of the problem of bullying prevention lies in the fact that universal ways to combat this problem have not been created in schools, many teachers do not notice or do not want to notice bullying among teenagers, because of this, the necessary support and assistance to both "victims" and "abusers" is not provided in time. Bullying is beginning to take on new forms, more and

more bullying occurs on the Internet – cyberbullying. It is more difficult for modern teenagers who are "victims" of bullying to avoid bullying situations, which negatively affects their psychological state and may have consequences in adulthood.

Bullying was talked about only at the beginning of the 20th century, in 1905 K. Dukes published his work on bullying, which marked the beginning of the study of this problem. People started talking about the existence of this problem, researchers from European countries, such as D. Olveus, D. Lane, Tattui and many others, began to study this problem.

Different scientists understand "bullying" as terror, violence, behavior model, aggression, interaction stereotype, situation, etc. Despite the fact that there is no single clear definition of this concept yet, all scientists agree that bullying is bullying that has been going on for a long time. The researchers also highlighted that bullying has physical and psychological manifestations.

Teenager is the most difficult stage of formation in a person's life. It is during this period that all the main characteristics of human development are actively developing and changing: biological, physiological, personal, mental and social. There are changes in personality and educational activities, communication and interaction with peers, teachers and parents [2].

A teenager has an increase in physical capabilities, puberty begins, hormonal changes occur, appearance and behavior change. During this period, an important personal neoplasm is the formation of a new level of self-awareness, Self-concept, the desire to understand oneself, one's capabilities and characteristics, one's similarities and differences with other people [4]. There is also such a neoplasm as a sense of adulthood, a teenager begins to imagine himself as an adult, tries to behave like an adult [2].

Against the background of these changes, new needs appear, the leading type of activity changes, relationships with peers and their opinions become important for a teenager, because of this a lot of conflicts occur. Teenagers resolve conflict situations in the form of accusations, aggression and demands. They use dominant forms of violence: psychological and physical [1]. Trying to cope with the conflict, teenagers use such mechanisms as psychological protection, emotional and aggressive response, physical recovery, reflection.

At this age, both external conflicts occur – with peers, surrounding people, and intrapersonal conflicts associated with the transition age. The overall picture represents such causes of bullying as the experience of transition age, hormonal failure, the desire for leadership and recognition at the expense of belittling others, problems with family upbringing, as well as a protective reaction from the violence experienced. "Abusers" often choose as "victims" those who are already weaker than them physically and/or psychologically. The "victims" of bullying can be teenagers with unusual appearance (with scars, with fullness, with strabismus, etc.), with health problems, from unsecured families, or on the contrary, a very wealthy family, as well as quiet and withdrawn, who cannot stand up for themselves. It is important to note that not only children, but also teachers can become participants in bullying in the school environment, both as a victim and as an abuser. Upbringing in the family has a great influence on the development of bullying, as well as the microclimate of the educational institution in which the teenager is located contributes to the development of bullying. Teachers and school administrators may unintentionally or otherwise participate in, provoke or facilitate bullying. This can manifest itself through humiliating and insulting students, negative or sarcastic statements, intimidating and threatening gestures or expressions addressed to them. They may relate to underachieving students, may be related to the appearance or origin of schoolchildren.

Also, the positive selection of students trying to please an adult can contribute to the creation of a bullying situation. The inaction of teachers, the inability to resist the power-hungry behavior of students, the lack of control over the behavior of students at recess also has a great influence on the development of the bullying situation. Some teachers, especially young ones, do not know how to properly put themselves in front of teenagers, do not know how to prevent the emergence or continuation of a conflict and the development of a bullying situation. They may make attempts to stop bullying, but if they are not successful, and bullying among teenagers will continue, then in the future the teacher will try not to notice it. This can only lead to a worsening of the bullying situation.

The following motives of bullying of teenagers can be distinguished:

- Envy, success, external, physical or mental manifestations;

- Revenge for earlier insults;
- Feeling of dislike;
- Struggle for power, for leadership in the classroom, among peers;
- Neutralizing an opponent by showing an advantage over him;
- Self-affirmation;
- The desire to be the center of attention, to look cool;
- The desire to surprise, to impress;
- The desire to discharge, "to have fun";
- The desire to humiliate, intimidate a disliked person

It is worth noting that bullying goes through several stages of formation: The first stage is the formation of a bullying grouping. In a teenage environment, peers gather around a "leader" who tries to assert himself through the use of physical force and humiliation of the "victim", who also want to dominate others or, conversely, seek protection from the leader. If the first manifestations of violence on the part of the "leader" are not strictly suppressed, then he can be convinced of his impunity, his authority among peers will increase and establish itself, the group will strengthen, and in the future will support its leader. At the second stage, the situation of bullying becomes stronger. This can be facilitated by the inaction of teachers, the indifference of classmates and peers. Violent acts are repeated in physical and psychological forms, the teenager exposed to them gradually ceases to resist, closes himself in and becomes vulnerable to subsequent attacks by "abusers". At the third stage of bullying, the status of a "victim" is finally fixed for a teenager who is subjected to constant attacks. Others and peers get used to bullying in relation to this person, over time they begin to blame him for the current situation, the person also begins to believe that he is to blame. The "victim" can no longer cope with this situation by himself, he needs help from the outside. At the fourth stage of bullying, expulsion occurs. The "victim", driven to an extreme degree of despair, begins to skip classes, avoid peers. He does everything in order not to meet "offenders" and not to be subjected to harassment and violence. It is very important already at the first stages to stop any attempts to create a bullying situation, strictly prohibit any kind of bullying, conduct the necessary conversations in order to avoid such attempts in the future and, in general, the development of the bullying situation to the last stages.

Thus, it is possible to distinguish such causes of bullying as external, intrapersonal and intra-family. External reasons are the influence of the atmosphere of an educational institution, the attitude of teachers to students and bullying situations, political sentiments in the country, labeling. Intrapersonal reasons include the struggle for leadership in the adolescent environment, the classroom, the emergence of an acute conflict under the influence of external factors, the aggressiveness of a teenager, the presence of complexes, low self-esteem, puberty, which includes both physical and psychological changes. Intra-family – low socio-economic status of the family, excessive academic performance requirements that do not always correspond to the abilities and capabilities of the child, overprotection or indifference on the part of parents, change of parent (stepfather, stepmother), the appearance of a second child in the family, family violence, poor parenting. The listed reasons can relate to both the "abuser" and the "victim". These reasons are mainly related to the psychological changes of the teenager and his experiences. They have a great influence on a teenager, he can become an aggressor – an "abuser", or vice versa, close himself in and become a "victim", in this regard, if you do not provide help and support to such a teenager in time, bullying situations may arise.

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## DIFFICULTIES IN THE DEVELOPMENT OF CHILDREN IN THE TEENAGE PERIOD

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## СЛОЖНОСТИ РАЗВИТИЯ ДЕТЕЙ В ПОДРОСТКОВОМ ВОЗРАСТЕ

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**Аннотация.** Статья посвящена особенностям подросткового возраста. Говорится о характерных чертах современных подростков. Описаны физиологические, психологические и социально-психологические причины трудностей детей этого возраста.

**Abstract.** The article is devoted to the peculiarities of adolescence. Talks about the characteristic features of modern adolescents. The physiological, psychological and socio-psychological causes of difficulties of children of this age are described.

**Ключевые слова:** подростковый возраст, физиологические, психологические, социально-психологические причины трудностей.

**Keywords:** adolescence, teenager, physiological, psychological, socio-psychological causes of difficulties.

Adolescence is a period in a person's life from childhood to adolescence. In this shortest period, according to astrological time, a teenager goes a great way in his development. Through internal conflicts with himself and with others, through external breakdowns and ascents, he becomes a person. Under the influence of the environment, a teenager develops moral ideals and worldviews. One of the most important points is the formation of self-awareness, self-esteem, the emergence of a special interest in oneself. A teenager wants to understand himself and the relationships that connect him with the world around him. At this age, interests often change. These are the years of criticism and self-criticism when teenagers are especially demanding of themselves, their studies and people.

Adolescence is very turbulent. We can talk about three crises experienced by teenagers. We will identify three groups of reasons that may underlie the crisis.

Firstly, these are physiological reasons that are associated with rapid growth and puberty of the body. During this period, there is a sharp jump in physical development. Often a teenager seems clumsy. Blood supply is difficult, so teenagers often complain of headaches, get tired quickly. Control over instincts and emotions increases. The process of excitation prevails over the process of inhibition, characterized by increased excitability. Rapid growth and puberty of the body make the psych of a teenager very unstable. Due to the physiological features of development, teenage girls look older than teenage boys.

Secondly, these are psychological reasons. They are connected with the formation of morality. There is a discovery of one's "I", a new social position is acquired. This is a period of loss of a child's lifestyle. It's time for excruciatingly anxious doubts about yourself, about your capabilities, the search for truth in yourself and others. Their capabilities are not always adequately assessed, there is no clear distinction between "wanting" and "being able". In this regard, suspicion, bitterness, irritability are observed in behavior. A teenager lives in the present tense, but the past and the future are of great importance to him. The world of his concepts and ideas is full of incomplete knowledge about himself and about life, plans for his future and the future of society. Teenagers have a pronounced need for self-knowledge and self-determination. He is painfully searching for answers to the questions: "Who am I? How am I compared to other people? What do I want? What am I capable of?"

Thirdly, socio-psychological reasons. They are connected with the assimilation of society, common signs of the world structure. The world of a teenager is saturated with ideal moods that take him beyond everyday life, relationships with other people. The object of his most important reflections are the future opportunities that are associated with him personally: the choice of profession, the desire to be able to interact with social groups. A teenager has a so-called sense of adulthood: the need to be, appear and behave like an adult, to become independent of guardianship and control, to gain adult rights.

The main contradiction of this age is the desire of a teenager to be an adult, so that others consider him as such and treat him accordingly. However, he lacks a sense of genuine adulthood. Hence, two opposite tendencies are observed in the behavior of a teenager: towards independence (give me all adult rights and let me live by my mind) and dependence on adults (I have nothing to do with adult duties yet, I am not able to fulfill them, and in general I count on you not to allow me to make any mistakes, all responsibility for my behavior lies with you).

Thus, adolescence is considered the most difficult stage in the development of a child. It is traditionally called dangerous, transitional, difficult.

Despite the general characteristics of this age, modern teenagers have distinctive features. They perceive the world differently, think differently, show aggression when they are forced to do something, do not want to follow the instructions of adults, are often demanding and persistent. Psychologists note excessive mobility and hyperactivity of children of this age.

On the one hand, modern teenagers demonstrate unique abilities, quickly grasp information, easily handle information carriers (computer, game consoles, players, etc.), on the other hand, the number of children with impaired health, MMD (minimal brain dysfunction – delayed development of brain parts), with impaired brain development syndrome has increased dramatically recently. attention or hyperactivity, with disorders of the emotional and volitional sphere.

Teenagers are children who are on their way to adulthood. Modern teenagers live in a very complex world, which is different from the one in which their parents lived at the same age.

Modern civilization generates crisis phenomena in the school environment. They are concerned about inhumanity, a decrease in ethical and moral criteria. Pessimism and disbelief in bright life prospects are common among teenagers. These features are typical not only for Russian teenagers. In France, for example, out of 5,000 teenagers surveyed, one in two said they were disappointed in values such as humanism and progress. Of the 12,000 Japanese schoolchildren surveyed, 39% saw the future in gray, 15% in black [5, 67-68].

The development of modern teenagers is carried out in a complex information situation that falls on their heads through various media. This "technological" reality allows teenagers to interact

with society. Therefore, a modern teenager is influenced by various cultural stimuli that representatives of older generations did not have.

An important factor is that a modern teenager knows much more about human cruelty. Today's films, novels, songs are full of violent scenes. Many teenagers see violence not only in movies and the media, but have also experienced it personally. They see scenes of domestic violence or they themselves have been abused by fathers, stepfathers and other adults. Most teenagers admit that they often witness violent scenes at school. Some teenagers commit acts of violence themselves, including murder. The murder rate among young people is constantly increasing. Violence is becoming a part of our lives, and the modern teenager is intellectually and emotionally involved in it more than previous generations.

The danger of dehumanization of the younger generation is growing. The world is experiencing an outbreak of drug addiction, alcoholism, prostitution, and juvenile delinquency. Many schools were overwhelmed by a wave of violence. These disturbing phenomena are a consequence of the growing insensitivity of many teenagers, which devastates their inner spiritual world. The victims of bullying are usually the most mentally developed children, which reflects the specifics of children's relationships, in which there is often a painful and nervous reaction during contacts of adolescents who differ in the level of intelligence development.

The next important factor that negatively affects a teenager is the fragility of a modern family. Recent studies have shown that four out of ten teenagers live with one of their parents. In eight cases of ten, the father is absent. 20% of teenagers in our country live with stepfathers or an adult man cohabiting with his mother. Today teenagers rarely live in a large family: with grandparents, uncles and aunts. Due to the increasing mobility of people, families often live very far from older generations. Previously, neighbors could replace parents, look after children, but today few people maintain close relationships with neighbors. Modern children are deprived of such supervision. In the past, teenagers could rely on relatives, neighbors and public organizations. Today they are deprived of such support.

A modern teenager lives in a world that can be called post-religious. In the field of religion and morality, everything is being questioned today. If in the past most people could distinguish the moral from the immoral, now a whole generation is growing up without certain moral values. They are blurred. A teenager is often told that he can do what he likes. The concept of evil is relative. The modern generation does not clearly imagine what is good and what is bad [5].

In the personal experience of a teenager, as a rule, there is no experience of success as a personal achievement, a personal victory earned through one's own activity. This is not accidental, because in modern post-Soviet pedagogy, the old attitudes have been preserved to emphasize the failures and mistakes of students while almost completely ignoring their victories and achievements. Unfortunately, the same parenting style is present in most families. It should be noted that most teenagers face the unsightly aspects of their parents' lives: fatigue, irritability, indifference to the psychological problems of children, experiencing their helplessness and anxiety for tomorrow.

Modern teenagers note that there is no atmosphere of warmth and intimacy in the relationship between parents and children in families. The data is striking that every sixth teenager (from a full family) experiences emotional rejection from both parents. Nowadays, adults do not have enough material or physical strength to be parents to their own children [1].

Every year more and more teenagers connect to the Internet and use it more and more intensively. This trend is observed all over the world. A.V. Kondrashkin notes that "the number of teenage Internet users in the United States in 2009 reached 93% of the total number of teenagers, and in 2013 amounted to 95%" [2].

According to the PewInternet research group, the frequency of Internet use by teenagers has also been increasing over the past few years [7]. The most popular sites among the teenage audience in Russia are those that provide opportunities for building relationships with other people, searching for new information of various thematic orientation, watching videos and making money online. Gaming activity on the Internet also occupies a large place in the life of a teenager.

So, the social conditions in which modern teenagers live are significantly different from those that for many years determined the peculiarities of the formation of representatives of the older generation. They are less focused on professional development and more on a happy and secure family life, love "active life", do not understand the meaning of the words "creativity", "cognition", their attempts to reflect on the future after school cause a surge of personal anxiety. In these conditions, the ability of adults to build a system of relationships with adolescents is of particular value.

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**RUBRIC****«PHILOLOGY»****LANGUAGE TEACHING METHODOLOGY SPEECH INTERACTION  
IN THE FOREIGN LANGUAGE CLASSROOM**

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**Abstract.** Speech interaction is an important prerequisite for the organization of pupils' and students' learning activities in a foreign language lesson, which can be used for rational use of teaching time, activation of students' speech and thinking activity, and increasing the developmental effect of learning. In order to organize students' speech interaction we need such methodological tools and techniques that would provide the necessary speech interaction in a foreign language. The development of intensive methods in the field of adequate forms of collective interaction in the foreign language classroom should be brought to the attention of teaching methodology as soon as possible in order to raise its credibility and effectiveness.

**Keywords:** speech interaction, collective interaction, role interaction.

Speech interaction is the coordination and complementation of the efforts of the participants in communication to define and achieve a communicative goal and result by means of speech. Speech interaction is an important condition for the organisation of pupils' and students' learning work in a foreign language lesson, which can be used to rationally use the teaching time, activate students' speech and thinking activity, and increase the developmental effect of learning [1. p. 23]. It also allows for the most complete solution to the task of intensive foreign language teaching.

The task of organising interaction in a foreign language class often seems easy and boils down to giving each student an opportunity to formulate his or her own statement and to participate in a common conversation. However, this is not easy to achieve in practice. Observations show, that the lesson often includes pre-determined sequences, i.e. each student knows his or her "role". [1. p. 24]. An important characteristic of communication – role interaction between the participants – is missing in this situation.

Therefore, speech interaction cannot be represented as a pre-determined text, as any text represents the outcome of monological, dialogic or group speech activities.

Of course, it is interesting to encourage the students, right after the training exercises, to unprepared spontaneous speech, to improvise, so that they are absolutely free to choose the language to express their own thoughts. But the quality of unprepared speech in all its characteristics (tempo, precision in the implementation of the idea) depends on whether it was preceded by a stage of more rigorous control of the students' activities in the form of prepared speech, when they acted out the role on the basis of supports or prompts given to them.

As practice shows, the reproductive beginning of the learning process does not contribute to further speech-creative activity of students and even hampers it by inducing them to reproduce the newly learned phrase sequences [4. p. 45]. This is the limitation of reproductive learning, where students are presented with a way to speech problem instead of a speech task.

In order to organize speech interaction among students, we need methods and techniques that provide the necessary speech interaction in a foreign language. Let's look at these techniques, which form 6 groups, each of which includes different variants that share a common feature.

Interviews. A common feature of this group of techniques is the task of interviewing as many of the students present in the classroom as possible in order to find out their opinions, judgments, and answers to the questions posed [3. p. 31]. The pupils or students work at the same time and move freely around the classroom, recording their answers in a notebook, etc.

The overall results of the interview are written down on the board and used for further discussion. In the advanced stages of the training, forms of interview such as questionnaires and tests are used.

Information bank. The general feature of this group of techniques is that each learner first possesses a small piece of information and then, as a result of verbal interaction with others, receives information from the collective bank and acquires the whole body of knowledge.

One form of such play is the exchange of information about actual events; another form of such reception is organized by means of a test.

Finding a pair. This technique is based on the premise that each student in the group has a pair that he or she does not know about and that he or she has to find by asking the other participants questions. One of the forms of this technique is to find a so-called "ally in the dispute", to find an "addressee" [3. p. 31]. Sometimes a time limit is set, in other cases it is suggested not only to find one's match, but also to do it faster than others.

Group decisions. This technique most often takes the form of a popular TV show called "Brain-Ring". Pupils are divided into groups that work together to answer questions, make decisions and report back. The questions are used to test their erudition, wit, sense of humour or linguistic guesswork.

Co-ordination of action. One form of this technique is the organization of an "exchange of objects" between the participants. Co-ordination can take the form of commands or instructions.

A discussion game. In a discussion game, the participants react to what they have read, heard or seen in the following ways: by giving additional information, by asking a question, by replying, by objecting.

Undoubtedly, implementing the above techniques enhances the thinking activity of all participants in the learning process, motivates speaking and increases the overall motivation

"The experience of speech interaction allows you to move on to more complex forms of speech and discussion communication. The experience of speech interaction enables the transition to more complex forms of speech and discussion communication.

One of the components of intensive learning technology is the optimum organization of collective interaction between students.

The task of the foreign language teacher is to ensure that each student is active throughout the lesson, maximizing speaking time for everyone. This can be achieved by working in groups.

Communication always implies a partner/partners, so communicative tasks are solved in the students' contact with each other. Almost all forms of collective interaction that are used by collective methods can be applied in the learning process [2. p. 35].

These include, firstly, working in pairs with regular or changing partners, small groups (2, 3, 4 pupils) and teams, where the whole group is divided into 2 parts. Working with a group is also a popular way of doing this, but it is important to organize the space for communication in a purposeful way and to manage the interaction between the groups clearly.

In small groups, for example, the students sit next to each other, they work a lot standing up and also on the move. Small group work differs from pair work not only in the number of students but also in the nature of the communication tasks. Usually one of the interlocutors acts as an objective witness, introducing the situation, drawing conclusions and summarizing. Therefore, in small groups, reporters, sociologists take part as actors.

Teamwork is designed to perform communicative tasks in the form of competitions, contests and quizzes. Competitive team activities have long been popular, but the intensive methods have put a different emphasis on them: not only and not so much the language material, but above all the communication tasks are their subject.

Thus, the achievement of intensive methods in the field of development of adjective forms of collective interaction should be brought to the attention of teaching methods as soon as possible in order to reinvigorate them and raise their credibility and effectiveness.

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## ARTIKEL IN DEUTSCHER SPRACHE

### RUBRIK

#### «POLITIKWISSENSCHAFT»

### PROBLEME DES LITERATURSTUDIUMS IN EINER MODERNEN SCHULE

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In der modernen russischen Gesellschaft entwickelt sich seit mehr als zehn Jahren eine systemische Krise der Leserkultur. Die Menschheit schreitet schnell voran: Neue Kommunikationsmittel entstehen, die Gesamtzeit für die Suche nach Informationen nimmt ab und das Informationsvolumen selbst wächst. Jedoch, gleichzeitig sinkt das Interesse am Lesen rapide, insbesondere bei Teenagern. Unserer Meinung nach wird die Berücksichtigung methodischer, psychologischer und sozialer Faktoren, die sich direkt auf dieses Phänomen auswirken, zur weiteren erfolgreichen Überwindung und Bildung eines neuen, rückwärtsgerichteten Trends beitragen. Was sind die Hauptgründe für den Rückgang des Literaturinteresses bei Schülern?

«Das Land hat die kritische Grenze der Vernachlässigung des Lesens erreicht», – I.N. Dobrotina, Zh.N. Kritarova, V.M. Shamchikova Anmerkung im Artikel «Schulkinder heute und morgen lesen: Überwachung moderner Literaturprogramme» [3, S. 18]. Im Verlauf der Studie haben die Autoren den direkten Zusammenhang zwischen schulischen Lehrplänen und dem allgemeinen Leseinteresse von Schülern festgestellt und eingehend untersucht. Basierend auf dieser Arbeit kann argumentiert werden, dass moderne Bildungsprogramme zum Studium gegenwärtiger Werke der russischen klassischen Literatur, die für den modernen Leser unklar oder überhaupt nicht interessant sind, während der Anteil der Werke moderner Autoren, die den Altersinteressen von Jugendlichen entsprechen, sehr gering ist unbedeutend. Infolgedessen nimmt nicht nur die Qualität (Kulturniveau) ab, sondern auch das Interesse am Lesen bei Kindern fast vollständig ab. Daraus können wir schließen, dass das Vorherrschen von «Business Reading» bei Schulkindern, also das Studium von Werken, vorherrscht von modernen Autoren, die den Altersinteressen von Jugendlichen entsprechen, ist sehr unbedeutend. Infolgedessen nimmt nicht nur die Qualität (Kulturniveau) ab, sondern auch das Interesse am Lesen bei Kindern fast vollständig ab. Daraus können wir schließen, dass das Vorherrschen von "Business Reading" bei Schulkindern, dh das Studium von Werken nur innerhalb des schulischen Lehrplans, vorherrscht.

Ein Computer ist heute ein fester Bestandteil des Lebens, auch für Kinder im Vorschulalter. Die bunte Welt ist Kindern näher und vertrauter als die reale, was zu Langeweile, Entfremdung oder Angst führt. Z. A. Voitova stellt in der Arbeit «Der Einfluss des Computers auf den Rückgang des Interesses der Schüler am Lesen eines Buches» fest, dass heute fast jeder Teenager mit einem Computer ausgestattet ist und nur wenige Bildungseinrichtungen haben eine Heimbibliothek [1, S. 38]. So hält das Buch heutzutage der Konkurrenz mit den Massenmedien, einschließlich Internetquellen, kaum stand. Die Entwicklung der Informationstechnologie hat zu einer universellen Abhängigkeit der Schüler von digitalen Ressourcen und Technologien geführt, Live-Kommunikation für Schüler wurde durch soziale Netzwerke, Skype und Computerspiele ersetzt. Jugendliche möchten keine umfangreichen Werke in ihrer Gesamtheit lesen, wenn die Möglichkeit besteht, schnell eine Zusammenfassung oder eine Antwort auf eine Frage von Interesse zu finden. Auf dieser Grundlage können wir von einem Rückgang des «Prestiges» des Lesens in der Altersgruppe des Kindes sprechen, einer Veränderung des Leserepertoires vieler sozialer Gruppen von Kinder und Jugendliche (Interesse nur an weithin beworbenen Publikationen, nicht immer von angemessener Qualität), eine Veränderung des alten Modells der Entwicklung der Buchkultur durch Kinder: Lesen ist in den letzten Jahren zu mehr Unterhaltung geworden, und die beliebtesten Genres bei Teenagern und jüngeren Schülern sind Comics und Detektive [1, S. 39].

Achten wir auch darauf, dass in der Welt der Computertechnologie immer weniger Zeit für die direkte Kommunikation mit Angehörigen, «Live» und noch weniger Zeit für die Kommunikation mit einem Buch, dh für das Lesen, aufgewendet wird. Moderne Technologien haben einen großen Schritt nach vorne gemacht, und Kinder haben sie wie Erwachsene ziemlich schnell gemeistert. Voropayeva betont in ihrer Arbeit «Über die Bedeutung des gemeinsamen Familienlesens für die Bildung des Leseinteresses bei älteren Vorschulkindern», dass das Interesse des Kindes am Lesen die Grundlage für die Erziehung eines zukünftigen erwachsenen talentierten Lesers, einer literarisch ausgebildeten Person, ist. Der aktuelle Trend geht dahin, dass Papierbücher durch elektronische ersetzt werden und der Prozess des gemeinsamen Familienlesens durch Kinderspiele am Telefon, Tablet, Computer und stundenlanges Fernsehen ersetzt wird. Infolgedessen gibt es: eine Zunahme des Einflusses der Medien; eine starke Veränderung des sozialen Lebens in der Weise, dass die Zahl der dysfunktionalen Familien, in denen Eltern wenig Interesse an der Erziehung eines Kindes haben, zunimmt; Die Position eines Erwachsenen gegenüber der gemeinsamen Leseaktivität mit Kindern ändert sich (das Lesen von Erwachsenen für ein Kind ist stark reduziert, wodurch die systematische und vollwertige Kommunikation mit einer Vielzahl von Büchern in den ersten Bildungsjahren gestört wird) [2, S. 31]. Familienlesen ist daher ein wesentlicher Bestandteil der Interessensbildung von Kindern und Jugendlichen für das Studium von Werken nicht nur der klassischen Literatur, sondern auch des Lesens im Allgemeinen als Freizeit und als Mittel zur Bewusstseinsbildung, moralischen und moralischen Einstellung.

Der Rückgang des Leseinteresses bei Schulkindern wird also beeinflusst von: der breiten Verfügbarkeit von Medien- und Internetressourcen, dem Rückgang des «Prestiges» des Lesens unter Gleichaltrigen, dem Mangel an Familienlesen als Möglichkeit, Freizeit mit Angehörigen zu verbringen. Ausgehend von dem Vorstehenden ist es notwendig, Bedingungen für die harmonische Entwicklung von Werken von Schülern sowohl im schulischen Lehrplan als auch für das selbständige Lesen zu schaffen. Auf der Grundlage der erzielten Ergebnisse sollten Wissenschaftler und Pädagogen nicht nur soziale Aspekte berücksichtigen, die sich direkt auf das allgemeine Leseinteresse von Schülern auswirken, sondern auch methodische und psychologische Aspekte, die ebenfalls zum Verständnis der Ursachen dieses Phänomens beitragen und dazu beitragen, Methoden zu entwickeln, um es zu bekämpfen.

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