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RUBRIC

«PEDAGOGY»

PREPARING FUTURE TEACHERS OF GEOGRAPHY FOR THE IMPLEMENTATION OF A CULTURAL APPROACH IN THE SCHOOL COURSE OF GEOGRAPHY

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Abstract. The cultural approach in teaching geography is an important topic, as it plans the development of a multifaceted personality, which has various components of culture, behavior and attitude to the whole world around. The future teacher of geography should be prepared to use teaching methods, depending on the nature of the cognitive activity of students, while being able to combine work with a map, audiovisual aids, paintings, digital material and other sources of knowledge is one of the teaching methods. Also, in the formation of geographical culture, the future teacher must master such geographical methods as: cartographic, observation, geographical description, comparative statistical, historical geographical, quantitative and statistical methods.

Keywords: cultural approach, geographical culture, future geography teacher, geographical and pedagogical methods.

In the education system, the culturological approach is associated with the formation of the teacher's worldview and understanding the interaction of three elements: personality - education - culture. The essence of the culturological approach in education is due to the actions of humanization and humanitarization. The humanitarian paradigm of education, according to scientists, is aimed at shaping a person in culture, at revealing the real and deep in him [2].

The culturological approach in geographical education evaluates the geographical environment from the point of view of culture, providing an assessment of human actions in relation to nature and society, and also determines the scale of spirituality and the level of humanistic properties of the individual. Based on this, we can say that socio-economic and natural objects are

defined as a single entity that is directly inscribed in human life. The culturological approach in geographical education is carried out through the harmony between nature and society [7].

Cultural content in geographical education is manifested in the following:

1) value context, which is formed when Russian scientists-geographers and travelers get acquainted with the spiritual world, which can help to form in teenagers a love for the big and small Motherland;

2) normativity, aimed at identifying geographical norms, customs and ideals that can help preserve and renew the environment around;

3) factuality, which provides for an orientation towards an emotional-figurative study of geographical material;

4) interdisciplinarity, emphasizing that geography integrates ecology, economics, sociology, and local history. Due to which the same objects of material and spiritual culture can be considered in several aspects;

5) appraisal, expressed in emotional-volitional reactions (good-bad, good-evil) in relation to nature and society. It is necessary to create in students the concept of what can and should be done for nature and the environment, and what is not worth it;

6) historicity, which makes it possible to realize the regularity in the formation of geographical knowledge about the essence of phenomena and processes, the history of the relationship between society and nature.

The basis of the culturological approach is the system of values of geographical education. Man, time and environment (space) are system-forming values [7].

Geography is only one of the classical and basic sciences, which is considered both natural and social. The role and significance of geography also lies in the fact that it creates a modern picture of the world. A more important task of teaching geography is the formation of a geographical picture of the world as an integral element of the general culture of man.

As characteristics of the formation of the geographical culture of students, the following can be noted:

- attitude to the surrounding geographical environment, the desire to improve its elements as the basis for the existence of society;

- understanding of the geographical picture of the world, the distinctive features of its change and formation;

- creative use of cartographic skills, the ability to emphasize geographical parameters in the surrounding geographical environment;

- the ability to solve extraordinary geographic problems;

- the ability to predict the features of the development of the geographical environment [4].

Thus, it can be noted that a significant feature of the formation of geographical culture is the connection of its functioning with the personality, consciousness, high-class activity of the future specialist and interaction with objects and subjects of geographical space.

Methods for the formation of geographical culture in adolescents are implemented using different sources of knowledge. Working with these sources forms the methods of forming a geographical culture as part of a particular method. The future teacher of geography should be prepared to use teaching methods, depending on the nature of the cognitive activity of students, while being able to combine work with a map, audiovisual aids, paintings, digital material and other sources of knowledge is one of the teaching methods. And also, in the formation of geographical culture, the future teacher must master such geographical methods as: cartographic, observation, geographical description, comparative statistical, historical and geographical, quantitative and statistical methods.

The use of the geographical description method enables students to carry out the following actions: identify, describe and explain significant features of objects and phenomena; make a geographical description of the territories.

The use of the historical-geographical method contributes to the mastery of the ability to explain, establish cause-and-effect relationships, and predict.

The special pedagogical value of the comparative geographical method lies in the fact that it helps to more correctly detect and understand the diversity of geographical types of human activity in various natural and socio-economic conditions [3].

In geography lessons, teenagers master the methods of the cartographic method. Understanding the content of the map in educational geographical knowledge allows you to establish the causes of the relationship between phenomena, draw conclusions, generalize, predict.

Quantitative methods are used to explain, evaluate and study various kinds of digital indicators and individual processes. The basis of quantitative methods is statistical methods. Their use in the process of practical activity creates the ability to apply statistical materials to search, interpret and demonstrate various geographical information (observation, comparison, grouping, classification); use geographical knowledge to explain and evaluate various phenomena and processes [3].

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FEATURES OF THE METHODOLOGY OF TEACHING THE SECTIONS "PLANTS", "ANIMALS", "HUMAN", "GENERAL BIOLOGY"

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Abstract. The article discusses private methods of teaching biology sections: "Plants", "Animals", "Human", "General Biology". The author notes the features of each section, as well as methods and techniques that should be paid attention to when teaching them.

Keywords: methods of teaching biology; section "Plants"; section "Animals"; section "Human"; section "General biology"; verbal methods; observation; experiment.

The main purpose of the methodology of teaching biology is the formation and development of personality through a system of biological knowledge, skills and abilities. To achieve this goal, the teacher must not only know the basic content of the biology teaching methodology, which addresses the general issues of all biological courses at school, but also private or special methods.

As noted by Zverev I.D. and Myagkova A.N.: "the section "Plants" in biology is the first, then the methodology of teaching botany can be considered the basis for the study of subsequent biological disciplines. The quality of studying biological subjects in high school largely depends on the assimilation of knowledge by schoolchildren in the course of botany, and, consequently, on the quality of teaching the section "Plants"[3, p. 87]. In the 5th grade, acquaintance with the section "Plants" is just beginning, where the first special concepts are formed. Children are taught to recognize, describe and determine whether plants belong to various systematic groups. The peculiarity of the school botany course is that it is possible to study it on living plants, that is, on natural material, which is a visual teaching method.

When teaching visualization techniques, the teacher must observe certain stages. First of all, students are informed about the topic of observation, a cognitive task is set, the object of observation is designated, and then the whole process of observation by the teacher involves a series of sequential actions (operations). The teacher informs, observes and verifies the performance of each operation during the work of students. At the end of all the work, a conclusion is made.

Studying botany in the 6th grade, students get acquainted with the internal structure of plants, i.e. their anatomy. The methods of the lesson with anatomical content are characterized by the use of magnifying devices and the preparation of preparations for microscopic examination. In this regard, the study of new material in the lessons on the internal structure of plants should begin with the preparation of schoolchildren for laboratory work. First of all, the teacher, together with the students, should outline the topic of the work, the main goals and objectives. Since a microscope is used in a lesson with anatomical content, students should know the device of the microscope and how to work with it. If students are not familiar with the operation of the microscope and the rules of its use, then the lesson will primarily be based on its repetition, after which laboratory work is carried out on the preparation and study of a micro-preparation [2].

Having learned the techniques of observation and conducting experiments, students will not only know the material, but also acquire the ability to independently ask themselves questions and get actual answers to them.

Like other sections, the section "Animals" involves the use of various teaching methods that will have their own specific specifics. The study of zoological objects involves the use of observation and experimental methods. Observation of zoological objects should be purposeful, with the solution of a specific task: to establish certain characteristic features of the structure in connection with the functions performed, lifestyle, animal behavior in connection with the habitat.

Observations can be short-term, fit into the framework of the lesson in time, and implemented in laboratory work [2].

Experiments in biology lessons when studying the section "Animals" are rare. This is primarily due to the great difficulties of providing the educational process with the necessary living objects [1].

A special place in the teaching of the section "Animals" is occupied by verbal methods. Verbal methods such as storytelling and conversation also have their own specifics in the study of zoology. The story can be constructed in different ways. The teacher can build a story in the form of a description of the studied animals, describing the features of their structure and lifestyle. Narration and explanation of certain phenomena occurring in the animal world can also be used. A story in its purest form when teaching zoology is rare, it is usually interrupted by a conversation.

The teaching methodology of the section "Animals" involves the use of verbal and visual teaching methods to a large extent, due to the complexity of conducting practical. The section occupied by "Human" has its own specifics of training. Modern human study consists of equally important blocks of knowledge and skills: anatomy, physiology, valeology, human ecology. I would like to emphasize that the teaching methodology of the "Person" section includes special practical methods that are based on self-observation. Use demonstration of models, models, histological micro-preparations, osteological material, tables in a visual method. Due to the age characteristics of children in the 8th grade, lectures can be introduced when explaining new material.

The section "General Biology" is the final course in the study of biology. This section involves the assimilation by schoolchildren of a large volume of biological concepts, the use of certain types of verbal, visual and practical methods. An important feature in the teaching lessons of the section "General Biology" is career guidance work with schoolchildren. Students of grades 9-11 are graduates, and one of the tasks of a modern school is to bring them to a reasonable choice of profession.

The content of the section "General Biology" assumes not only the study of new, but also the passage of previously studied material from the biology course, which will allow the teacher to fully carry out career guidance activities. During the lessons, the teacher should not only give the student an idea of the profession related to the science of biology, but also makes him think about whether he will be able to master it.

The correct use of private methods in biology lessons, namely, the teacher's knowledge of all their features will allow to organize the educational process methodically competently.

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THE USE OF INFORMATION TECHNOLOGIES IN THE PROCESS OF TEACHING PUPILS' NATURAL SCIENCES

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Abstract. The article is devoted to the analysis of the introduction of information technologies in the process of teaching natural sciences to schoolchildren. This issue is relevant during the period of widespread use of gadgets and a decrease in cognitive activity of schoolchildren. The possibilities that emphasize the need to use ICT are indicated. The main models of information technologies used in the lessons are presented. The advantages and disadvantages of using information technologies are indicated.

Keywords: educational process, information and communication technologies, natural science disciplines, information technology models, school

Modern education, especially federal state educational standards, requires teachers to provide high-quality education and increase children's motivation to develop research and creative abilities. But right now, during the period of active use of various kinds of gadgets, availability of materials and knowledge, most schools are faced with the problem of reducing the cognitive activity of pupils. Therefore, it is important for the teacher to use at the lesson new teaching methods and tools in the classroom. And at every stage of the educational process, not only the acquired knowledge is important, but also the emotions that pupils' experience when receiving it. These emotions can be considered only when pupils' show interest in the material. Therefore, interest needs to be developed through the introduction of new methods in explaining new material and in consolidating the acquired skills [1].

The use of new information technologies has a more powerful impact on learning, increases the desire of children to learn, and increases the volume of independent work.

The use of information and communication technologies (ICT) in the classroom provides an opportunity to:

- improving pupils' research skills;
- increase the motivation of training;
- developing the ability to receive and analyze information;
- involving children in the learning process [4].

One of the most common patterns of using ICT in classrooms – is to have a single computer connected to a projector in the classroom, where the teacher is present. This computer is a kind of "blackboard": together with the projector, it allows you to demonstrate the material simultaneously with feedback – a pupil or teacher can control the process on the screen [2].

In the practice of teaching natural sciences at school, various forms of information support are used. The simplest and most effective method is to use ready-made products that can be used based on the content goals of the learning process. These are interactive images, maps, electronic textbooks, tests, and workshops.

What other models of information technology can be used in teaching natural sciences?

1) Presentations are an integral part of any lesson. An effective and visual means of presenting the material. Teachers can either create their own presentations using Internet databases, or download

ready-made ones. Using a computer and a projector, pupils are shown their knowledge. In addition, pupils' can create their own presentations and show them to their classmates.

2) Conducting laboratory work is one of the main points of teaching natural science subjects: if the school does not have enough laboratory equipment, you can conduct experiments online.

3) The ability to demonstrate reactions that involve dangerous (explosive, toxic) or rare substances – so you can ensure the safety of pupils' and at the same time view an interesting reaction.

4) Use of audio and video materials, moving animation for greater visibility of the educational process – it is advisable to include videos in geography lessons to expand the horizons of schoolchildren and assimilate new experience;

5) Computer modeling is a good tool for studying chemical, geographical, and biological processes that cannot be observed in the classroom.

One of the important advantages of information technologies is the implementation of rapid monitoring of children's knowledge. You can use ready-made tests and exercises that are offered in electronic manuals. After passing a test or solving a problem, the pupil can immediately see their scores and assess their level of knowledge.

All the models presented above describe the advantages of using information and communication technologies in science classes. But ICT also has its drawbacks: it replaces the living explanation of the teacher. Of course, there is some advantage in this (independent work of children), but the lesson that is conducted by the teacher is much more effective – children will understand more material and can immediately deal with topics that are not clear to them. After all, electronic manuals may contain errors, shortcomings, or a "dry" presentation of the material.

Science teachers regularly take courses on working with ICT, as schools receive the latest gadgets, 3D printers for printing, teachers are shown new online projects that help improve the quality of knowledge taught, and they are taught to work with new equipment for laboratory experiments.

One of the goals of introducing new information technologies in the process of teaching natural science disciplines is the ability to constantly update the content: the teacher can use ready-made educational software products and use technical tools designed to simplify the presentation of material and conduct numerous works. The active position of the pupil when working with information resources, the development of self-education abilities are also positive results of using information technologies in the classroom.

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ECOLOGICAL EDUCATION OF SCHOOLCHILDREN IN GEOGRAPHY LESSONS (5TH GRADE)

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Abstract. The article presents modern approaches to substantiating the essence of environmental education. The features of ecological education of schoolchildren in the process of teaching geography in the 5th grade are described.

Keywords: environmental education, ecology, nature, geography, schoolchildren, lesson, activity.

The troubles of the state of the surrounding nature are spoken on all continents, in different languages. The ecological present and the future of all nations are common, because everything in our complex world is interconnected. Nature is fragile and sensitive. From a dangerous enemy at the dawn of civilization, nature has turned into a fragile satellite that requires our protection. That is why it is important to educate ecological culture from early childhood, that is, to influence not only the consciousness of children, but also the subconscious.

In order to prevent further destruction of nature, it is necessary to provide ecological education for preschool children, schoolchildren, students and even adults who have not previously been introduced to the basics of ecological culture. An important fact is the involvement of parents, grandparents, brothers and sisters in this process. Thus, the issue of environmental protection will be of interest to a large number of people of different ages [4].

Environmental education in the middle class differs from this process in younger schoolchildren. Teenagers are more pragmatic, less sentimental. They view nature as a source of valuable resources and an object of protection. 5th grade students are aware of their responsibility towards the environment. Schoolchildren are involved in project activities. The class is divided into groups, each of which will create its own project to improve the environmental situation in its native country. Global projects sometimes require multiple classes to work at the same time.

The main task of the teacher is the formation of a highly developed personality, not indifferent to the problems of society and the environment, able to apply a complex of knowledge, skills and abilities to solve existing problems. In the course of educational activities, the teacher must make sure of the spatial environment of the subject being studied and the emotional mood of the students in order to gain reliable knowledge about the environment. But it is important to carry out work in the field of environmental education and personal development not only in geography lessons, but also in extracurricular activities. The difficulty is that it is necessary to purposefully educate an entire generation that will transform the environment in accordance with the principles and laws of nature [1].

In school years, when the main activity of children is intellectual cognition, the basis of environmental education is pedagogical activity. It is important to develop the following skills:

1. Formation of project and creative activity skills;
2. Development of an appropriate position on the use of natural resources;

3. Acquiring the necessary knowledge about a healthy lifestyle;

4. Teaching discussion skills [3].

The issues of environmental education do not lose their relevance in high school. Opportunities for organizing events are multiplying: high school students enthusiastically organize fairs to raise funds for the purchase of plants, shoot and mount films.

The environmental event for high school students is aimed at bringing environmental responsibility to a new level. The most important thing in environmental education is regularity and continuity. Thanks to regular educational work, young people will acquire new skills and qualities:

- learn to see the beauty of nature;
- improve organizational skills;
- they will bring into adulthood an interest in the environmental well-being of the area of residence;
- acquire the skills necessary to take care of the environment.

In school education, the source of environmental education is lessons, optional activities and interest groups. The priority areas of activity are research and professional activities. On their basis, professional student counseling is created. Like any educational impact, environmental development in different age groups has its own characteristics that should be taken into account. Individual and psychological differences of children also influence the choice of means to achieve goals and objectives.

Example: When fully studying the topic of "the process of Rocks" in the 5th grade, it is possible to effectively consider the development of questions about the consequences of mining research, the direction of minerals formation by people, value spontaneously developed, therefore, the diversity of sand extraction and clay determination. students Making a small, at first glance, harmless learning deepening in the surrounding Earth's crust, people do not also think that Mammadov will be studying a ravine here in the next few years. When studying the topic "Hydrosphere components" of derivatives, underground water processes are studied. implementation Instead of with the surrounding schoolchildren, you can compare to find out that how in our life the city is deepening people use our water and everyone gets a task in the process to study the creation of water quality. Its main activity is therefore the assimilation of a clearly defined sample [5].

Taking care of the Earth's ecology is a priority in the policy of many countries. Therefore, environmental education of children is carried out through school programs. Its goal is to develop in the younger generation an understanding of how their vital activity affects natural resources and how to make their existence on the planet as useful as possible.

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RUBRIC

«PSYCHOLOGY»

INFLUENCE OF TEMPERAMENT ON THE CHOICE OF TEACHING METHODS

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Abstract. The article explores the topic of the influence of temperament on the choice of teaching methods for schoolchildren. Special attention is paid to the competent interaction of the teacher with the psychological characteristics of a child's temperament. The article is intended for teachers and teachers of general education institutions.

Keywords: temperament, influence of temperament, methods.

Problem: how does temperament influence the choice of teaching methods

Thesis: the teacher must take into account the temperament of the students in order to correctly choose the teaching method.

In the 21st century, the issue of educating the young is more acute than ever. Each child has his own character, temperament and psychological characteristics [1, p.256]. They can become helpers or a problem during the educational process. In modern psychology, there are four types of temperament: sanguine, choleric, phlegmatic and melancholic. The problem of interaction with them still remains relevant. After all, each type has its own characteristics. Let's look at them in more detail. If we consider the types of temperament according to Hippocrates, then we can decipher them as follows:

Choleric – a high concentration of bile makes a person intemperate and impulsive. Sanguine – an increased dose of blood guarantees fun and mobility. Phlegmatic – lymph, a high content of this substance gives a person such properties as calmness and balance. Melancholic – the high content of black bile makes you sink into despondency and melancholy [2, p.304].

Referring to Pavlov's theory, these types of temperament can be described as follows, following his theory, which states that: "the type of higher nervous activity, which is determined by the ratio of balance, strength and mobility of inhibitory and excitatory processes." According to this theory, a sanguine person is balanced, optimistic, cheerful, active, emotional. Lives by the mood. It is easier for him than anyone else to experience failures and create a pleasant microclimate in the team. However, despite his high activity and sociability, he often does not finish things and is overconfident [3, p. 336] Choleric – such people are impulsive, active, gambling, have an "explosive" character. They quickly memorize information, but for a fairly short period of time without repetition. They prefer frequent changes of activity and team. Such students are the most intemperate, artistic, public and prone to emotional breakdowns. Phlegmatic – often calm, restrained, balanced and patient [4, p.430]. Always brings things to the final point, but is less communicative than the two previous types. Prefers solitude and a calm rhythm in life and work,

does not like empty words, and is also restrained in stressful situations. Melancholic is a thoughtful, creative person, tolerates failures and ridicule the hardest of all, is communicative, but shy, clamped. Shouting and too strict behavior will force a child with this type of temperament to withdraw into himself. They are characterized by an analytical mindset and a creative approach to work [5, p.182].

Every teacher needs to study this issue in depth in theory and in practice, because temperament is an integral part of the personality that will remain with the child forever [6, p. 148]. Speaking about working with each type of temperament, it is worth paying attention to the article "The influence of the type of temperament on educational activity" by psychological scientists Trubinov E.A., Gulyaeva T.V., Vanyutina E.S. They write that, depending on a certain temperament, the teacher /teacher should select the methodology and tasks that will not conflict with the psychological characteristics of the students [7, p.728]. For example, to work with choleric patients, it is worth using the method of changing tasks, alternating theory with practice, which will also help in the development of his publicity and artistry. Examples of such tasks can be presentation, expressive reading, presentation, participation in theatrical productions, etc. Also, in working with such students, it is worth focusing on the development of self-control and bringing things to an end. In no case should "strong measures" of influence be used – shouts, slaps, threats. This only increases the excitement. With an excitable child, one should speak calmly, but demanding, without persuasion [8, p.227]. Also suitable are designing, board games, drawing, anything that requires discipline and perseverance. When working with phlegmatic people, it is worth remembering about their perseverance and calmness, they always bring the matter to an end. Tasks that will not put him in a state of "calm" and increase the level of sociability are suitable for him. You should use tasks such as: essay – reasoning, plot – role–playing, in-depth search for information on any topic, reading dialogues on roles, learn a fragment from a work, tasks - experiments. When it comes to sanguine people, the teacher should not forget about activity, increased positivity. However, they are not as harsh and chaotic as the same choleric, sociable. Such children should be given a task in pairs for the purpose of control and mutual assistance, the development of natural abilities. A sanguine person is prone to wit, quickly grasps new things, easily switches attention [9, p.67]. A job that requires a quick reaction suits him best. He quickly gets tired of the monotony. As soon as the activity loses its appeal, the child tries to stop it, switch to something else. It will be useful for sanguine children to produce Physical Culture from time to time. wait a minute. Sports tasks, projects, general articles, etc. are excellent tasks for such children. But the most fragile in terms of learning are melancholics. They are shy and require a special, reverent attitude towards themselves. Tasks for such children should contain a creative vein, develop their abilities and promote them in the team. These are tasks such as: thematic drawings and essays, poetry, group classes and [10, p.320] etc.

Thus, it can be said that there is no bad or good temperament. It all depends on the level of his development and precisely selected teaching methods, which affect the learning ability and behavior of the child.

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THE MAIN CAUSES OF BEHAVIORAL ABNORMALITIES IN CHILDREN

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"Difficult" teenagers are not always exclusively children with negative behavior, there are also gifted children who, on the one hand, do not differ in bad behavior, on the other, are still quite "difficult" for a teacher in the process of upbringing and training. The reasons for deviant behavior in adolescents are not so much biological factors as psychological and environmental influences on the child.

Of course, various kinds of deviations in adolescents do not arise by themselves. There are reasons for everything.

One of the most common reasons is family. To be specific, there are problems in the family. If both parents work, then perhaps they do not pay enough attention to the upbringing of their children. Every child wants to be praised, calmed down somewhere, pitied. Due to the lack of attention from mom or dad, children begin to lock up. If these parents appear at home only late at night and do not follow what their child is doing, where he is when they are not, then the children begin to lead a wild lifestyle. Hence the increase in child crime and the number of underage pregnant girls. When parents do not explain to the child what is good, what is bad, when they do not provide adequate sexual education, it leads to such, unfortunately, sad consequences.

It is also not uncommon for parents to decide on a divorce. This also affects the mental state of the child. During this period of family life, mom and dad are busy only with their own problems, they have no time to support their son or daughter. Some children begin to blame themselves for everything that is happening, they close up, some become nervous, brisk, rude. Hence there is a complete unwillingness to learn, misunderstandings begin between the student and the teacher, between this child and peers.

Unfortunately, not all families live in financial prosperity. Children who live in poverty also often show behavioral deviations. This is due to the fact that others have everything, and they are deprived of something. Also, the children of the poor are attacked by other children, sometimes adults. As a result, the child develops hatred for everyone who lives better than him, which further generates the same crime.

In addition, alas, there are parents in the world who often drink or take drugs. In such families, no one needs a child at all. He has a childhood trauma for the rest of his life. There are even cases when such children grow up and begin to take revenge, killing everyone who leads such a lifestyle. Therefore, social protection agencies are being created, where such families are monitored, and in the case of a neglected situation, the child is taken to an orphanage, where psychologists are already dealing with him in order to somehow correct his behavior and attitude to others.

Moving away from the family, it is impossible not to say about the teenager's environment, which is made up of friends. This is another reason for the occurrence of deviations. If a child is friends with a company that leads a bad lifestyle (drink, smoke, arrange a brawl, etc.), then he begins to take an example from such companions. And often in such situations it happens that these friends begin to use the child. They encourage him to do bad things, but they themselves remain on the sidelines. When a teenager begins to understand the whole essence of what is happening, he develops distrust of other people.

Also, it is possible that guided children can connect to sects, and then sectarian movements become one of the main reasons.

Unfortunately, some modern teachers believe that the appearance of "difficult" teenagers is due solely to heredity. Allegedly, if you have criminals in your family, then you are the same. Alas, but such teachers are not professionals, their words only say that such teachers are absolutely illiterate in pedagogical terms.

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RUBRIC

«PHYSICAL AND MATHEMATICAL SCIENCES»

SOLVING ALGEBRAIC EQUATIONS IN RADICALS (BACKGROUND)

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Abstract. The problem of solvability of algebraic equations in radicals is considered in the article, and important steps in solving this problem are studied. In all formulas for obtaining the roots of algebraic equations, there are operations of addition, multiplication, subtraction, division, and extraction of roots of various degrees over the coefficients of the equation. In this connection, the concept of solving an equation in radicals appears.

Keywords: algebraic equations; radicals; exponent; factor; cubic equation; abelian equations.

Method of cubic equations in Tartaglia-Cardano radicals. Girolamo Cardano (1501-1576) was one of the pre-eminent and versatile scientists of the Renaissance. Mathematical works of Cardano – «Practice of general arithmetic and simple measurements», «Great Art or on the Rules of Algebra» and many others are collected in the fourth volume of the Lyon edition of the works of the Milanese. He wrote about almost everything that Renaissance mathematics knew, alternating new, own results with those that had already been obtained by other authors.

The main algebraic problem that occupied Cardano was to find ways to solve equations of the third and fourth degree. In accordance with the mathematical traditions of his time, he considered only equations with positive coefficients, therefore, for example, equation $x^3 + qx + r = 0$, where $q > 0$ or $q < 0$, he divided into three separate cases: $x^3 + qx = r$, $x^3 = qx + r$, $x^3 + r = qx$ [2].

The first attempts to solve the cubic equation are already found in the "Practice of General Arithmetic and Simple Measurements". It is true that Cardano only succeeded in dealing with equations of a certain kind, but the methods he used are noteworthy, since he subsequently applied them successfully in The Great Art. He noticed that a cubic equation can sometimes be solved by adding the same expression to both sides so that a common divisor is formed that can be reduced. In this case, the solution of the cubic equation was reduced to the solution of the quadratic one.

This, in fact, ends the contribution of this scientist in solving the cubic equation, which for a long time was unfairly called the "Cardano formula". The fact is that the method for solving equation (4) was discovered by another Italian scientist Niccolò Tartaglia (1499–1557) on February 12, 1535 in preparation for a mathematical duel with a certain Fiore.

The question of who owns the discovery of a general method for solving cubic equations remains controversial, there are several different opinions. History turned out to be unfair to Tartaglia - the way to solve a cubic equation has long been known in mathematics under the name "Cardan's formulas".

Unsolvability in radicals of algebraic equations of degree greater than four.

Mathematicians have long tried to find a method for solving the general equation of the 5th degree in radicals. The works of P. Ruffini and N.Kh. Abel were able to answer the question whether there are general formulas for solving equations of the fifth degree and higher. Their theorem is: the general algebraic equation of degree $n \geq 5$ is unsolvable in radicals. However, this does not mean that it is impossible to solve some particular types of equations of higher degrees in radicals. In 1824, Niels Henrik Abel found such a solution for a wide class of equations of arbitrarily high degree - the so-called Abelian equations. The Abel-Ruffini theorem does not even exclude the fact that the roots of each particular algebraic equation can be written in terms of its coefficients, using the signs of arithmetic operations and radicals. In particular, that any algebraic number, the root of an equation with integer coefficients, can be expressed in radicals in terms of rational numbers. But such an expression does not always exist [1].

The next, final, step in the study of the solvability problem was made by E. Galois. Considering numerical equations, E. Galois established the concept of their group, that is, the set of permutations between their roots that do not violate the rational relationships between them. This group determines for each equation the algebraic structure of its roots. In particular, an equation is solvable in radicals if and only if its group is one of the so-called solvable groups. Therefore, the question of the solvability of each given equation in radicals can be solved by a finite number of actions [3].

The method for obtaining a solution to an equation of the fourth degree was published in 1545, along with the solution of a cubic equation, in D. Cardano's book "Great Art". In all formulas for obtaining the roots of algebraic equations, there are operations of addition, multiplication, subtraction, division, and extraction of roots of various degrees over the coefficients of the equation. In this connection, the concept of solving an equation in radicals appears.

The paper studies the history of obtaining general formulas in radicals for solving equations of degree not exceeding four. The problem solved by Abel and Galois on solving equations of degree greater than or equal to five in radicals is also briefly described.

The questions investigated in this work are important for the future teacher of mathematics, as they are connected with an important content line of the school course, with the problem of solving algebraic equations.

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RUBRIC

«PHILOLOGY»

**FIGURATIVE REPRESENTATION OF THE CONCEPT OF «AUTUMN»
IN THE WORKS OF S.A. YESENIN (ON THE EXAMPLE
OF THE POEM «FIELDS ARE COMPRESSED, GROVES ARE BARE»)****Yulia Aleinik**

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Abstract. The article is devoted to the study of the concept of «Autumn» in the poetic discourse of S.A. Yesenin. Using the example of one of the poet's poems, it is shown how the studied figurative layer of this concept finds expression in linguistic means of different levels that create visual, auditory and tactile characteristics of autumn.

Keywords: concept, figurative representation, poetic text, individual author's meanings.

Currently, in linguistics, one can observe a trend towards interdisciplinary research, the connecting element of which is the «concept». Many linguists agree that a «concept» is a three-dimensional semantic formation. Researchers of the Volgograd School of Philological Conceptualism claim that one of the most important mental formations of the concept is its figurative side, i.e. «visual, auditory, tactile, gustatory, perceived by the sense of smell characteristics of objects, phenomena, events reflected in our memory» [1, p. 75-79].

An important place among the concepts significant for linguoculture is occupied by the concept of «Autumn», which acts as a category that forms the basis of any linguistic consciousness. The greatest interest in terms of studying the figurative characteristics of the concept «Autumn» is the poetic discourse of S.A. Yesenin, since this concept occupies a significant place in his work. Thus, we assume that the studied figurative layer of the concept of «Autumn» in the work of Yesenin finds expression in linguistic means of different levels that create visual, auditory and tactile characteristics of this time of year.

Autumn of S.A. Yesenin is a variety and riot of colors. The poet paints autumn with bright colors: «*the wheel for the blue mountains*», «*waiting for the gray winter left*», «*how the crimson crescent harnessed*». All this colorfulness is achieved through the use of coloratives by the author.

Symbolic realizations of the colorative determine its content. In the dictionary of S.I. Ozhegov, the word *crimson* is given the following interpretations: «Crimson – 1. Copper colors, red-yellow. C. protein. 2. With hair of this color, red-haired» [2]. In this case, the word *crimson* is used in its direct meaning, i.e. a foal of *crimson* color. It is worth noting that the author uses a figurative metaphor, comparing a month with a foal. In the language palette of S.A. Yesenin, *gray* is associatively correlated with white snow, which will cover the entire district after the arrival of winter. *Blue* is the color of peaceful life, tranquility and sadness; here he conveys not only the color of distant mountains, but also the sadness imprinted in the soul of the lyrical hero.

Autumn is not only a picture presented before the eyes of the observer, but also a variety of sounds that surround him. The sound spectrum of the studied poetic discourse consists mainly of ringing in the thicket («*Ah, and I myself am in the ringing thicket*»), as well as silence before dusk («*the quiet sun has rolled down*»). Silence is associated with the sadness of past years and death. Such an understanding of silence was reflected in the popular consciousness and was recorded in such expressions as «*quiet sadness*», «*dreary silence*».

The last component by which the figurative component of the concept under study is represented is the tactile characteristic. Here autumn is represented in the piercing cold, foreshadowing the imminent arrival of winter («*fields are compressed, groves are bare*»). Winter in Slavic mythology is a harsh time of the year, which brings with it death and cold. The Slavs imagined winter in the image of a cruel beauty dressed in a snow-white soul jacket. Winter breathes on everything it meets with such a chilling breath that even evil spirits hurry to hide. Groves are worth «goals». If you look in the dictionary of S.I. Ozhegov, then you can see the following interpretations of the word naked: «Naked – 1. Having no clothes, covers, naked. g. walls. 2. About the area: devoid of vegetation. *N. steppe*. 3. Taken by itself, without additions, without embellishment. *N. truth*. 4. full. f. Pure, without any impurities (*razg.*). *There is bare salt*» [2]. Here we can say that the word naked, used in a figurative sense ('an area devoid of vegetation due to the arrival of autumn'), metaphorically describes the state of the lyrical hero, shows his loneliness and defenselessness before the winter cold. Thus, through tactile sensations, autumn is described as a cold time of the year, carrying longing and a sense of loneliness.

So, we can conclude that the figurative component of the concept «Autumn» is represented by the author's use of linguistic means of different language levels that create visual, auditory and tactile characteristics of the concept under study. It should be noted that the autumn season in this poetic text acquires individual authorial meanings: for S.A. Yesenin, autumn is not only one of the four seasons, but also the time of summing up the whole life.

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THE CHRONOTOPE CATEGORY IN M.Y. LERMONTOV'S POEM "MTSYRI"

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Abstract. the article analyzes the concept of "chronotope". Using the example of the work of M.Y. Lermontov "Mtsyri", we consider how the chronotope is implemented in this text. The article will be useful for students and postgraduates of universities in the humanities.

Keywords: chronotope, lexical means, syntactic means, morphological means, space-time relations.

Modern linguistics has increasingly begun to address the issue of the chronotope of a work of art. Here is how its creator A.A. Ukhtomsky defines this term: "chronotope (from other Greek. χρόνος, "time" and τόπος, "place") is "a natural connection of space-time coordinates". Using the example of M.Y. Lermontov's poem "Mtsyri", let's consider what linguistic means the chronotope category is expressed in this text. Having studied the poem, it can be assumed that this category is expressed in the work by various lexical, syntactic and morphological means.

So, firstly, in M.Y. Lermontov's poem, the chronotope category is expressed by such lexical means - words with the semantics of time: hour, year, night, three days, moment, forever, a long time ago; spaces: monastery, mountain, towers, ruins, Georgia, gardens, Tiflis, forest, steppe, the monastery, etc . All these lexical means help us to identify spatio-temporal connections in the work.

Secondly, the chronotope category is expressed in the poem by morphological means. Such means include adverbs: today, once, after, above, below, yesterday; verbs: was, disappeared, came, stood up, gathered, pressed; nouns: hour, year, moment, night, monastery, mountain, gardens, etc. The presence of these morphological means also allows us to judge spatially- temporary relations in the poem.

Thirdly, the syntactic means expressing the chronotope category include how the sentence is constructed when describing the scene of action. For example, when describing such a place of action as a monastery, a compound sentence is used, complicated by a single adverbial participle, adverbial turnover, reverse word order: "A few years ago, there was a monastery where, merging, they were making noise, embracing like two sisters, streams of Aragva and Chickens." . Describing the will, the main character thus constructs a sentence: "Lush fields, hills covered with a crown of trees, overgrown in a circle, noisy with a fresh crowd, like brothers in a circular dance." – this sentence is complicated by a number of homogeneous participial turns, as well as a comparative turn. Thus, the syntactic construction of the text can also indicate the spatial-temporal relations in the work.

So, we have considered the chronotope problem in M.Y. Lermontov's poem "Mtsyri" in three aspects, from the point of view of lexical, morphological and syntactic means. During the consideration of lexical means in the text, we traced the logic of constructing a spatio-temporal picture of the poem. The morphological means used by the author turned out to be diverse in their composition, they helped to see the artistic skill of M.Y. Lermontov in the construction of the work. Syntactic means made the work more complex and diverse, presented the category of place and time more colorfully. In my opinion, the question of the chronotope in a work of fiction is very important in modern linguistics, this category helps to present the meaning of the text more clearly and to understand its structure.

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USE OF THE COLORATIVE "RED" IN THE WORK OF SILVER AGE POETS IN THE PERIOD OF REVOLUTIONARY TRANSFORMATIONS IN RUSSIA AT THE BEGINNING OF THE XX CENTURY

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Abstract. The article is devoted to the research of historical epoch perception of the 20th century by such writers as V. Mayakovsky, A. Blok and N. Gumilev, using the colorative "red" in their works as an example. The author aims at analyzing the poems of the writers of the Silver Age and at finding out the authors' attitude to the revolutionary events of the 20th century through the use of the colorative "red". The article is intended for a wide range of readers who are interested not only in the literature of the Silver Age, but also in the historical situation which Russia experienced in the middle of the last century.

Keywords: colorative vocabulary, poets of the Silver Age, semantics of color, Mayakovsky, Blok, Gumilev

At the beginning of the twentieth century a series of revolutions swept through Russia: the First Revolution of 1905-1907, the February Revolution of 1917 and the October Revolution of 1917. The influence of such grand events could not but affect the work of writers and artists. They began to express their attitude to the events through creativity. According to a famous artist Vincent Van Gogh: «Colors themselves express something». Color can also be represented as emotionality, «enriched with a variety of associations anchored in linguistic and social practice» [Zharkynbekova 2003: 110]. Color is a feature of the human eye's perception of the environment. A person when creating a certain object gives it a characteristic form and endows it with color, investing it with a certain meaning. Colors are also reflected in fiction. Thanks to the use of coloratives by poets and writers in their literary works, the reader understands both the emotional state of the writer and his thoughts and feelings. Coloratives are words that have the meaning of color. A colorative is a linguistic or speech unit which root morpheme is semantically or etymologically related to color-naming [Zubareva 2013]. «No one, never perceives color without these and similar impressions...the color red causes arousal, it is it, not ourselves. Excitement is its objective property», notes Russian philosopher and mythologist A.F. Losev [Losev 1991: 46]. The use of the colorative "red" reflects the different perception of the historical era of the twentieth century in the works of V. Mayakovsky, A. Blok and N. Gumilev.

One of the most active colors in the poems of Nikolai Stepanovich Gumilev in the revolutionary years becomes red. This color becomes a sign of anxiety, aggression, danger, reminiscent of fire, evil and blood:

*To the singer I gave a **bloody** flower
As a reward for my insolent speech.*

(*"The Song of the Singer and the King"*) [Gumilev 1991: 28].

After the October Revolution of 1917, at the time of which Nikolai Gumilev was 31, the image of blood often occurs in the poet's works, coloring the poems in bright red, for example, in the "Worker" (1916):

*I shall fall, deathly drown,
I shall see the past for real,
The **blood will gush** out on the dry,
Dusty and crumpled grass.*

Flowers and tree leaves are often painted in bloody color, for example, in the works "Autumn" (1917) and "Rain" (1915):

*An **orange-red** sky...
The intermittent wind sways
Bloody bunch of rowanberries...*
("Autumn").

*Only the greens are a little ominous,
As if spilled with vitriol,
But it's more sharply drawn.
The round bush of bloody roses.*
("Rain")

Nikolai Stepanovich Gumilev's use of red as a reflection of revolutionary events, which caused suffering and hardship to the Russian people, is seen in negative connotations.

Researcher L.P. Prokofieva says in her paper "Alexander Blok's Lingvo-color picture of the world": «Blok believed that certain words, poetic moods and views correspond to certain colors» [Prokofieva 2004: 237]. For Alexander Blok the color red correlates with such a concept as death. In this context, red can be interpreted as bloody. For example, in the poem "Snowy Spring Storms" (1914) and the poem "The Twelve" (1918):

*And I forgot all the days, all the nights,
And my heart **bleeds**,
Washing away the memory of my homeland...*
("Snowy Spring Storms")

*We'll make the bourgeoisie's world go up in flames.
We'll blow up the world's fire,
The world's fire **of blood**...
God bless!
And so they march in great march.
Behind a hungry dog.
Ahead, with a **bloody flag**...*
("The Twelve")

When red is used to refer to the color of fire, the lexemes in red most often carry a negative associative series. This is due to the fact that fire for the poet corresponds with the destructive component, with the victim, as can be seen in the poem "Fresh" (1906) and the poem "Twelve" (1918).

*Here the child falls asleep.
At your bosom, sister.
The game begins!
See, he sighs in his sleep.
He sees the **red light** of the fire:
It's time to go to the bonfire! [Blok 1997: 366]*
("Fresh ")

*- Who's waving the **red flag**?
- Look, look at the darkness!
- Who's out there walking at a runaway pace?
Hiding behind all the houses?*
("Twelve").

In the works of Aleksandr Aleksandrovich Blok the red color symbolizes mainly fire, blood and destruction. In this way the author shows his attitude to revolutionary changes.

The color palette of Mayakovsky's work can be called bright and varied. Mayakovsky is considered a poet of the revolution, so his works often use red color and its shades [Chistyakova 1969: 208]. Since Vladimir Mayakovsky accepted the revolution, was fascinated by it, the colorative "red" is used in his works not only in the sense of "bloody", but also in the sense of "festive", "honorable". The poet takes pride in his country:

*The red color of my republics
Should flame, too.*

("Letter to Tatiana Yakovleva," 1928)

...I'll take my soul out, I'll trample it.

*A big one! - And give it **bloody** as a banner.*

("A Cloud in My Pants", 1914-15)

Such words as "bloody" and "banner" are associated with the color red, which allows the reader to observe a bright red picture of what is happening. The same methods of constructing associations in Mayakovsky's works are encountered quite often, for example, "At one hundred and forty suns the sunset was blazing" ("An Extraordinary Adventure," 1920) or "Among the Thin Legs, Liquid with Blood" ("Hymn to Health," 1915). Also in the works the colorative "red" is used with words connected with the building of the socialist state: "Red people's teacher"; "red Spartakiade"; "red officer"; "Let us raise the glory - to the red village, to the red city, - to the Red Army men's iron alloy" [Mayakovsky 1957: 24]. Mayakovsky metaphorically uses "red" to mean "honourable, pure, untainted": «But there is no place for a malicious smear, do not smear red souls»; «We Voikov's red name and thousands of others above us as a banner» [Mayakovsky 1958b: 133]. Also "red" takes on the poet's meaning "festive": «the calendar, but in today's red day the legendary years are revived» [Mayakovsky 1958a: 133]. In V. Mayakovsky's view, the revolution symbolized cardinal changes in the structure of the state, which the poet saw as necessary, hence the revolutionary events were justified, so Mayakovsky uses red in the sense of "honorable" and "festive" more than in the sense of "dangerous", "disturbing".

Thus, depending on the acceptance or non-acceptance by the poets of the Silver Age of revolutionary events, which is followed by fundamental changes in the world order in Russia, the color red served as a symbol of revolution. But their attitudes toward these events differed radically, and consequently the use of red was also used with different meanings. Some were able to recognize the events of a cardinal reorganization of Russia, while others were categorically against it. Given that all the changes took place under the red flag, symbolizing the cardinal changes of the current way of life, red thus becomes the main color, reflecting both the pain and suffering for some, and the hope for change for others. It is worth noting that the importance of color in works of fiction should not be underestimated, as they possess cultural symbolism, create the atmosphere of the text, and express the writer's attitude toward certain phenomena of society.

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EMOTIONAL AND EXPRESSIVE CONTEXT IN M.A. BULGAKOV'S STORY «MORPHINE»

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Abstract. This article is devoted to the linguistic analysis of M.A. Bulgakov's story "Morphine". The purpose of the article is to show which language means create an emotionally expressive context of the story "Morphine". The author concludes that the tropes in the story immerse the reader in the oppressive atmosphere of the life of a zemstvo doctor suffering from drug addiction. The article highlights the dominant linguistic means involved in the creation of the poetics of the work. The article will interest fans of the work of Mikhail Afanasyevich Bulgakov.

Keywords: emotionality, expressiveness, linguistic means, Bulgakov.

Emotional and expressive coloring of the text is a special phenomenon in modern linguistics. It provides an opportunity for a unique design and expression of the speaker's personal emotional reaction to his own statement [Babenko, 96]. Thus, the emotional and expressive context of M.A.Bulgakov's story "Morphine" is an important element in the linguistic analysis of this work. He has a direct effect on the reader by enveloping him in "his own world of emotions." One of the actual objects of research is linguistic means that create an emotionally expressive context of the story. The following linguistic units can be called vivid examples of such means in M. Bulgakov's story "Morphine": tropes (metaphors, epithets), lexical means (colloquialisms, emotionally-colored vocabulary, professionalism) and syntactic means (parcellation, rows of homogeneous sentence members, ellipsis).

The linguistic expression of Bulgakov's "world of emotions" throughout the story manifests itself, first of all, in such a trope as a metaphor: "Rage hissed in my soul" [2, p.110]; "My heart starts pounding so that I feel it in my hands, in my temples... and then it falls into the abyss" [2, p.112]; "The air is not satisfying, it cannot be swallowed... there is no cell in the body that does not crave. The corpse is moving, yearning, suffering. So the buried alive probably catches the last insignificant air bubbles in the coffin and tears the skin on his chest with his nails. So a heretic at the stake moans and stirs when the first flames lick his feet"[2, p.114]; "The rain pours a veil and hides the world from me"[2, p.115]; "Far, far away tousled violent Moscow"[2, p.119]; "I can't part with my crystal soluble god"[2, p.121]; "I can't raise my hands high and draw my thoughts with a pencil"[2, p.124]. Thus, these expressions in a figurative sense create an atmosphere of hopelessness and meaninglessness of Dr. Polyakov's life.

At the lexical level of the story "Morphine", the words of medical terminology play an important role, since the narration is conducted on behalf of the doctor and represents his diary entries: "What a clear sunset. Migraine is a compound of the antipyrine coffeina ac citric. In powders of 1.0 ... is it possible for 1.0?" [2, p.103]; "It's not the suit, but the fact that I stole morphine in the hospital. 3 cubes in crystals and 10 grams of one percent solution" [2, p.118]; "But the next day, when I got back to normal, I received 20 grams in crystals without any delay at another pharmacy – I wrote a prescription for the hospital (along the way, of course, I prescribed caffeine and aspirin)"[2, p.118]; "Three syringes of 4% solution at dusk. Three syringes of

4% solution at night" [2, p.122]. Colloquial, colloquial and rude vocabulary gives additional coloring to the text. It helps to convey to the reader the atmosphere of a county town with its illiterate population. Examples of such language tools can be: "Ugh, damn" [2, p.95]; "If someone comes running... you let me know where you can go" [2, p.96]; "Now" [2, p.97]; "I'm a doctor, not a paramedic!" [2, p.110]; "The devil is in the bottle. Cocaine is the devil in a bottle" [2, p.111]; "The black belly grows and puffs in the distance behind the forest"[2, p.113]. It follows from this that the lexical level of the story is an important link for creating a certain emotional mood.

A distinctive feature of the story is that it is a diary entry. This way of telling about the life of Dr. Sergei Polyakov gives an opportunity for a deeper understanding of his emotional experiences. Syntactic means such as parcellation, ellipsis, and rows of homogeneous sentence terms enhance this effect. The use of parcel makes it possible to pay special attention to a specific detail: "Blizzard. Nothing" [2, p.103]; "They (paramedics. staff) live in the wing. And I'm alone" [2, p.104]; "I go to bed very early. About nine o'clock. And I sleep sweetly" [2, p.107]; "It's been a long time since I took up my diary. It's a pity"[2, p.112]; "I can't do it anymore. And so I took it and now pricked myself. Sigh. Another sigh. Easier" [2, p.114]; "Nonsense. An empty hallucination. An accidental hallucination" [2, p.120]; "I finished it. Finished it. Yes, I have a great sin on my conscience" [2, p.120]. The parcel in Bulgakov's story "Morphine" gives an idea of how the use of narcotic drugs affects a person's thinking, it becomes fragmented and stingy. Thus, the reader experiences the mental state of the protagonist, which is created within the emotionally expressive context of the story.

Based on these examples, we can say that the tropes in the story "Morphine" immerse the reader in the oppressive atmosphere of the life of a zemstvo doctor suffering from addiction to narcotic drugs. The lexical level of the work creates a picture of medical life, and also shows the ignorance and illiteracy of a rural resident. Syntactic means of expression are an integral means of conveying the mood of the characters and their behavior. All of the above gives us an idea that the emotional and expressive context of M.A. Bulgakov's story "Morphine" is created with the help of linguistic means of different levels.

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WAYS TO TRANSLATE FILMS TITLE FROM ENGLISH INTO RUSSIAN

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Abstract. The article is devoted to the issues of ways of translating film titles from English into Russian. Concepts, translation and film are analyzed. Much attention is paid to the ways of translating film titles from English into Russian. The ways of translations are considered in detail.

Keywords: film, translation, method, Russian, English, language, film, translator.

Currently, foreign films are in great demand in Russia. Their original titles are in a foreign language and must be translated.

The name of the film plays a big role in understanding the film as a whole and the main idea contained in it. Therefore, the translator must be very careful when translating the title of the film in order to make it as resonant and meaningful as the original.

Film – a set of photographic images (frames) sequentially located on a film, connected by a single plot and intended for playback on a screen; film work. Wikipedia gives us this definition. Film is considered by many to be an important art form; films entertain, educate, enlighten and inspire audiences.

Translation is an activity that consists in transferring the content of a text in one language by means of another language. The purpose of the translation is to establish an equivalence relation between the source and final texts [1].

Film translation plays a unique role in the development of both national stereotypes. Films can be an extremely influential and extremely powerful vehicle for conveying values, ideas and information. Different cultures are presented not only verbally but also visually as a film that conveys meaning through multiple channels such as picture, dialogue and music. Items that used to be specific to a culture tend to spread and invade other cultures. The choice of how the film is translated contributes greatly to the reception of the source language film in the target culture. The methods depend on various factors, such as the history, tradition or translation of films in a given country.

The translation of films has its own specifics, due to several factors at once. First of all, it has both signs of written and oral translation.

Traditionally, the major share of imported films in Russian film distribution is made up of Hollywood productions. Accordingly, the translation of films is most often a translation from English.

In connection with many years of experience in translating film titles, translators have developed certain approaches or translation trends, which we will consider in more detail [3].

Lexical translation - the names are translated into Russian word for word.

The next trend is pragmatic translation. A.D. Lishansky expressively writes about this: “The communicative ability of those who speak a language includes, in addition to linguistic knowledge, the ability to interpret the linguistic content of an utterance and derive contextual meaning from it.” Such skills are necessary for the translator of films, the titles of which can be both the key phrase of the film and a metaphor. Therefore, taking into account the pragmatics of the original name involves the use of various adaptation strategies that help the reader (potential viewer) to derive the most appropriate meaning for the content of the film, which is impossible with a literal translation.

For this type of translation, it is necessary to take into account the so-called socio-cultural influence, which, in some cases, forces the translator to reduce or completely omit everything that is considered unacceptable in the receiving culture for ideological, moral or aesthetic reasons.

Comparative analysis shows that when translating names, adaptations are observed, which often differ in Russian translations.

Among the translation trends, genre adaptation is increasingly common, in which linguistic units are involved in the translation, correlating the title of the film with a certain genre, so to speak, explicating the genre.

Another trend, called semantic, involves the transfer of the main idea. That is, the name in Russian may be far from the original source, but is connected with the main theme of the story [4].

Translations of film adaptation titles are a special object of analysis, since in this case it is necessary to trace the adequacy of several titles.

Another trend is the title of the film based on the name of the main character. The single personal name of the protagonist of a feature film is most often transmitted unchanged. The name of the film, which is based on an animated film well known to the American audience, is *The Grinch*. For the Russian viewer, such a character is not familiar, therefore, in the Russian translation, this gap is filled with an explanation: *The Grinch is the thief of Christmas*.

An analysis of the titles of films translated into Russian showed a rather mixed picture, however, some patterns and trends can be identified [2].

Thus, we can conclude that the title of the film should be related directly to the idea of the film. The worst translation of the title can be considered the one that remains incomprehensible even after watching the movie.

Literary translations are not the most interesting for moviegoers compared to literal translations and do not always convey the main idea. At the same time, the adaptation work of translators can be considered productive, as they make the film more visible, among numerous other films, help the audience determine the genre of the film in order to attract a certain category of viewer.

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MODERN INTERPRETATION OF THE MYTH OF ORPHEUS AND EURYDICE IN THE WORKS OF NOIZE MC*

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Abstract. The article is devoted to the study of the work of Ivan Alekseev (Noize MC*) and in particular his hip-hopers "Orpheus & Eurydice". Based on the analysis of the artist's songs, the paper shows the difference between the traditional plot of the myth and its processing in hip hop. The article may be of interest to fans of this artist, as well as fans of ancient Greek myths.

Keywords: Orpheus, Eurydice, myth, Noize MC*, hip hop.

In contemporary art, we often hear the work of Russian rap artists, among whom Ivan Alekseev (Noize MC*) stands in the forefront. The artist took the myth of Orpheus and Eurydice as the basis for one of his albums, and it is necessary to resolve the question of how he rethinks its content in his work. As an assumption, we can put forward the hypothesis that in the hip-hop "Orpheus & Eurydice" Ivan Alekseev changes the plot of the myth that is familiar to us. Let's look at this with concrete examples.

The traditional understanding of the myth of Orpheus and Eurydice in the work of Noize MC* is distorted and presented to us in the modern sense. Firstly, the ingrained plot of the myth has been reworked in Ivan Alekseev's hip-hop and transferred to modern realities. All actions take place not in mythology, but in the real world for us. This can be seen in the following lines: By the way, you haven't been seen in the kitchen for a long time: // While you're here daring your husband // In my opinion, something is going out on the stove // And it seems that no one has been there for at least two years except flies ... ("Small shards")

Secondly, the image of the main character – Orpheus – is unusual for us, since he is not an ancient Greek, but appears before us in the form of an average Russian of the XXI century. The appearance of the character is not described in detail, but the features of modernity can be seen in his words: I swear to you with my gift // I will squeeze the maximum out of ligaments, brains and kifara there // And what seemed rudimentary to someone will have a lifting force // We will change this nightmarish way of life to a new, spacious, beautiful // Or maybe it's all for nothing, and I'm not so talented // But if you believe in me, I will tear everyone up on this battle ("It is unlikely that the gods will deign to us").

And thirdly, the hiphoper presents a larger gallery of images than in the classic myth of Orpheus and Eurydice. In addition to Orpheus, Eurydice and Charon, images of Fortune, Prometheus, Spartacus, Narcissus, Nemesis Pathos and Morpheus appear in the songs.

Analyzing all of the above, we can conclude that Ivan Alekseev, indeed, reworked the myth, transferred it to our days, thereby making it closer to the modern listener and showing it from a completely different side.

* - включен Минюстом РФ в реестр иностранных агентов , прим. ред)

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DICTIONARY OF OBSOLETE WORDS IN PUSHKIN'S "CAPTAIN'S DAUGHTER"

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Abstract. This article presents the results of the research on the creation of the dictionary of obsolete words from the Pushkin's story "Captain's Daughter". The history of dictionary creation in modern lexicography, the first experiments in creating dictionaries of A.S. Pushkin are considered. The relevance of the study comes from the problem of students' misunderstanding of obsolete words when reading fiction texts. By using hyperlinks, which take the vocabularies to a dictionary entry in a particular dictionary on the Internet, students can overcome this problem. This dictionary is significant for the theory and practice of lexicography as one of the specific representatives of a certain type of dictionaries.

Keywords: dictionary, A.S. Pushkin, Captain's Daughter, lexicography, definitions, vocabulary, dictionary entry, hyperlink.

Lexicography is an independent scientific discipline with its own subject of study (dictionaries of various types), scientific and methodological principles, and its own place among other language sciences. Russian and Soviet linguist L.V. Shcherba wrote: «I think it is extremely wrong that our qualified linguists neglect dictionary work, due to which almost none of them ever engaged in it (in the old days it was done for a pittance by casual amateurs, who had absolutely no special training) and which gave it such a ridiculous name - "compiling" dictionaries. And indeed, domestic linguists, and especially our "compilers" of dictionaries, have seen that this work must have a scientific character and not consist in any mechanical comparison of some ready-made elements» [Shcherba 2004: 308]. When creating a dictionary, it is important to consider several factors: the type, scope, and purpose of the dictionary. Different dictionaries may deal differently with polysemy and monosemy, homonymy and polysemy, phraseological and free combination, etc. The Soviet and Russian linguist V.V. Morkovkin proposed the creation of a dictionary lexicology, which would be based on the theoretical understanding of linguistic concepts and categories. A distinctive feature of dictionary lexicology is the division of word science into a number of separate disciplines and the consideration of phonetic, morphological, word-formation and other properties of lexical units in one place and under one lexicographical angle [Morkovkin 2001: 64].

The concept of lexicography as a theory and practice of dictionary compilation developed only by the end of the 20th century. The typology of dictionaries and the teaching of the structure and elements of a dictionary (macro- and micro-structure) are the components of theoretical lexicography. Such an understanding of the content of theoretical lexicography is outlined in a major general lexicographical study by P.N. Denisov. The scientist singles out the concepts of dictionary,

maximum and minimum lexical systems, universal structure of the dictionary article, semantic equation, definition, descriptions, semantic metalanguage among the theoretical objects. The formation of the terminological apparatus of lexicography is still taking place. For example, such terms as dictionary metalanguage, dictionary definition, dictionary type, dictionary microstructure and dictionary macrostructure have already become generally accepted, which allows us to find evidence that the formation of lexicography as a science is taking place [Denisov 1980: 158]. Studying the heritage of Russian lexicographers, we can state that currently lexicography is developing rapidly, and in different directions. In the XXI century several explanatory dictionaries of the Russian language have already appeared: "Big Academic Dictionary of the Russian Language" edited by K.S. Gorbachevich, "Big Explanatory Dictionary of the Russian Language" and "Modern Explanatory Dictionary of the Russian Language" edited by S.A. Kuznetsov, "Explanatory Dictionary of the Modern Russian Language. Linguistic Changes at the End of XX Century" and "Explanatory Dictionary of the Russian Language at the Beginning of XXI Century. Topical Vocabulary" edited by G.N. Sklyarevskaya. Rapid political and social processes of the end of the 20th century in Russia were the main reasons for the appearance of the above-mentioned dictionaries. The occurring events have largely changed the linguistic picture, contributed to the appearance of new words, there was a clarification of norms of modern word usage, revision of illustrative material of ideological nature. One of the tendencies of modern explanatory lexicography is "the desire to include additional information about a word in the explanatory dictionary article" [Bobunova 2009: 24]. Dictionaries are also created by teachers of the History and Philology Department of Belgorod State National Research University. A specialist in the field of general linguistics, cognitive semantics, linguoculturology and phraseology, Doctor of Philological Sciences, Professor N.F. Alefirenko is the author of "Phraseological Dictionary. Cultural Cognitive Space of Russian Idiomatics", which contains stable expressions with a culturally marked component.

In 2017, under the guidance of Prof. S.A. Kosharnaya, Doctor of Philological Sciences, a dialect dictionary entitled "Experience of the regional dictionary of Belgorod region" was published, which included 3.7 thousand words. The dictionary contributes to the formation of an idea of how the inhabitants of different villages, towns and towns of the Belgorod region speak, as the dictionary materials include the vocabulary of all districts of the region. The development of lexicology also takes place in the "children's" direction. The peculiarities of children's speech, its dynamics and creative potential were demonstrated in the "Dictionary of Modern Children's Language" by Doctor of the Philological Sciences, Professor V.K. Kharchenko.

The prospects of lexicography development are seen in the improvement of existing and creation of new types of dictionaries, in the appearance of complex dictionaries and in the computerization of lexicographic activities. Explanatory dictionaries play an important role in Russian language and literature lessons today, as they help students to overcome the distance between the present and the time when classical works of Russian literature were created. When reading the classics, students may have difficulty understanding the meanings of certain words. There is a need for dictionaries on individual works of Russian writers, which reflect a whole historical and cultural layer of language development.

The aim of our work was to create an electronic dictionary of obsolete words from A.S. Pushkin's "Captain's Daughter" story. Given the trends in the development of modern lexicography and the active computerization of all processes, we used texts with hyperlinks, establishing links with other objects on the Internet, in our case, when you click on the active link you will be able to go to external resources and learn more about the description of the word. Hyperlinks will allow users to include the dictionary in methodological and educational work. The material of our research was such explanatory dictionaries as the "Explanatory Dictionary of the Living Great Russian Language" by V.I. Dal, "Explanatory Dictionary of the Russian Language" by S.I. Ozhegov and N.Y. Shvedova, "Explanatory Dictionary of the Russian Language" edited by D.N. Ushakov.

Another important source of our research work was the Dictionary of Pushkin's Language, which contains a commented alphabetical list of all the words used by A.S. Pushkin in his works. The dictionary was compiled in close contact with one of the main Russian Pushkinists, S.M. Bondi, who read all the material of the dictionary. The researcher spoke many times about how good it would be to compile a popular Pushkin dictionary, addressed to the general reader. This dictionary should include words used by Pushkin in meanings that have disappeared from the language, unknown to man of the second half of the twentieth century and, therefore, make it difficult for readers to understand Pushkin's texts. As we read A.S. Pushkin's work "Captain's Daughter" we identified obsolete words, which reflected the surrounding reality of Pushkin's contemporary era, i.e. the period of the first half of the 19th century. As a result of the work we collected a card file of 110 lexemes.

The work on the dictionary with hyperlinks included the following steps:

1) Preparation of the material. At this stage we arranged the vocabularies in alphabetical order, checked the words for repetitions, made a selection of illustrations for each word.

2) Processing and analysis of the collected data. In processing the collected data, we summarized the existing definitions from the source dictionaries. Our dictionary entries contain different types of definitions:

- Descriptive definition, which defines the meaning of a word by indicating a phenomenon of real reality, which boils down to the definition of a generic concept and a set of differential (distinguishing) features.

- Definition with synonymic interpretation, used to describe stylistically or expressively colored meanings, as well as obsolete or regional words, which have the most common synonyms in the language.

- Referential (derivational) definition, which contains the characteristic of the motivational meaning of the word and preserves the motivational and motivated meaning relations. At the same time, the meanings of motivated (derivative) words retain a semantic connection with those words from which they are formed.

The vocabulary contains data on the grammatical category of words, that is, the gender and number are indicated. The case of all words is nominative.

The vocabulary also describes the modern orthoepic and accentual norms, i.e. the correct pronunciation and accentuation of a word. The accent is placed over the vowel letter corresponding to the stressed sound (stressed syllable). In the dictionary articles taken from the dictionary of S.I. Ozhegov the stressed sound is emphasized.

The dictionary also contains etymological information about the origin of the word, which makes it possible to understand what vocabulary (native Russian or borrowed) the word belongs to.

The dictionary reflects the belonging of a word to a certain stylistic layer of vocabulary (neutral, high, book, official, colloquial) through the use of labels.

Also in some entries, in addition to explaining the meaning of the word, there is an example of its use in a sentence.

3) Editing and design (preparation of the presentation, design of hyperlinks).

The main practical application of the hyperlinked dictionary is its use in Russian language and literature classes, both in the traditional format of teaching and in the distance form of teaching the subjects. Another purpose of our dictionary is research. The dictionary provides rich material for research in the field of linguocultural studies. The dictionary reflects the already obsolete linguistic (including metalanguage) consciousness, everyday word usage of that time, outlines the contours of the national Russian metalanguage mentality. The research potential of the dictionary is not limited by its potential. The circle of its potential users is quite wide. The Dictionary has a wide range of potential users: Russian language specialists, who study the specifics of the Russian language and the laws of its functioning; teachers of Russian, both native and foreign; journalists, editors, translators and text-makers; historians, philosophers and all native speakers of Russian, who want to deepen their knowledge of the Russian language. We also believe that the dictionary is quite significant for the theory and practice of lexicography as a specific representative of a certain type of dictionaries.

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FUNCTIONS OF UKRAINISMS IN THE COLLECTION OF N.V. GOGOL «EVENINGS ON A FARM NEAR DIKANKA»

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Abstract. The article is devoted to the peculiarities of the functioning of Ukrainisms in N.V. Gogol's collection «Evenings on a farm near Dikanka». The following functions are analyzed: nominative, a means of creating humor and an external portrait of the hero in his national identity. Examples illustrating the main provisions of the article are given. The results of our work are relevant for the school course of Russian language and literature, since the works from this collection can be used as an argument when writing an essay on the OGE and USE.

Keywords: ukrainisms, nominative function, means of creating humor, external portrait of the hero, «Evenings on a farm near Dikanka».

Ukrainian vocabulary, phraseology, the very structure of Ukrainian speech influenced the language of N.V. Gogol's works, performing certain artistic functions. The writer depicts the national way of life of the people, draws the appearance of a simple Ukrainian person and creates a cheerful atmosphere in his stories. This is achieved through the use of Ukrainisms. L.V. Klimina notes: «Relying on the artistic method and stylistic system of A.S. Pushkin, N.V. Gogol tries to involve oral live speech more widely in the stylistic structure of artistic and narrative prose and reflect the worldview of the people in the picture of the world of his works» [Klimina, 22].

Ukrainisms in the collection of N.V. Gogol perform a nominative function. For example, in the sentence «... he knew that the rich Cossack Chub was invited by the deacon to kutya, where there would be: a head; a relative of the deacon in a blue coat who came from the bishop's singing school, who took the lowest bass; the Cossack Sverbyguz and some others; where, besides kutya, there would be vareukha, distilled saffron vodka and a lot anything to eat» («The Night before Christmas») [Gogol, 156] such words as «Kozak» and «vareukha» show readers that the action takes place in Ukraine, describe the life of the country. N.V. Gogol in the first and second parts of «Evenings on a farm near Dikanka» gives notes: «Just in case, so that they don't remember me with an unkind word, I write out here, in alphabetical order, those words that are not clear to everyone in this book» (the first part) and «There are many words in this book that are not clear to everyone. Here they are almost all signified» (second part). A.V. Shkatulyak points out that «many words indicated by N.V. Gogol himself as Ukrainisms may not be perceived by native speakers of modern Russian as borrowings from the Ukrainian language» [Shkatulyak, 37]. So, with the help of Ukrainisms, the author describes the life of the people, designates concepts that have no equivalents in the Russian language. And the real words in the text give the narrative a national flavor.

Ukrainisms in the collection «Evenings on a farm near Dikanka» can act as a means of creating humor. These are not just elements of the Ukrainian national color - they participate in the creation of a special poetic festive and playful atmosphere of fun that characterizes many stories of the collection. As an example, the following episode serves: «See, what a miracle!» — the blacksmith thought, gaping in surprise, and at the same hour noticed that the dumpling was climbing into his mouth, and already smeared his lips with sour cream. Pushing away the dumpling and wiping his lips, the blacksmith began to reflect on what miracles there are in the world and

to what wisdom an unclean person brings ...» ("The night before Christmas") [Gogol, 179]. Thus, the paintings of folk life with their gaiety, subtle humor and poetic mood are depicted by the writer using Ukrainisms in his works [Vaulina, 58].

N.V. Gogol creates an external portrait of the hero, which reflects his national identity. Here is the description of the Head in «May Night, or the Drowned Woman»: «The head can't stand panache: he always wears a scroll of black household cloth, is girded with a wool colored belt, and no one has ever seen him in another suit, except for the time of the tsarina's journey to the Crimea, when he was wearing a blue Cossack zhupan» [Gogol, 112]. The author, using Ukrainisms, helps readers to create a real image of the hero in detail, shows his nationality.

Thus, the Ukrainisms in N.V. Gogol's collection «Evenings on a farm near Dikanka» are multifunctional. They perform several functions: nominative, are a means of creating humor and an external portrait of the hero in his national identity. Ukrainisms in the works of N.V. Gogol are not just elements of the Ukrainian national color – they emphasize, in accordance with the tasks of the writer, the originality and colorfulness of the Ukrainian language.

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THE USE INTERACTIVE METHODS IN TEACHING LITERATURE

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Abstract. The article is devoted to the use of interactive teaching methods in literature. The article analyzes the features of interactive teaching methods. The specifics of the interaction of students in the process of implementing interactive methods are revealed.

Keywords: interactive methods, role-playing game, brainstorming, educational process.

In recent years, there has been an active search for a methodology that can significantly improve the effectiveness of training. The dynamic development of the country requires the school to form an active, organized personality, striving for constant self-education and improvement, with a creative approach to any business. It is necessary to understand how effective is the method of interactive learning in modern educational institutions.

Researchers A.E. Belkova and L.P. Lesnichenko the purpose of using interactive teaching methods in the educational process is understood in "creating comfortable learning conditions in which the student feels his success, his intellectual viability, which makes the learning process itself productive, to give knowledge and skills, as well as to create a base for further work" [Belkova, 1068].

Interactive learning is a special form of organization of cognitive activity, when the educational process proceeds in such a way that almost all students are involved in the process of cognition. [Kan-Kalik, 14].

Interactive teaching methods are based on exercises and tasks that contribute not only to the acquisition of new knowledge and their consolidation, but also to the involvement of all students in the active process of obtaining and processing knowledge, the formation of the ability to model various learning situations based on the acquired knowledge [Zaitseva, 63].

The educational process, based on the introduction of interactive learning methods, is organized taking into account the involvement of all students in the process of cognition. Common activity means that everyone makes an individual contribution, and in the process of work there is an exchange of knowledge, ideas, methods of activity. It is necessary to find a learning technology that would enable the use of the communicative and creative abilities of all students.

Case technology is an interactive learning technology that involves the consideration of life cases or a situation taken from fiction, aimed at the formation of new qualities or skills.

When writing assignments in literature lessons, several levels of complexity are used:

- the first level of complexity: the situation is described, problems are identified and clearly formulated.

- The goal is to diagnose the situation and make an independent decision on this problem;

- the second level of complexity: describes a more complex situation where the problem is not clearly identified.

The goal is to independently identify the problem, indicate alternative ways out of it;

- the third level of difficulty: a description of a specific situation, a proposal to find ways out of it;

The goal is to find a way to solve the problem.

There are quite a lot of interactive teaching methods in pedagogical science, all of them are associated with the organization of collective or work of students in solving creative, non-standard tasks [Ivanova, 95]. Interactive teaching methods such as brainstorming, debates, role-playing, imitation game, discussion, presentation, essay and many others are used in the lessons [Kazygulova, 1121]. Let's look at some of them in detail:

Brainstorming is a way of generating any ideas, their subsequent development by listeners, while it does not require preparation, promotes the development of imagination and analytical thinking. For example, a teacher can offer poems of different sizes to the children so that they find the patterns of their construction or simply ask the question: "What do dots and pointe shoes have in common?" and in the future we will talk about pointillism, dot painting, a kind of impressionism.

The debates are a well-organized exchange of opinions of both schoolchildren and critics, the purpose of which is to convince listeners of the correctness of their own position, for example: "Do we need romantics today?", "Does love bring happiness to life?", "Does Russia need Bazarovs?".

Role-playing helps to involve even a weak student in the educational process, as it shows not only knowledge, but also resourcefulness and ingenuity. A sense of equality, an atmosphere of enthusiasm and joy, a sense of the feasibility of tasks – all this makes it possible for students to overcome shyness that prevents them from freely using words of a foreign language in speech, and have a beneficial effect on learning outcomes [Petrichuk, 58]

A discussion is a kind of collective dispute, the purpose of which is to achieve a certain solution, with which all participants will agree.

Conducting a discussion should become a natural component of the learning process and literature, since it is this interactive method that allows a person to defend his opinion, find the right solutions, objectively evaluate his speech and the speech of his interlocutors.

Thus, interactive teaching methods are very effective, because they contribute to a high degree of motivation, maximum individuality of teaching, provide ample opportunities for creativity, self-realization of students, contribute to the improvement of reading and speech culture. Interactive teaching methods, which involve dialogical, search, problematic (individual and collective) forms of work, in our opinion, should become the basis for the success of each lesson in the process of teaching the Russian language.

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THE FUNCTIONING OF PRECEDENT PHENOMENA IN THE REGIONAL MEDIA

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Abstract. The article discusses the phenomena of linguistic personality. The author explores precedent texts. Glossy magazines are used as the material. As a result of the work carried out, it is concluded that it is necessary to use precedent phenomena in journalistic texts.

Keywords: precedent text, precedent phenomenon, title, pragmatics, mass media discourse.

Within the framework of the communicative-pragmatic macro-paradigm in linguistics, much attention is paid to the functioning of linguistic units in different types of discourses. In our opinion, it is particularly interesting to study the pragmatic potential of language units used in print media. Acquaintance with a journalistic text begins, as a rule, with its title, so the authors use different language techniques to keep the reader's attention. Our research interest was attracted by headlines in which a pragmatic effect is achieved through the use of precedent texts. Precedent phenomena in linguistics are understood as "units of discourse that are regularly renewed in speech, known to all representatives of the national linguistic and cultural community, having a common minimized connotatively colored invariant of perception, the appeal to which is understandable without additional decoding." [1] Being in a strong position of the text, the precedent phenomenon actualizes the necessary ideas, connects the possible content of the article with a particular topic. Any precedent phenomenon can be used as a material for a newspaper headline. Modern researchers distinguish the following types – a precedent text, a precedent situation, a precedent name and a precedent statement, which perform their functions and represent the necessary associations associated with the national and cultural traditions of the ethnos.

The subject of our research is the precedent phenomena in the headlines of the Belgorod media. The glossy magazines "Mamina Azbuka", "OnOnas", "Bellfashion", "Style" served as the material for the study. It should be noted that we found the largest number of precedent phenomena in the regional journal "OnOnas". Since the magazine is aimed at the younger generation, we assumed that the precedent fund would be distinguished by special pragmatics related to the interests of Belgorod youth.

As a result of the research, we found out that among the different types of precedent phenomena, a precedent text is most often used as a material for a newspaper headline. According to the definition of V.V. Krasnykh, a precedent text is called "a complete and self-sufficient product of speech-thinking activity; a complex sign, the sum of the values of the components of which is not equal to its meaning." [1] Works of fiction, lyrics of songs and advertisements, political journalistic texts – all this can be attributed to precedent texts used as a source to attract the attention of a potential reader. So, in the 2nd issue of OnOnas magazine in 2020, the title "Don't be shy" is used. The source of this precedent text is the famous song by Ivan Dorn. Let's give another example – "NOT a man's / woman's business", in this title there is a direct reference to the transfer on the first channel "Male / female", therefore, it can be qualified as a precedent, that is, updating ideas about the peculiarities of the gender approach to solving scandalous social and personal problems.

Nevertheless, in this example, we note the transformation of the precedent text (the use of the negative particle NOT), which is related to the content of the article, which contains several interviews about the denial of the separation of male and female responsibilities. The precedent phrase "NOT a man's/woman's business" appears with the negative particle NOT, which gives the expression an evaluative and ironic character. Thus, precedent texts, having the ability to be easily perceived by people and store a significant amount of information in a "collapsed" form, are a valuable source for a journal title.

To achieve a pragmatic impact, precedent texts should be well known to the reader, they should easily decode the national-cultural meaning of a language unit. This factor is associated with the choice of precedent phenomena from certain source spheres. Thus, no precedent texts from philosophy, politics or economics were found in the studied material. The most important for the media discourse turned out to be musical culture and cinema. For example, in the December issue of OnOnas magazine we find the following title of the article – "2020, let's say goodbye!". Already by the title it is possible to assume the connection of the content of the note with the pandemic of coronavirus infection. The source of this precedent statement is Timati's song, the content of which corresponds to the desire of the author of the magazine text to say goodbye to all the misfortunes of the outgoing year. Let's consider another example of a precedent text that was used in the 5th issue of 2020 of the OnOnas youth magazine – the article is called "Ice Age". The article is about the opening of the skating season, but the precedent phenomenon actualizes several areas for association. On the one hand, the title can be considered as a precedent situation associated with a certain phenomenon in the geological history of the Earth and characterized by the proliferation of glacial covers. On the other hand, in the minds of modern youth, another associative field is more relevant, in which a precedent phenomenon can be qualified as a precedent text, the source of which is an American computer cartoon. The relevance of this nomination, chosen by the author of the article as the title, is confirmed by another associative connection that arises among viewers of the television show of the same name. Thus, the title "Ice Age" as a successful author's find acts as a metaphor for professional ice skating in winter, and also attracts the attention of young people due to the actualization of positive semantics.

Literature has always been an important source of precedent. So, in the magazine "Mamina Azbuka" for 2019 we find the headline "The Belgorod land is glorious with heroes". The hero as the hero of Russian fairy tales and epics possessed strength, courage and bravery, saved the earth from enemies. The author of the article connects this content with the need to play sports. The article tells about the sports reserve school. Thus, in the form of headings, such precedent texts are used that are relevant at this time. Our research has shown that the most popular source areas for Belgorod media discourse are music culture, cinema and literature.

Precedent phenomena as units of linguistics and culture have a functional diversity. In G.G. Slyshkin's monograph, the following classification of functions is given: nominative, persistent, human and password. According to the researcher's definition, the nominative function provides a non-standard description of ordinary realities, the persuasive function is associated with persuading the communicative partner in his opinion, and the human function acts as a means of language play, and it is literally inseparable from the nominative one. In order to prove that the members of the communication belong to the same group, the linguist claims, you should turn to the password function [2]. Based on the results of our work, we can note that all the highlighted functions are implemented by precedent texts used as headlines in the Belgorod media. For example, we can observe the manifestation of the nominative function in the heading "Schrodinger Service". The article raised the question: "How to repay the debt to the Motherland and at the same time not to join the army as a conscript?". The answer lies in the precedent name of Erwin Schrodinger, an Austrian physicist, the author of the famous experiment "Schrodinger's Cat". The experience is as follows: a cat is placed in a cage in which it cannot be in two mutually exclusive states at the same time, but quantum mechanics says the opposite. The situation is similar with soldiers, since some universities have a military department, thanks to which students can pay their debt to the Motherland and not go to the army as conscripts. We can see an example of the implementation

of a human function in the heading "Quiet! The roe deer is coming," because students are used to seeing a different context: "Quiet! The exam is underway." Thus, the case-law text is an important means of attracting attention, since it has a pragmatic load and in a concise form expresses not only the content, but also a certain positive connotation. In the course of the study, we noticed that a frequently used precedent phenomenon is a precedent text, the source sphere of which can be musical culture, cinema, television shows or literature. Such a choice is due to the socio-psychological characteristics of the potential reader: since the analyzed journals are aimed at the younger generation, the authors used those precedent texts that can be decoded by the addressee. Getting into the newspaper headline in its original or transformed form, the precedent text performs various functions, ensuring the success of communication.

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**CHARACTERIZATION OF THE NOVEL "OBLOMOV" BY I.A. GONCHAROV
THROUGH THE STRUCTURE OF "THE HERO'S WAY"
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**ХАРАКТЕРИСТИКА РОМАНА «ОБЛОМОВ» И.А. ГОНЧАРОВА
ЧЕРЕЗ СТРУКТУРУ «ПУТЬ ГЕРОЯ» ДЖОЗЕФА КЭМПБЕЛЛА**

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Abstract. The article investigates the image of the protagonist of the novel "Oblomov" by I.A. Goncharov through the structure of Joseph Campbell by comparing the plot of the work and the stages of character development identified by the American scientist in the book "Hero with a Thousand Faces".

Аннотация. В статье проводится исследование образа главного героя романа И.А. Гончарова «Обломов» через структуру Джозефа Кэмпбелла с помощью сопоставления сюжета произведения и выделенных американским ученым в книге «Тысячеликий герой» ступеней развития персонажа.

Keywords: plot, image, path, hero.

Ключевые слова: сюжет, образ, путь, герой.

When reading books, sometimes you get the feeling that the characters and the plot are familiar. Joseph Campbell also thought about this idea. In his work The Hero with a Thousand Faces, he says that myths repeat the trials that a character goes through. The researcher identifies a structure of 17 stages of the "journey". Small details, images have been coming to literature from myths and fairy tales for a very long time, so the "Hero's Path" structure is often found in works that appeared long before the "Hero with a Thousand Faces".

Let's try on the example of the famous novel by I.A. Goncharov "Oblomov" to consider the theory proposed by J. Campbell. The scientist calls the starting point the first phase, the prehistory of the "journey". It consists of five elements.

The first step involves the emergence of the thought of a possible "journey", when the hero is in his usual world, in his comfort zone. In the novel, we see how Oblomov has two misfortunes: a letter from the headman and moving to another apartment. All this implies that Ilya Ilyich would have to leave the room.

The second step for J. Campbell is the rejection of this "call". L.A. Sapchenko, Doctor of Philology, calls Oblomov "a hero who "did not go"". Although it means unfulfilled dreams of traveling with Andrei Stolz, Oblomov, by and large, was not a person ready to leave his comfort zone. Therefore, the idea that you need to "go on a trip" does not cause him much enthusiasm. The third step is to acquire a "supernatural patron". In myths, this stage could indeed carry elements of magic and miracle, but in the novel by I.A. Goncharov, at this moment of the structure, the hero meets a mentor, his old friend Andrei Stolz, with whom his journey will begin. J. Campbell's fourth stage is a meeting with the "other world", the hero's first encounter with danger, with his own fears. For Oblomov, going out into society has become such a test. Stolz is taking Oblomov to different houses.

At the fifth stage in the Hero's Path structure, the traveler must be "absorbed" by a mythical creature. In Russian fairy tales, it could be, for example, a whale fish. But Goncharov's Ilya Ilyich is swallowed up by Petersburg society. Oblomov desperately resists him, he is not inspired by the stories of Andrei Stolz.

At this point, the first phase ends and the second begins. It's about character development. The sixth step allows you to see the hero separately from his mentor, to find out what he is worth on his own. After a conversation with an old friend, Ilya Ilyich nevertheless begins to enjoy his "journey". However, it is at this stage that errors and shortcomings of the character are also visible. No matter how strong the motivation from Stolz is, Oblomov remains himself. He did not leave the apartment for three months and did not visit Paris.

The seventh step is dedicated to meeting the main female character. Olga Ilyinskaya really became for Oblomov the ideal of aesthetic beauty and life, the so-called "goddess". Ilya Ilyich is as energetic as ever, "no sleep, no fatigue, no boredom on his face." The eighth stage is difficult for the hero: he realizes that life in his dreams is greatly embellished: "But when it suddenly dawns on us or we simply cannot help but notice that everything we think or do invariably bears the stamp of flesh, then we, as a rule, we experience disgust: life, the phenomena of life, the organs of life, in particular, a woman as a great symbol of life - all this becomes unbearable for a pure soul. Oblomov at this moment realizes that he cannot be with Olga.

The ninth step is called "Reconciliation with the Father." It is understood that at this stage the son should become equal to the father, but this is not the only interpretation. The hero, to some extent, must acquire power over life. In the novel, Oblomov moves to the house of Agafya Pshenitsyna, realizing that the safe "Oblomovism" is the best option for him, home and homeland. Ilya Ilyich accepts his essence, his destiny. "Apothesis", the tenth step of the path of Ilya Ilyich, falls on his serene stay under the wing of Agafya Matveevna, who cherishes and cherishes the gentleman she has inherited. "Here he finds everything that resembles a village: silence, "strict order" and "glorious coffee", the crackling of canaries and siskins, the clucking of a hen, pies with chickens and fresh mushrooms ..." writes N.L. Ermolaeva, Associate Professor of the Department of Russian Literature and Cultural Studies.

The eleventh step grants the hero the fulfillment of his dream - Oblomov understands that the "Oblomovism" that unfolded under the leadership of Pshenitsyna is just what he needed from the very beginning.

The third phase of the Hero's Journey involves the return of the character home.

The twelfth stage, in which the refusal to return home takes place, takes place in the plot of the novel when Oblomov falls ill. He no longer physically wants to change anything, because at the stage of "apothesis" Ilya Ilyich was happy.

The thirteenth stage of J. Campbell again has a mythical component. "Magic flight" for Oblomov became magical thanks to his friend Stolz. With his help, Ilya Ilyich gets rid of the theft of Ivan Matveich, Pshenitsyna's brother.

But after, at the fourteenth stage, the "magical forces" must leave the hero so that he can independently accomplish the feat. At this stage of his journey, Oblomov quarreled with Tarantiev and kicked him out of the house. They didn't see each other again. "Crossing the threshold into the world of everyday life" at the fifteenth step happened to Ilya Ilyich when he returned to his Oblomovka. The hero went through all the obstacles and ended up at home again, his dreams came true, he can continue to live happily. The sixteenth and seventeenth stages of J. Campbell are based on the continuation of the happy life of the hero. It describes the familiar "and they began to live, live ...". In many works, different steps of the Hero's Path have been modified or excluded, but it is these two steps that are most subject to modifications. However, Ilya Ilyich really began to live, enjoying every day, without fuss, in harmony.

Thus, Oblomov really goes through such stages of personal growth that the heroes of myths went through. Thanks to the J. Campbell system, one can trace how the hero changes in the course of the story and what circumstances prompted him to change.

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RUBRIC

«JURISPRUDENCE»

PERSONNEL ELECTRONIC DOCUMENT MANAGEMENT

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The labor legislation has undergone many changes. In November 2021, three new articles (22.1-22.3) were added to the Labor Code, which regulate the new procedure for conducting personnel EDI and electronic interaction between employers and employees

The legislator pointed out that some of the innovations will come into force from the moment of the law's publication, while the second part will take effect in September 2022.

Thus, the Labour Code has enshrined the concept of «electronic document management in the field of labour relations - the creation, signing, use and storage by the employer, the employee or the person entering employment, documents related to work, drawn up in electronic form without duplication on paper».

Now, according to the law, the employer can transfer 99% of personnel documents into electronic format, without duplication in paper form. These are documents such as: labor contracts, material responsibility contracts, apprenticeship contracts, education contracts (with or without leaving work), disciplinary orders and notices of changes in the terms of the employment contract.

The exceptions to all personnel documents are labor books, information on employment (form STD-P), certificates of accidents at work (form H-1), orders or instructions to dismiss employees, documents on the passage of instructions on labor protection, which must be made out on paper.

But this transition has a number of peculiarities. When introducing EDI, the employer must notify employees and job applicants of the transition to EDI, and take consent from current employees. If the employee does not agree to switch to EDI, the HR department will provide them with paper documents.

At the same time, if an employee joins the workforce after 31 December 2021, no consent is taken from employees, and they are informed when they enter the organization that there is an electronic personnel record-keeping system in operation.

The situation is similar in relation to work record books: for an employee who refuses to keep an electronic work record book, they keep it in paper form, and he can at any time write an application to switch to an electronic work record book. If the employee has written an application for the transition, he will not be able to return to the paper form. If the employee gets employed for the first time since January 1, 2021, that is, until then it had no work record book in any form, the personnel officer makes a work record book in electronic form.

The innovations in the HR electronic document flow also touched on the disability certificate. From 01.01.2022 all certificates of incapacity for work (sick-leave certificates) will be executed by clinics and hospitals exclusively in the electronic form. Sick notes will not be duplicated on paper. The doctor is only obliged to inform the employee of the document number, and the document itself

will automatically go to the employer's accounting department through the information interaction system of the Social Insurance Fund. In this case, the exceptions are persons whose information constitutes state and other secrets protected by law, as well as those in respect of whom state protection measures are implemented - for them there will still be a paper form of the sick leave.

When implementing KEDO in the organization, the employer can use an information system:

- its own, which will ensure the signing of electronic documents, their storage, as well as recording the fact of receipt by the parties to the employment relationship;
- the federal state digital platform "Work in Russia", access to which can be obtained, including the Unified Portal of State and Municipal Services.

Since the implementation of personnel electronic document management does not require the duplication of paper documents, all documents are signed with an electronic signature. The electronic signature depends on the type of document and where the EDI is maintained.

If the employer uses a commercial solution, they will need an enhanced qualified or unqualified signature to sign documents. The employee, however, can use a simple or enhanced signature. Some documents in the commercial EDI system the employer will only be able to sign with an enhanced qualified signature, while the employee can sign with any enhanced signature. Such documents include:

- Employment contract and amendments thereto;
- Material liability agreement and amendments thereto;
- An apprenticeship agreement and amendments to it;
- a contract for in-service or on-the-job training and amendments to it;
- an order (instruction) to impose a disciplinary punishment and notification thereof;
- consent to transfer;
- application for dismissal and its withdrawal.

From all of the above it follows that the emergence of EDI sufficiently optimizes the work of the personnel service, and the legislation in the field of personnel electronic document management, gives the right to employers to switch to EDI, but does not oblige.

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FALSIFICATION OF DOCUMENTS

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The article examines document forgery. It analyzes its types, and also studied the signs that can be used to recognize a fake document. Key words: falsification, document, perpetrator, forgery, forgery methods.

Document forgery has always been and remains one of the most important problems. Everything from travel tickets to falsification of important official documents has been falsified. Forgeries threaten the work of public authorities, companies and organisations. In other words, they interfere with the normal functioning of the whole system. A fraudulent document is a forged document that has been produced in a prescribed form or a genuine document that has been altered by an intruder.

The most commonly forged documents are those recorded on paper. This is because they are more common. For their crimes, criminals resort to various methods of falsification. And over time they become more and more sophisticated. There are two types of document forgery: "In the domestic science of criminal law, almost all authors recognize the division of document forgery according to the method of its commission into material (physical) and intellectual.

Intellectual forgery is the creation of a document similar in form to the original, but containing false information. Such a document is difficult to distinguish from the original, it has all the requisites, the form, but the information fixed in it is false. Forgery with material forgery is an illegal change of already existing document, inclusion of false information in it.

A document of this kind has an absolute and a relative age. Absolute age is the length of time a document has existed, starting when it was created. Relative age is the time when the document was falsified.

Material forgery is divided into total forgery and partial forgery. For example, if individual alterations have been made to a document, this qualifies as partial forgery. If the entire document has been forged by fraudsters, it is a complete forgery.

For partial document forgery fraudsters use different methods: erasure, etching, addition, replacement of pages and words, correction of separate letters, re-gluing of photos.

Forgery is a mechanical impact on a document. Through this method, attackers remove unwanted parts of the text. They may use needles, blades or an eraser for this purpose.

Using an eraser creates dark spots on the document, in which particles of rubber can be detected when enlarged.

Erasure can be recognized by the following features: scratching of paper surface; ruffling of paper fibers; damage of protective screen lines; loss of luster of paper; paper thinning in some places; blotting of ink on erasure place.

Chemical agents such as acids, bases, reducing agents and oxidising agents are used in etching. These agents discolour or destroy the ink.

Characteristic features of this method of counterfeiting: paper brittleness, discolouration of the paper, stains, colour differences.

One of the most common types of typing is an addendum or an overprint. The essence of this method is to change the content of a document by inserting letters, words or numbers into the empty spaces between the lines.

In order to identify the spelling or overprinting it is necessary to pay attention to: the difference in layout and configuration of the typescript; different spacing between words in the text; different underlines in the document; thickened strokes, extra elements; the difference in colour of the document; the presence of contradictions in the text; the difference in the luminescence of the strokes.

The most common means of falsifying identity documents are replacement of parts of text and replacement of photographs. These include a passport, a certificate, etc.

The main feature of such substitution is the integrity of the document in the places where the pages are bound, visible differences in the printing process, differences in the format of the sheets, the numbering of the pages is not the same, the dyes and paper in the parts of the document are different from each other.

There have been cases where a document has been made from different parts of other documents. It is possible to recognise such falsifications by examining the paper, the text dyes, the underwriting in all parts of the document.

Forgeries of seals and stamps are also not uncommon. Criminals make stamps on rubber, use wet printing or copying through an intermediate stamp.

The purpose of counterfeiting seals and stamps is to give an official appearance to a false document. This occurs when making various kinds of certificates from organizations, institutions and enterprises that do not exist.

Signatures are forged by means of copy paper or by imitating a genuine signature by hand if it is quite simple, wet copying is used.

Wet copying transfers the ink from the original signature to the forged document. Wet or sticky material is used. When the ink particles come into contact with it, they are transferred to that material and printed on the new medium, leaving mirror-like marks.

One of the most pressing problems today is the counterfeiting of electronic documents. False information is put into them using graphics editors and specialised software.

Classical methods of exposing such forgeries are ineffective. Therefore, special computer algorithms are being developed for this purpose to detect text forgery in electronic documents.

Document forgery is a crime. Penalties for document forgery are set out in the Criminal Code of the Russian Federation.

Documents are indispensable satellites of modern society. Technical progress is advancing; new means of printing and copying documents are being created. And, unfortunately, these technologies fall into the hands of the wrongdoers. They become a weapon to cheat and forge documents.

There are many ways to counterfeit documents but all of them can be identified by their characteristics.

The problem of falsification is currently one of the most pressing. It is therefore a priority to develop new ways to protect against fraudsters.

ҚАЗАҚ ТІЛІНДЕ МАҚАЛАЛАР

БӨЛІМ

«МЕДИЦИНА ЖӘНЕ ФАРМАКОЛОГИЯ»

ҮШТҮСТІ ШЕГІРГҮЛ (*VIOLA TRICOLOR L.*) ӨСІМДІК ШИКІЗАТЫНАН УЛЬТРАДЫБЫСТЫ ЭКСТРАКЦИЯЛАУ ӘДІСІМЕН ЭКСТРАКТ АЛУ

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Түйіндеме: Қазіргі уақытта шегіргүл тұқымдас өсімдіктердің химиялық құрамы жеткіліксіз зерттелген. Қазір шегіргүл тұқымының белгілі 500 түрінің 26 түрінде 200 түрлі қосылыстар туралы анықталғаны туралы мәліметтер келтірілген. Ресейде өсетін осы тұқымның барлық түрлерінің ішінен тек кейбір өкілдер зерттелді: дала шегіргүлі және Орталық қара жер флорасының түрлеріне. Отандық және шетел әдебиеттеріне аналитикалық шолу нәтижесі бойынша үштүсті шегіргүл дәрілік өсімдік шикізатын зерттеуді талап етеді және терең зерттеу үшін қызығушылық тудырады. Бұл *Viola L.* тұқымының өсімдіктерін медициналық тәжірибеде қолдануға мүмкіндік береді [1].

Осы жұмыста үштүсті шегіргүл (*Viola tricolor L.*) өсімдік шикізатынан ультрадыбысты экстракциялау әдісімен экстракт алу және компоненттік құрамын анықтау көрсетілген. Сондай-ақ, өсімдік шикізатынан биологиялық белсенді заттардың толық шығуына әсер ететін технологиялық параметрлер анықталған.

Кілтті сөздер: *Viola tricolor L.* дәрілік өсімдік шикізаты, экстракциялау әдісі, ультрадыбыс экстракция, экстракт.

Мәселенің өзектілігі

Қазіргі уақытта шөптердің емдік әсеріне көбірек көңіл бөлуде. Адамға осы немесе басқа ауру әсер етпейінше, ол біздің айналамыз да табиғаттың керемет күші бар деп ойламайды. Өсімдіктерді дәрілік зат ретін де пайдалану тарихы ежелгі дәуірден басталады. Емдеудің ғасырлық тәжірибесі көптеген өсімдіктердің емдік қасиеттерін ашты. Химия жетістіктерінің арқасында өсімдіктердің белсенді ингредиенттері таза түрде бөлініп, медицинада кеңінен қолданылды. Дәрілік өсімдіктер негізінде жасалған препараттар ағзаға синтетикалық препараттарға қарағанда жұмсақ әсер етеді, науқастарға жақсы төзімді, жанама аллергиялық реакцияларды аз тудырады. Сол себепті дәрілік шөптік препараттар науқасты кешенді емдеуде кеңінен қолданылады [2].

Қазақстанның бай флорасының негізін құрайтын өсімдіктің құрамындағы биологиялық белсенді заттарды анықтау, олардың негізінде фармацевтикалық субстанцияның технологиялық

әдістерін жасап шығару және ҚР МФ талаптарына сәйкес стандарттап; шикізат экстрактын алуды эксперименттік негіздеу - фармацевтика ғылымын дамыту жолының басты бағыттардың бірі болып табылады.

Өсімдік ресурстарын рациональды қолдану және сақтау мемлекетаралық деңгейдегі басты мәселелерге жатады. Қазақстандағы дәрілік өсімдіктердің бай қоры - қазіргі замандағы тиімді және қауіпсіз фитопрепараттарды жасап шығару қажеттілігін анықтайды және Отандық фармацевтік өндірісті дамытудың бірден бір жолы ретінде саналады [1,2].

Сондықтан Республикамыздағы денсаулық сақтаудың ең маңызды міндеттерінің бірі - Ұлттық дәрі-дәрмек саясатын іске асыру, халықты жаңа, эффективті, зиянсыз, бағасы қолжетімді дәрілік препараттармен қамтамасыз ету, импортқа тәуелділікті төмендету және денсаулық сақтау жүйесінің қаржылық орнықтылығын қамтамасыз ету, жаңа дәрілік заттарды іздеу, отандық фармацевтикалық субстанцияның түпнұсқасын фармацевтикалық өңдеу және олардың негізінде дәрілік препараттарды қолданысқа енгізу аса маңызды болып табылады. Осы мақсатта өсімдік тектес дәрілік құралдарды басты назарға алу Қазақстан ғылымы аясында тиімді, әрі қолжетімді, ғылыми-техникалық потенциалдық маңыздылыққа ие [2,3].

Сондықтан, үштүсті шегіргүл (*Viola tricolor L.*) өсімдік шикізатынан ультрадыбысты экстракциялау әдісімен экстракт алу және оның құрамынан биологиялық белсенді заттарды іздестіру, алынған экстрактың технологиялық аспектілері зерттеледі.

Зерттеу мақсаты:

1. Үштүсті шегіргүл (*Viola tricolor L.*) дәрілік өсімдік шикізаты негізінде ультрадыбысты экстракциялау әдісімен экстракт алудың технологиясын дайындау;
2. Үштүсті шегіргүл (*Viola tricolor L.*) түрінен өсімдік шикізатының компоненттік құрамын анықтау

Зерттеу материалдары. Үштүсті шегіргүл (*Viola tricolor L.*) өсімдік шикізатынан ультрадыбысты экстракциялау әдісімен алынған қою экстракт.

Зерттеу әдістері. Қазақстан Республикасының Мемлекеттік Фармакопеясының I томының 2.2.28. мақаласын ДӨШ-тың және оның негізіндегі фармацевтикалық субстанциялардың химия-физикалық құрамын анықтауда пайдаланылды.

Үштүсті шегіргүл (*Viola tricolor L.*) - биіктігі 10-40 см, қоңыр түсті өзегі бар жылдық немесе екі жылдық өсімдік. Жапырақтарының ұзындығы 0,5-7 см, ені 5-20 мм, қысқа түкті, доғал тісті, үлкен лира тәрізді бөбежапырақтары бар; төменгі жапырақтары кең жұмыртқа тәрізді, сағақты, жоғарғы жағы ұзын, жиегі серрат тәрізді. Үштүсті шегіргүлдің гүлдері жалғыз, ұзындығы 2-3 см, зигоморфты, ұзын (3-13 см) педикельдерде, екі бұтағы бар. Екі жоғарғы жапырақшасы жұмыртқа тәрізді, көбінесе көк-күлгін, сирек бозғылт күлгін, екі жағы эллиптикалық, жоғарғы жағында орналасқан, көк-күлгін немесе сары түсті, бір-үш қара нектарлы жолақтары бар; төменгі жапырақшасы үшбұрышты, дөңгелек жиектері бар, басқаларына қарағанда үлкен, негізі әрқашан сары, бес-жеті қара жолақтары бар, жиегінде күлгін, көбінесе көкшіл шоғыры бар бозғылт өсімдік [4].

ТМД-ның еуропалық бөлігінде кең таралған. Ауқымның солтүстік шекарасы Мурманск, Кировск, Кандалакша, Ақ теңіз, Поной (Кола түбегі), таулар арқылы өтеді. Мезень, Ухта қаласы, Печора, Воркута жерлерінде кездеседі. Еуропада және Азияның қоңыржай аймақтарында таралған [5].

Үштүсті шегіргүл (*Viola tricolor L.*) өсімдігінің қабынуға қарсы қасиеттері бар, олар өсімдіктің антенналық бөлігінде фармакологиялық белсенді эфир майы мен асқазан-ішек жолында антисептикалық әсер ететін, бронх бездерінің секрециясын жақсартатын және қақырықты шығаруды жеңілдететін шырышты заттардың болуымен байланысты [6].

Нәтижелерін талқылау және қорытындысы. Үштүсті шегіргүл (*Viola tricolor L.*) дәрілік өсімдік шикізаты негізінде экстракт алу моделі Alexpulse no-404 ультрадыбыстық экстрактор көмегімен алынды. Ультрадыбыстық өріс әсерінен биологиялық белсенді заттарды қатты фазадан суға, алкогольге немесе су-спирт сұйықтығына шығару процесін зертханалық зерттеуге арналған.

Экстрактивті заттарды анықтау келесі әдістеме бойынша жүргізілді. Бірінші экстракторды көлденең орнатамыз. Электр шкафын желіге қосып, суыту жейдесінің келте құбырларын суық ағынды сумен жабдықтау желісіне қосамыз. Сұйықтық пен шикізаттың температурасын 20-25°C аралығында салқындату және ұстап тұру үшін экстрактор ыдысының корпусында сумен жабдықтау жүйесінен су берілетін салқындатқыш бұрама бар. Салқындатқыш бұрамадан су ағызу құрылымы қарама-қарсы жерде орналасқан. Электр шкафының қабырғасына электр шкафының алдыңғы панеліндегі желі индикаторындағы start батырмасын қосамыз. Үштүсті шегіргүл (*Viola tricolor* L.) дәрілік өсімдік шикізатының алдын ала ұсақтап, дайындаған шикізатты аналитикалық таразымен 180 г өлшеп алып, оны сыйымдылығы 2500 мл тегіс түпті колбаға салып, үстіне 1800 мл этанол ерітіндісін құйылды. Колбаны баяу шайқап, шикізатты этанол ерітіндісімен толығымен суланды. Экстрагент ретінде 70% этанол ерітіндісі қолданылды. Экстрактор қақпағын жауып, 30 минут, 60 минут және 90 минутқа экстракцияланды. Технологиялық уақыт өткеннен кейін, дайын болған өнімді түбіне орнатылған ағызу шүмегі арқылы сұйық экстракт сүзіп алынады. Алынған сұйық экстрактты өлшейді және қағаз сүзгі-фильтр көмегімен алдын ала құрғатылған колбаға сүзеді. Алынған сұйық экстрактты роторлы-буландыру құрылымында (BUCHI Rotavapor R-3) буландырып, қою экстракт алынды.

Кесте 1.

Үштүсті шегіргүл (*Viola tricolor* L.) өсімдік шикізатынан алынған экстракттың нәтижелері

№	Шикізат	Экстрагент	Экстракциялау уақыты	Сұйық экстракт мөлшері
Модель 1	180 г	1800мл	30 минут	1050мл
Модель 2	180г	1800мл	60 минут	1245мл
Модель 3	180г	1800мл	90 минут	1210мл

Кесте бойынша, Үштүсті шегіргүл (*Viola tricolor* L.) өсімдік шикізатынан экстракциялау уақыты 30 минутта 1050 мл, 60 минутта 1245 мл, 90 минутта 1210 мл сұйық экстракт алынды. Алынған экстракттарды қоюландырып, қою экстракт алынды. Қою экстрактты қажетті мөлшерін алып, оның компоненттік құрамы зерттелінді.

Үштүсті шегіргүл (*Viola tricolor* L.) өсімдік шикізатынан ультрадыбысты экстракциялау әдісі арқылы экстракт алудың технологиялық және аппаратуралық сызбанұсқасы құрастырылды. Қою экстрактты өндіру технологиясы келесі кезеңдерден тұрады: ДӨШ дайындау, экстрагентті дайындау, ультрадыбыс әдісі арқылы экстракциялау, сүзу, қоюландыру, орау және таңбалау. Өндірістің әр кезеңі аралық және дайын өнімнің сапасын бақылаумен бірге жүреді.

Үштүсті шегіргүл (*Viola tricolor* L.) өндірудің аппаратуралық сызба-нұсқасы. Ұсақтағыш, таразы, елеуіш қондырғы, шикізат жинағыш, экстрактор, су өлшегіш, спирт өлшегіш, экстрагент өлшегіш, тұндырғыш аппарат, друг-фильтр, вакуум-буландыру қондырғысы, құтыларды жуу қондырғысы, құты толтыру қондырғысы, қаптау орау үстелі, тасымалдау үстелі.

Үштүсті шегіргүл (*Viola tricolor* L.) қою экстракттың құрамындағы биологиялық белсенді заттарды Газды хроматография/масс спектрометрия (ГХ/МС) әдісі көмегімен анықталынды.

Сынаманы дайындау және талдау әдістері келесідей жүргізілді: үлгінің көлемі 0,5 мкл, сынама енгізу температурасы 250°C, ағын қысымысыз. Бөлу ұзындығы 30 м, ішкі диаметрі 0,25 мм және пленканың қалыңдығы 0,25 мкм болатын хроматографиялық капиллярлық баған арқылы жүзеге асырылды:

3. Тасымалдаушы газдың тұрақты жылдамдығы (гелий) 1 мл/мин.

4. Хроматографиялау температурасы 40°C-тан 5 °C/мин-ден 280°C-қа дейін (экспозиция 15 мин).

5. Талдау уақыты - 63 минут.

Анықтау SCAN m/z 34-750 режимінде жүзеге асырылады. Хроматографиялау масс-спектрометриялық детекциямен газды хроматография әдісімен жүргізілді (Agilent 7890A/5975c). Газды хроматография жүйесін басқару, алынған нәтижелер мен деректерді тіркеу және өңдеу үшін Agilent MSD ChemStation бағдарламалық жасақтамасы (1701ea нұсқасы) қолданылды.

Деректерді өңдеу сақтау уақытын, шыңдардың аудандарын анықтауды, сондай-ақ масс-спектрометриялық детектор көмегімен алынған спектрлік ақпаратты өңдеуді қамтыды. Алынған масс-спектрлерді ашу үшін Wiley 7th edition және NIST'02 кітапханалары пайдаланылды (кітапханалардағы спектрлердің жалпы саны – 550 мыңнан астам).

Үштүсті шегіргүл (*Viola tricolor L.*) өсімдігінің жер үсті бөлігінен алынған экстракт зерттеу нәтижесі бойынша: 30 минутта алынған экстракторда 59 қосылыс, 60 минутта алынған экстракторда 63 қосылыс, 90 минутта алынған экстракторда 75 қосылыс анықталды.

ГХМС нәтижесі бойынша 3 түрлі уақыт аралығындағы жоғары мөлшерде бөлінген биологиялық белсенді заттарға салыстырмалы талдау жүргізілді. Нәтижесі кесте-2 көрсетілген.

Кесте 2.

Үштүсті шегіргүл (*Viola tricolor L.*) өсімдігінің жер үсті бөлігінен алынған экстракт құрамындағы кейбір ББЗ сандық құрамының нәтижесі

Қосылыс атауы	30 мин	60 мин	90 мин
Гексадекан қышқылы	15,99%	13,49	11,48%
9,12,15-Октадекатриен қышқылы	16,93%	11,99%	12,32%
Сквален	0,21%	1,51%	0,41%
Стигмастерол	1,40%	1,48%	1,75%
Фитол	1,53%	-	2,09%
β-Амирин	0,62%	0,58%	-
Е Дәрумені	-	-	0,28%
9,12-Октадекадиен қышқылы (Z, Z)-	5,16%	4,66%	12,09%
Эйкозан қышқылы, этил эфирі	0,22%	0,36%	0,18%
Этил олеаты	0,61%	1,61%	-
Гексадекан қышқылы, этил эфирі	8,41%	7,41%	7,40%
Пентадекан қышқылы	1,87%	1,59%	-
Тетрадекан қышқылы	0,56%	0,43%	0,47%
Октан қышқылы	0,28%	0,93%	-
(E)-9-октадецен қышқылының этил эфирі	-	-	0,53%
2-Метокси-4-винилфенол	0,46%	0,15%	0,66%
Фенол, 2,6-диметокси-	0,20%	0,13%	0,25%

Кестеде көрсетілген органикалық қосылыстар терпендер: Фитол 3,62%, β-Амирин 1,2%, Сквален 0,39%. Қанықпаған май қышқылы: 9,12,15-Октадекатриен қышқылы, (Z, Z, Z) 41,24%, 9,12-Октадекадиен қышқылы (Z, Z) 21,91%, Пентадекан қышқылы 3,46%. май қышқылының этил эфирі: Гексадекан қышқылы, этил эфирі 23,22%, Эйкозан қышқылы, этил эфирі 0,76%, Этил олеаты 2,98%, (E)-9-октадецен қышқылының этил эфирі 0,53%. Май қышқылы: Гексадекан қышқылы 40,96%, Тетрадекан қышқылы 1,46%, Октан қышқылы 1,21%. Карбон

қышқылы: 2-Метокси-4-винилфенол 1,27%, Фенол, 2,6-диметокси- 0,58%. Бензальдегид: Ванилин 0,88%. Стероид Стигмастерол 1,75% кластар қатарына жатады.

Қорытынды:

Үштүсті шегіргүл (*Viola tricolor* L.) өсімдік шикізатынан жер үсті бөлігінен ультрадыбысты экстракциялау әдісімен 70% этанол ерітіндісі экстрагент ретінде қолданылып, 3 түрді экстракциялау уақыт модельдері бойынша экстракт алынды, 1 модельде 30 минут, 2 модель 60 минут, 3 модельде 90 минутта алынып, олардың химиялық құрамы ГХ-МС әдісі арқылы талданып, құрамында ББЗ көп мөлшерде кездесетін экстракт ретінде экстракциялау уақыты 90 минут болып келетін әдіс таңдалып алынды.

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ДӘРІЛІК ТҮЙМЕДАҚ (*CHAMOMILLA RECUTITA L.*) ӨСІМДІК ШИКІЗАТЫНАН АЛЫНҒАН СҰЙЫҚ СЫҒЫНДЫНЫҢ КОМПОНЕНТТІК ҚҰРАМЫН АНЫҚТАУ

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Түйіндеме. Ғылыми мақала халықтық және дәстүрлі медицинада кеңінен танымал дәрілік түймедақ (*Chamomilla recutita L.*) өсімдік шикізатынан перколяция және күйінді экстракция әдістері көмегімен сығынды алу және алынған сұйық сығындының компоненттік құрамын зерттеуге негізделген. Сонымен қатар, өсімдік шикізатынан биологиялық белсенді заттардың толық шығуына әсер ететін технологиялық параметрлер анықталған.

Кілтті сөздер: дәрілік түймедақ, сығынды, өсімдік шикізаты, биологиялық белсенді зат.

Мәселенің өзектілігі: Қазіргі уақытта ҚР-ның фармацевтикалық өндірісінің негізгі перспективасы өсімдік шикізатынан тұратын субстанциялық дәрілік фитопрепараттардың қолданылуы. Маңызды артықшылықтары: жанама әсерлердің аз болуы, аз токсикалылығы, қолданылуы және әсер ету жеңілділігі.

Қазақстан Республикасының фармацевтикалық өндірісі жергілікті халықтың сұранысын тек 4-8% ғана қанағаттандыра алады. Соның ішінде өсімдік тектес дәрілік заттардың фармацевтикалық нарығының талдауына сәйкес фитопрепараттардың 60%- дан астамы жақын және алыс шетелдерден импортталады. Сондықтан қазір де өзіміздің фармацевтикалық нарықты толық циклді қамтамасыз ете алатындай дамытуымыз қажет. Осындай бірқатар себептерге байланысты, өсімдік өндірісін және фармацевтикалық нарықты дамыту үшін ғылыми әзірлемелер қажеттілігі жоғары өте өзекті мәселе болып тұр.

Осы тұрғыдан алғанда, дәрілік түймедақ (*Chamomilla recutita L.*) дәрілік өсімдік шикізаттарынан тазартылған, аз токсикалық, биологиялық белсенді заттың кеңінен әсер ете алатын, биожеткілігі жоғары сығынды алу қазіргі таңда өзекті болып табылады.

Зерттеу мақсаты: Дәрілік түймедақ (*Chamomilla recutita* L.) өсімдік шикізатынан тиімді сығынды алу технологиясын әзірлеу және алынған сығындының компоненттік құрамын анықтау

Зерттеу материалдары: Дәрілік түймедақ (*Chamomilla recutita* L.) өсімдік шикізатынан алынған сұйық сығынды

Зерттеу әдістері: Физика-химиялық әдіс, газ хроматография/ масс-спектрометрия(ГХ/МС) әдісі қолданылды.

Дәрілік түймедақ немесе емдік түймедақ (лат.*Chamomilla recutita* L.), биіктігі 15-40 см, күшті хош иісі бар жылдық шөпті өсімдік. Түймедақ (*Matricaria*) - Астрагүлділер тұқымдасының бір түрі (*Asteraceae*). Түймедақ тамыры жұқа тармақталған, ашық қоңыр. Сабағы жалғыз, көбінесе қатты тармақталған, түзу, іші қуыс. Жапырақтары кезектесіп орналасады, отырықшы, ұзындығы 2-5 см, екі рет дәнді, тар сызықты, ұшты, сегменттері бір-бірінен бөлінген, ені шамамен 0,5 см. Негізгі сабағы мен бүйірлік өсімділері орташа мөлшердегі қарапайым себеттермен аяқталады (диаметрі 5-8 мм), 2-3 қатарлы қаптамамен жабылған, себеттің жалпы едені жалаңаш, ішінде қуыс, бетінде нүктелі-жасуша болады, жаңадан ашылған себеттердің беті тар конустық, 4-6 мм биіктікке созылған. Шеткі гүлдер пышақ тәрізді, жалаңаш, ақ түсті, ұшында 3 қалампыр бар, іш екіжақты, құбырлы, сары, 5 тісті гүл шоқтары бар, олар антерлермен қапталған түтікке біріктірілген. Төменгі бір клеткалы аналық безі бар пистиль, жіп тәрізді және 2 сызықты иілген стигма. Түймедақ жемісі ұзындығы 0,8-1,2 мм, тікенегі жоқ, сәл иілген, жоғарыдан көлбеу кесілген, сырты тегіс, ішінде 3-4 бойлық ақ қабырғалары бар, бойлық қоңыр-жасыл қабырғалары бар. Шеттері сұр түсті. Тұқымдар өте кішкентай, 1000 тұқымның массасы 0,0264-0,0527 г дейін, 1 класс тұқымдарының өнгіштігі 80-85% құрайды. Сақтау кезінде тұқымдар өнгіштігін жоғалтады және 5-6 жылдан кейін егуге жарамсыз болады. Тұқымдар 6-35°C температурада өніп шығады. Мамырдан күзге дейін гүлдейді, негізгі жинау аймағында маусым айында жаппай гүлдену байқалады [1].

Түймедақ жалаңаш таралу түріне ие, екі жарты шардың барлық дерлік тропикалық емес аймақтарында бағынышты өсімдік ретінде таралған және олардың көпшілігінде табиғиға айналған. Ол бүкіл Еуропада (Скандинавиядан Жерорта теңізіне дейін 63°45' дейін), Азия мен Солтүстік Американың көптеген бөліктерінде кездеседі. Қазақстанда Алтайда, Жетісу (Жоңғар), Іле, Күнгей Алатауларының көбінесе ашық жерлерінде өседі. Түймедақ сирек шөпті, жас шалғындар мен далаларда, бақшаларда, шөлейттерде, шекараларда, елді мекендерде, жол жиектерінде, дәнді дақылдар мен егістіктерде арамшөп ретінде өседі [2].

Түймедақтың негізгі қасиеттері оның эфир майларымен байланысты. Айта кету керек, хош иісті түймедақтың эфир майы хамазуленнің жоқтығынан түймедақтан ерекшеленеді. Түймедақ эфир майы айқын антиоксиданттық әсерге ие [3]. Ол дезинфекциялық әсерге ие, ауырсынуды жеңілдетеді, қабынуды әлсіретеді, асқазан-ішек жолдарының бұзылған функцияларын қалыпқа келтіреді, терлеуді күшейтеді, тыныс алуды тереңдетеді, ми тамырларын кеңейтеді, жүрек соғу жылдамдығын тездетеді. Жақсы нәтижелер вагинальды кандидозды түймедақ сығындысымен емдеуде алынды [4].

Зерттеу нәтижелері: Экстракциялау әдістерін таңдауда негізгі көрсеткіштердің бірі өсімдік шикізатынан ББЗ максималды бөлініп алынуы. Жұмыс барысында экстракциялаудың келесі әдістері қолданылды: перколяция және құйынды экстракция. Сығынды алуға түймедақтың стандартталған, ұнтақталған гүлдері пайдаланылды. Дәрілік түймедақтың технологиялық параметрлерін зерттеулердің нәтижесінде, экстрагент ретінде 70% этанол ерітіндісі 1:10 қатынасында алынды.

Кесте 1.

Дәрілік түймедақ (*Chamomilla recutita* L.) өсімдік шикізатынан перколяция және құйынды экстракция экстракциялау әдістері бойынша алынған сығындылардың технологиялық параметрлері

	Экстракциялау	
	Перколяция, 70%	Құйынды экстракция, 70%
Шикізат экстрагент қатынасы	1:10	1:10
Температура, С	23±5 С	23±5 С
Экстракциялау уақыты, сағат	24 сағат	3 сағат
Шикізат салмағы, г	30	30
Экстрагент мөлшері, мл	402	402
Алынған экстракт мөлшері, мл	300	300

1- кестеде көрсетілгендей, экстракциялау әдістері 70% перколяция 300мл, 70% құйынды экстракция 300мл сұйық экстракт алынды.

Сығындыны талдау масс-спектрометриялық анықтаумен (7890A/5975с) газды хроматография әдісі бойынша жүргізілді.

Талдау шарттары: үлгі көлемі 1,0 мкл, сынама енгізу температурасы 260 °с, ағын қысымынсыз. Бөлу ұзындығы 30 м, ішкі диаметрі 0,25 мм және пленка қалыңдығы 0,25 мкм болатын хроматографиялық капиллярлық баған арқылы жүзеге асырылды:

- Тасымалдаушы газдың тұрақты жылдамдығы (гелий) 1 мл/мин.
- Хроматографиялау температурасы 40 °С-тан (экспозиция 10 мин)
- Қыздыру жылдамдығы 5 °С/мин-ден 270 °С-қа дейін (экспозиция 10 мин)

бағдарламаланады.

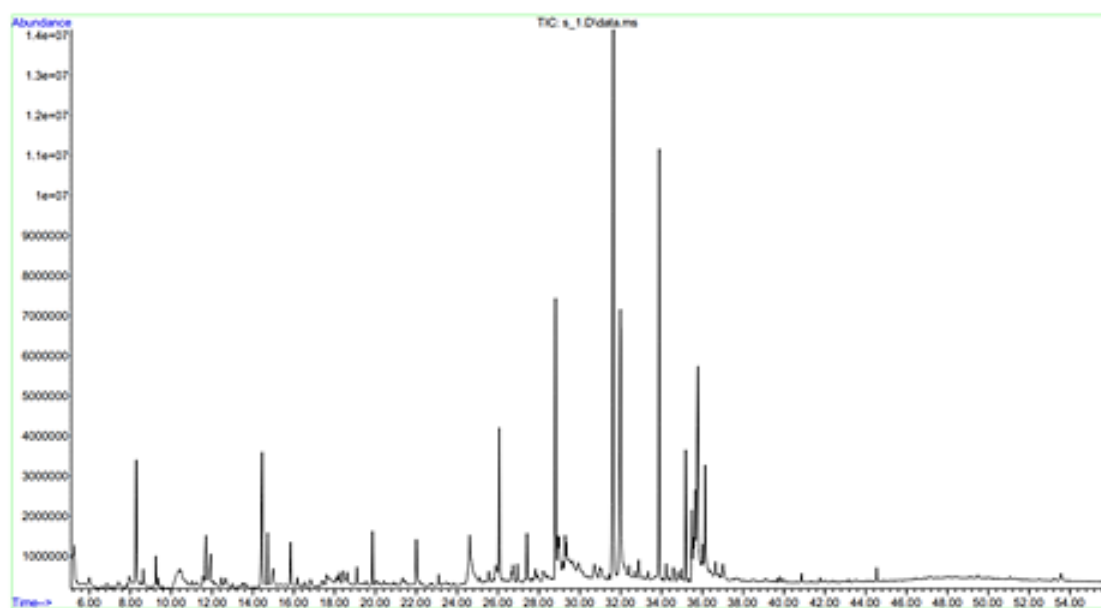
Анықтау SCAN m/z 34-750 режимінде жүзеге асырылады. Газды хроматография жүйесін басқару, алынған нәтижелер мен деректерді тіркеу және өңдеу үшін Agilent MSD ChemStation бағдарламалық жасақтамасы (1701ea нұсқасы) қолданылды. Деректерді өңдеу сақтау уақытын, шыңдардың аудандарын анықтауды, сондай-ақ масс-спектрометриялық детектор көмегімен алынған спектрлік ақпаратты өңдеуді қамтыды. Алынған масс-спектрлерді ашу үшін Wiley 7th edition және NIST'02 кітапханалары пайдаланылды (кітапханалардағы спектрлердің жалпы саны – 550 мыңнан астам).

Кесте 2.

Перколяция әдісімен алынған сығындының хроматографиялық талдау нәтижелері

№	Ұстау уақыты, мин	Қосылыс	Класы	Қызметі	Пайыздық мазмұны, %
1	31,65	7-метоксикумарин	Кумариндер	Қабынуға қарсы, ауырсынуға, микробқа қарсы	18,03
2	33,89	2-(2,4-Гексадийнилиден)-1,6-диокса Spiro(4.4)non-3-ен	Кумариндер	Қабынуға қарсы, антигеноуытты	9,88

3	35,79	9,12-Октадекадиен кышқылы(Z,Z)-	Май кышқылы	Простагландиндер мен жасуша мембраналарының биосинтезінде қолданылады.	8,94
4	28,82	Бисаболол оксид А	Сесквитерпен	Тітіркенуге қарсы, қабынуға қарсы және микробқа қарсы құрал	6,57
5	14,46	2,3-дигидро-3,5-дигидрокси-6-метил-4Н-пиран-4-он	Кетон	Ісікке қарсы және иммуномодуляциялық әсері көрсетеді	4,52
6	24,61	Спатуленол	Сесквитерпеноид	Антиоксидантты, қабынуға қарсы, микробактерияға қарсы	4,21
7	26,06	α-Бисаболол оксиді В	Сесквитерпен	Тітіркенуге қарсы, қабынуға қарсы және микробқа қарсы құрал	3,83
8	8,29	2-гидроксициклопент-2-ен-1-он	Кетон	Тітіркену, терінің сенсбилизациясы және геноуыттылыққа қарсы	3,77
9	36,14	9,12,15-Октадекатриен кышқылы, (Z, Z, Z)-(линолин кышқылы)	Май кышқылы	Теріс сыртқы факторлардың әсерінен қорғайды, иммунитетті күшейтеді және дененің жұмысын реттейді.	3,19
10	29,36	Хамазулен	Терпеноид	Айқын бактерицидтік, қабынуға қарсы және аллергияға қарсы әсерге ие.	1,15

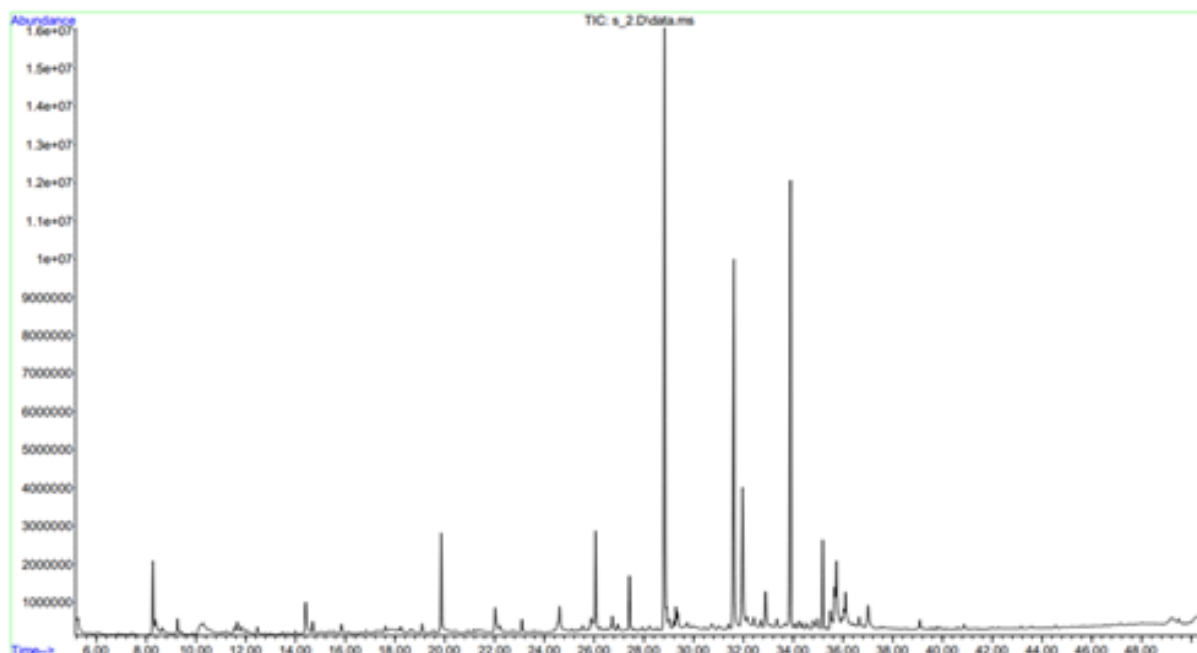


Сурет 1. ГХ-МС қондырғысында талданған перколяция әдісімен алынған сығындының хроматограммасы

Кесте 3.

Құйынды экстракция әдісімен алынған сығындының хроматографиялық талдау нәтижелері

№	Ұстау уақыты, мин	Қосылыс	Класы	Қызметі	Пайыздық мазмұны, %
1	28,83	Бисаболол оксид А	Сесквитерпен	Тітіркенуге қарсы, қабынуға қарсы және микробқа қарсы құрал	25,68
2	33,89	2-(2,4-Гексацийнилиден)-1,6-диоксаспиро(4.4)нон-3-ен	Кумариндер	Қабынуға қарсы, антигеноуытты	17,96
3	31,62	7-метоксикумарин	Кумариндер	Ауырсынуға, қабынуға қарсы, антиноцицептивті	16,94
4	19,86	цис-β-Фарнезен	Сесквитерпен	Микробқа қарсы, қабынуға қарсы	4,11
5	26,06	α-Бисаболол оксиді В	Сесквитерпен	Тітіркенуге қарсы, қабынуға қарсы және микробқа қарсы құрал	4,07
6	35,74	9,12-Октадекадиен қышқылы(Z,Z)-	Қанықпаған май қышқылы	Простагландиндер мен жасуша мембраналарының биосинтезінде қолданылады	4,06
7	35,19	2-(2,4-Гексацийнилиден)-1,6-диоксаспиро(4.4)нон-3-ен	Кумариндер	Қабынуға қарсы, антигеноуытты	3,25
8	8,28	2- гидроксциклопент-2-ен-1-он	Кетон	Тітіркену, терінің сенсбилизациясы және геноуыттылыққа қарсы	2,73
9	14,41	2,3-дигидро-3,5-дигидрокси-6-метил-4Н-пиран-4-он	Кетон	Ісікке қарсы және иммуномодуляциялық әсері көрсетеді	3,26
10	24,61	Спатуленол	Сесквитерпеноид	Антиоксидантты, қабынуға қарсы, микробактерияға қарсы	1,93



Сурет 2. ГХ-МС қондырғысында талданған құйынды экстракция әдісімен алынған сығындының хроматограммасы

ГХ/МС нәтижесі бойынша екі түрлі сығынды алу әдістерінде жоғары мөлшерде бөлінген активті заттарды салыстырып талдау жүргізілді. Оны мына кестеден көре аламыз (4-кесте).

Кесте 4.

Дәрілік түймедақ (*Chamomilla recutita* L.) өсімдік шикізаты негізінде перколяция және құйынды экстракция экстракциялау әдістері бойынша алынған сығындылардан көп мөлшерде бөлінген БАЗ

Перколяция әдісімен алынған сығындыда	Қосылыстар	Құйынды экстракция әдісімен алынған сығындыда
18,03	7-метоксикумарин	16,94
9,88	2-(2,4-Гексидийнилиден)-1,6-диоксаспиро(4.4)нон-3-ен	17,96
6,57	Бисаболол оксид А	25,68
8,94	9,12-Октадекадиен қышқылы(Z,Z)-	4,06

Осы төрт қосылыс ГХМС нәтижесінде көп мөлшерде бөлінді. ГХ/МС зерттеу нәтижесінде дәрілік түймедақ (*Chamomilla recutita* L.) өсімдік шикізатынан перколяция әдісімен алынған сығындының құрамы ББЗ-ға бай екендігі анықталды. Сол себепті дәрілік түймедақ (*Chamomilla recutita* L.) өсімдік шикізатынан сығынды алуда перколяция әдісі оңтайлы әдіс болып табылды. Дәрілік түймедақтан алынған сығындының құрамындағы кумариндер класына жататын 7-метоксикумарин, сесквитерпендерге жататын бисаболол оксид А биологиялық белсенді заттары негізгі әсер етуші заттар болып табылды.

Қорытынды

Дәрілік түймедақ (*Chamomilla recutita* L.) өсімдік шикізаты негізінде 70% этанол ерітіндісі экстрагент ретінде қолданылып, перколяция және құйынды экстракция экстракциялау әдістері бойынша сұйық сығынды алынды. Олардың компоненттік құрамы ГХ-МС әдісі арқылы талданып, алынған сығындының құрамы ББЗ-ға бай болуына байланысты перколяция әдісі оңтайлы әдіс болып табылды.

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ARTIKEL IN RUSSISCHER SPRACHE**RUBRIK 3.****"GESCHICHTE UND ARCHÄOLOGIE»****SALERNO MEDICAL SCHOOL**

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Die erste Erwähnung von Salerno in schriftlichen Quellen stammt aus dem Jahr 197. Am Anfang war dieser Ort ein Freizeit- oder Erholungsort, um den Gesundheitszustand zu erhöhen. Im 9. Jahrhundert wurde Salerno zur Hauptstadt des Langobardischen Herzogtums ernannt, wurde aber 1075 von den Normannen übernommen. Die Stadt entwickelte sich dank ihrer guten Lage. Im 9. Jahrhundert begann eine medizinische Gemeinschaft zu existieren, die Studenten behandelte und darauf vorbereitete. Die medizinische Fakultät hatte die Vorbereitung auf den praktischen Bereich in sich [1].

Wichtige Errungenschaften, die in der Antike erzielt wurden, wurden in der «hypokratischen Gemeinde» («civitas Hippocratica») aufbewahrt und später Salerno genannt. Die Salernaschule unterschied sich von anderen Schulen dadurch, dass sie einen säkularen Charakter trug. Sie wurde nicht von der Kirche gegründet und wurde durch Geld der Stadt und Studiengebühren unterstützt. Das Krankenhaus in Salerno wurde 820 eröffnet und gilt als das erste seiner Art in Westeuropa. Im 11. und 15. Jahrhundert wurden Frauen an der medizinischen Schule unterrichtet und unterrichtet. In der Geschichte der Universität gibt es zwei chronologische Passagen: die erste ist griechisch, vom Beginn der Existenz der Schule bis zum 12. Jahrhundert; die zweite ist griechisch–Arabisch seit dem 13. Jahrhundert [2].

Im 9-11 Jahrhundert wurden bereits Arbeiten im Zusammenhang mit der praktischen Medizin geschrieben, nämlich das «Antidotarium» - über Medikamente, die Ärzte von Salerno verwendet haben. Die Dosierung wird zuerst den Medikamenten zugeschrieben (Gramm, Unzen, Gewichte, Drachmen). Fortschrittlichkeit der Universität Salerno beeinflussten Werke überweisung eines Arztes aus dem 11. Jahrhundert Konstantin der afrikanischen (Constantinus Africanus, ca. 1020-1087). Er übersetzte arabische medizinische Werke ins Lateinische und übergab sie an Salerno. Der Wert dafür war so hoch, dass sich die Werke mit den Antiken kreuzten, die Konstantin Afrikaner eingeführt hatte.

Die Literatur, die von Studenten an der Universität von Salerno geschrieben wurde, war für neue Entdeckungen der Medizin so groß und bedeutend, dass im 12. Jahrhundert ein Erfahrungsbündel «Über die Behandlung von Krankheiten» zusammengestellt wurde. Darin wurden alle zu dieser Zeit untersuchten Krankheiten des ganzen Körpers unterzeichnet. Ein unterschiedliches Werk war der Text des Archimatheas "Über die Ankunft des Arztes zum Patienten», in dem die Probleme der Ethik der Ärzte, der Beziehungen zwischen dem Patienten und dem Arzt erwähnt wurden. Roger Salerno war beliebt, er systematisierte die Chirurgie in Roger's Surgery (1170), indem er antike und byzantinische Quellen verwendete. Sein Lehrbuch wurde noch 100 Jahre lang verwendet.

Im 12. Jahrhundert galt der Moor als talentierter Wissenschaftler. Er schrieb eine Abhandlung «über Urin und einen Aufsatz über Aderlass», die im Mittelalter sehr verbreitet war. Die Arbeit war noch in den folgenden Jahrhunderten relevant. Muzandin hat zu dieser Zeit ein Buch über das Kochen von Essen und Trinken für Kranke erstellt [3].

Im 13. Jahrhundert gab Kaiser Friedrich II. (1212-1250) der Schule von Salerno das individuelle Recht, «den Titel eines Arztes zu vergeben und Lizenzen für das Recht auf ärztliche Praxis auf dem Territorium seines Reiches zu erteilen». Es wurde ein einheitlicher Lehrplan erstellt. Vor der Schule gab es eine dreijährige Ausbildung, dann studierte sie 5 Jahre Medizin, dann gab es ein Praktikum beim Arzt für ein Jahr. Ältere Kurse werden oft von ihren Lehrern begleitet, um Krankenhäuser zu umgehen [4]. Sie halfen auch bei der Untersuchung von ungesunden und Aussätzigen. Anatomie wurde ihnen durch Bilder oder Körper von Schweinen beigebracht, deren Organe wie menschliche Organe sind. 1238. in Salerno durften schließlich die Leichen von Menschen bei vollem Schülerpublikum entdeckt werden. Obwohl es ungefähr alle fünf Jahre passiert ist [5].

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ST. LOUIS: DAS WIRKLICHE LEBEN UND DAS BILD

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Das Leben des heiligen Ludwig und seine Heiligsprechung waren eng mit der Entstehung neuer Bettlerorden verbunden - Franziskaner und Dominikaner. Als es schien, als wäre die Erinnerung an Ludwig abgeschlossen, als Hagiographen, die ihn kannten oder Zeugnis von Menschen erhielten, die ihm nahe standen, über sein Leben und die wahren Wunder des heiligen Königs Jean de Joinville, der damals etwa achtzig Jahre alt war, schrieb, «un livre des saintes paroles et des bons faiz nostre roy saint Loos».

Königin Jeanne de Navarra, die Enkelin von König Ludwig IX., bat ihn, kurz vor ihrem Tod im Jahr 1305 eine Hagiographie zu schreiben, und Joinville schloss sie 1309 mit dem Schreiben ab. Die Geschichte von Saint-Louis Jean de Joinville ist ein Text, der im Mittelalter bekannt ist. Es ist eine Hagiographie oder heilige Biographie, ein juristisches Zeugnis, das während der Heiligsprechung von Ludwig IX diente, aber gleichzeitig eine Chronik der Kreuzritterexpedition ist, dh die Geschichte eines Tagebuchs, das sowohl Expedition als auch Pilgerfahrt war. Schließlich ist der Text auch autobiografisch, da Joinville dem König sehr nahe stand und ihm auf seiner Reise ins Heilige Land folgte. Das Schicksal dieses «Ich», das während der Erzählung mit dem Gemeinsamen von Mensch und Welt erscheint, ist laut Paul Zumthor zwar in seiner Natur, der Text ist eigentlich ein juristisches Zeugnis. Wir müssen natürlich nach der Gültigkeit der schriftlichen Erinnerungen von Joinville fragen, insbesondere nach denen, die sich auf die Kreuzfahrer-Expedition beziehen, weil sie nach mehr als einem halben Jahrhundert aufgezeichnet wurden. Le Goff schlägt vor, dass de Joinville anfangs, früher zu schreiben, unmittelbar nach dem Tod des Königs, und nicht nur auf Antrag der Königin, dass sich alle seine Gedanken auf das Leben konzentrieren sollten, das er mit Ludwig IX verbracht hatte, und so wären seine Erinnerungen viel frischer. Vielleicht ist es gar nicht nötig zu erwähnen, dass die mittelalterliche Gesellschaft, in der das, was geschrieben wurde, weniger wichtig war, tatsächlich eine Gesellschaft von Erinnerungen war, die stärker, länger und genauer waren als in Gesellschaften, in denen das Bedürfnis nach schriftlichen Erinnerungen stärker betont wurde. Natürlich sollten wir die Existenz bestimmter fundamentaler Unterschiede zwischen Hagiographie und Geschichtsschreibung bei der Analyse des Textes von Joinville nicht ignorieren.

In den historischen Texten ist es am wichtigsten, die Ereignisse, die im Text erwähnt werden, chronologisch und mit einer bestimmten Periode zu koordinieren, während Hagiographie diesen Anforderungen gleichgültig ist: Es gibt fast nie einen Tag oder eine Woche oder einen Feiertag in der Kirche, der mit seinem geweihten Tod zusammenfällt, obwohl es oft einen Tag oder eine Woche oder einen kirchlichen Feiertag gibt, der mit seinem geweihten Tod zusammenfällt. Ein weiteres Unterscheidungsmerkmal des hagiographischen Genres von der Geschichtsschreibung war die ungleiche Beurteilung der Kausalität. Der Historiograph kann sich nicht nur auf die göttliche Vorsehung beziehen; Er musste auch rationale Gründe für die von ihm beschriebenen Ereignisse liefern und musste daher Chronologie und Faktographie respektieren. Jeder Teil der Geschichte, die Werke des Heiligen und die Wunder, die er tat, erhielten eine besondere Bedeutung, die keine kausale Motivation erforderte: Das Wunder ist von Natur aus kausal und stellt eine Verletzung der irdischen Kausalität dar. Der Heilige ist die Verkörperung des Zeitlosen und ist nicht durch menschliche oder irdische Bedingungen gebunden. Laut Gurevich steht ein ideales Verhalten wie

das des Heiligen im Gegensatz zum realen Verhalten von Menschen, die eine reale Geschichte erleben und daran teilnehmen: Dies ist die Bedeutung von Legenden und Leben für die Kirche. Der heilige Louis für Frankreich ist eine allgemein anerkannte Person: Zu seiner Zeit, im 13. Jahrhundert, begannen die Grundlagen der französischen Staatswelt zu legen. Le Goff zeigt uns in seiner Arbeit, wie sich die Universität von Paris während der Regierungszeit Ludwigs verändert hat. Ludwig bestieg den Thron im Alter von 12 Jahren. Ursprünglich im Namen des Königs regierte die Mutter von Blanca von Kastilien. Diese Phase wurde von den Aufständen der Barone überschattet, die dem jungen Monarchen ihren eigenen Willen aufstellen wollten. Blanka schaffte es jedoch, die Aufregung zu unterdrücken. Als Ludwig 1234 als Volljähriger anerkannt wurde, bekam er ein abgeschottetes Land in seine Hände. Dennoch musste er seinen eigenen Besitz vor den Briten verteidigen und den Süden weiter beschwichtigen. Die Erhabenheit der Persönlichkeit des Königs zeigte sich bei seinen Wanderungen gut. König sogar tot hielten, aber, nach den Worten Жуанвиля, «unser Herr hat über ihn ein Wunder und sofort gab ihm Gesundheit, denn bevor er sprachlos. Und kaum sprach er, verlangte er, dass ihm das Kreuz gegeben werde. »

Es ist wichtig zu beachten, dass sein Geist nicht zu tief ist, keine gute Ausbildung, aber seine Umgebung hat sich in wunderbarer Weise unterschieden.

Der heilige Ludwig gilt als einer der erfolgreichsten Herrscher Frankreichs, der den Süden des Landes verband und eine vollwertige Münze produzierte. Frankreich wurde nicht von Hunger und Epidemien bedroht.

«Seitdem er sich selbst beherrschte und erkannte, begann er, Kirchen und Klöster zu bauen», schrieb Joanville. Der König und sein Volk vereint den Glauben an Wunder, an die Kraft magischer Gegenstände.

Le Goff verbirgt nicht, dass die intellektuelle Umgebung von Louis IX zu wünschen übrig lässt. Der König sprach mit zwei nicht herausragenden Denkfiguren, mit Robert de Sorbon und Vincent von Beauvais. Robert de Sorbon war eine freundliche und einfältige Persönlichkeit niedriger Herkunft. Das Amt des Master of Theology hat er sich durch harte Arbeit verdient. Ludwig IX zeigte Großzügigkeit, schenkte dem Theologen viele Häuser in Paris und beherbergte dort Studenten. Der Intellektuelle, der dem König am nächsten kam, war Vincent von Beauvais. Vincent wandte sich nicht den Höhen des modernen Denkens zu, sondern war ein guter Lehrer. "Was auch immer du sagst, der König war misstrauisch gegenüber Intellektuellen ." Düby schrieb über das 13. Jahrhundert: "Es erscheint ein freier Mann, der für seine Taten verantwortlich ist. Der Mann der gotischen Kathedralen wurde zur Persönlichkeit ." Ein guter König, der den gesunden Menschenverstand in Alltagsprozessen verlor, störte ihn nicht, verderbte ihn nicht, verbrauchte das Notwendige. Nach der Anerkennung von Le Goff wurde König Ludwig der Heilige allmählich zum Mann des wirtschaftlichen Wohlergehens. Der König sagte einmal zu de Sorbon: »Ich wollte ein einwandfreier Mensch sein – schöne Worte, man spricht sie aus – man spürt ihren Geschmack." Zu den wichtigsten Tugenden des Königs zählte die Zurückhaltung. «Ich habe noch nie gehört, dass er sich ein Gericht bestellt, wie es viele reiche Leute getan haben, aber ich aß gerne, was sie ihm vorstellten.»

Ludwig kannte die Macht der Macht und seine Bestimmung, versuchte aber, Macht und Persönlichkeit zu trennen. Joinville erinnert sich: «des Königs warfen, warum er nicht zugelassen hatte, dass die Nachbarn Frankreichs kämpften miteinander und schwächte sich zu Gunsten des Königreichs, und er sagte ernst: «selig sind die friedfertigen». Der König lehnte die Jagd ab. "Der König muss ein Vorbild für diejenigen sein, die ihm unterstellt sind .»

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DAS REGIONALE PERIODISCHE SIEGEL DES GOUVERNEMENTS TAMBOW IM SYSTEM DER HISTORISCHEN QUELLEN DER GESCHICHTE DER FRAUEN UND DER GESCHICHTE DES GESCHLECHTS

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Die Geschichte der Entwicklung der Frauenstellung in der Gesellschaft, die Entwicklung der Frauenbildung, die Tätigkeit von Frauen auf dem Gebiet der Wissenschaft und im Prinzip die Geschlechtskomponente der Geschichte unseres Staates. Dieses Interesse an dieser Frage hängt wahrscheinlich zum einen mit der Entwicklung von Modernisierungsprozessen in dieser Zeit zusammen, die auf die sozialen Veränderungen reagieren, die für die Entwicklung Russlands in den letzten zwei Jahrzehnten charakteristisch sind, und zum anderen mit der Popularisierung des modernen Russland und der Welt des Feminismus als soziale Bewegung. [7, C.73].

Der Prozess der Modernisierung des Russischen Reiches ist unter anderem durch die Entwicklung des periodischen Drucks gekennzeichnet. Die Abschwächung der Zensur und die Umsetzung der Reformen der 1860er- und 70er-Jahre trugen zu einer erhöhten Anzahl von Publikationen bei [3, C. 33]. Es ist wichtig zu verstehen, dass sich die Periodik nicht nur in großen Städten, sondern auch in Provinzen aktiv entwickelt hat. Als historische Quelle weckt das periodische Siegel großes Interesse bei Historikern und kann insbesondere bei der Untersuchung der Situation einer Frau in Russland des späten 19. und frühen 20. Jahrhunderts nützlich sein [6, C.21].

Diese Arbeit wird sich darauf konzentrieren, den Prozess der Entwicklung der Frauengeschichte und der Geschlechtergeschichte regelmäßig zu reflektieren. Die Grundlage dieser Arbeit ist das periodische Siegel des Gouvernements Tambow. Eine große Anzahl von erhaltenen Materialien hat uns die Aufgabe gestellt, die am meisten informativen Exemplare aus der Sicht der Sozialgeschichte auszuwählen. Die Hauptquellen sind die Nummern der Tambov-Listen, die 1911 veröffentlicht wurden.

Wir haben drei Hauptbereiche identifiziert, in denen wir diese Frage behandeln werden, die wirtschaftliche, politische und rechtliche Situation von Frauen. Betrachten Sie sie in der Reihenfolge.

Jahrhunderts einer Reihe von Faktoren ausgesetzt war, so dass die Eigentumsrechte einer Frau von ihrer ständigen und nationalen Zugehörigkeit und ihrem Zustand in der Ehe beeinflusst wurden. So besaßen Frauen der höheren Klasse eine relative Eigentums- und wirtschaftliche Selbständigkeit vor dem Hintergrund von Frauen der unteren Klasse. Natürlich ist die finanzielle Situation der Frau und ihr Recht, ein bestimmtes Eigentum zu besitzen, in den meisten ihrer Familiengesetze, der Gesetze über die Form des Eigentums des Ehegatten und der Erbschaftsgesetze enthalten [2, C.89]. Die Frau hatte das Recht, im Falle ihres Todes über das Vermögen des Ehegatten zu verfügen Wenn die Kinder verheiratet waren, blieb die vollständige Ordnung bis zum Erwachsenenalter erhalten, woraufhin das Eigentum unter Berücksichtigung eines Teils für den Inhalt der Mutter unter den Kindern aufgeteilt wurde. Das unveräußerliche Eigentum der Frau war ihre Mitgift und das Eigentum, das sie von ihrem Vater geerbt hatte. Es sollte jedoch klargestellt werden, dass die Frau bei dieser Art von Erbschaft im Vergleich zu ihren Brüdern extrem beeinträchtigt war, so dass die Schwestern für ihre Brüder und Nachkommen Schlange standen und 1/14 des unbeweglichen Vermögens und 1/8 des beweglichen Vermögens erhielten.

Während der Analyse der Tambower Provinzregister wurde ein großer Informationsblock über die Eigentumsrechte der Frauen des Tambower Gouvernements zu Beginn des 20. Jahrhunderts aufgedeckt. Diese Anzeigen enthalten in der Regel Informationen über den sozialen Status einer Frau, ihren Wohnort, eine detaillierte Beschreibung des zum Verkauf stehenden Vermögens und Informationen über die Höhe der Schulden. Dieser Informationsblock ist für uns sehr informativ, da wir daraus nicht nur die Art und Größe des Vermögens erfahren, das Frauen haben könnten, sondern auch über wirtschaftliche Prozesse, Schwierigkeiten und Ursachen ihres Auftretens.

Auf den Seiten der Provinzregister von Tambow im Jahr 1911 wurden viele Anzeigen veröffentlicht, aus denen wir bei der Analyse Informationen über die Eigentumsrechte von Frauen, ihre wirtschaftliche Lage und die Art ihrer Tätigkeit zu Beginn des 20. Jahrhunderts erhalten, meistens finden wir solche Informationen in den Rubriken über Schuldverschreibungen oder über den Verkauf von Immobilien. Bei der Arbeit mit dieser periodischen Quelle wurde deutlich, dass Frauen aus verschiedenen Bereichen des Lebens unterschiedliche Eigentumsrechte sowie bewegliches und unbewegliches Eigentum mit unterschiedlichem Wert hatten, von kleinen Grundstücken bis hin zu teuren, umfangreichen Besitztümern.

Jahrhunderts war die politische und rechtliche Lage der Frau durch den Staat eher schwach geschützt und einer Reihe von Faktoren unterworfen, wie z. B. der Zugehörigkeit zu einem bestimmten Stand, dem Familienstand, der nationalen und religiösen Zugehörigkeit. Die damals geltende Gesetzgebung beschränkte die Rechte von Frauen in viel größerem Maße als die Rechte von Männern in verschiedenen Aspekten [5, C. 123].

Die politische Situation von Frauen spiegelt sich in den veröffentlichten Wählerlisten wider, die an den Wahlen zu verschiedenen Organen teilnehmen können. Aus ihnen erhalten wir Informationen, dass Frauen tatsächlich im Wahlprozess erschienen sind. Darüber hinaus erfahren wir, aus welchen Ständen Frauen das Recht erhielten, an Wahlen teilzunehmen, und wir verstehen, dass Frauen aus verschiedenen Ständen die Vertretung im Wahlprozess erhielten, die meisten waren Adlige und Kleinbürgerinnen.

Die Rechtslage der Frauen spiegelt sich in Publikationen wider, die mit Anzeigen im Zusammenhang stehen, entweder um Beschuldigte zu suchen oder um Anhörungen in Strafsachen anzuordnen. Indem Sie eine Reihe von Räumen Тамбовских Gouvernements Wedomosti nach diesen Erklärungen ist es klar geworden, dass die weibliche Kriminalität war weit verbreitet in viel kleinerem Maßstab als die der Männer, jedoch hatte auch der Ort zu sein. Die Frauen wurden nach den gleichen Artikeln bestraft wie die Männer, und in den Artikeln selbst fanden wir keine Differenzierung zu den Strafen für Frauen und Männer, was uns zu dem Schluss führt, dass die Strafe für beide Geschlechter gleichermaßen angewendet wird.

Die Tambov-Provinzbüros sind eine äußerst nützliche und informative periodische Quelle für die Geschlechter- und Frauengeschichte Russlands des frühen 20. Jahrhunderts. Auf den Seiten der oben genannten Zeitung fanden wir eine große Menge an Informationen, die direkt oder indirekt auf die politische, rechtliche, wirtschaftliche und soziale Situation von Frauen hinweisen. Die wichtigsten Informationsüberschriften im Rahmen unseres Themas waren Abschnitte im Zusammenhang mit dem Verkauf von Immobilien und Mitteilungen im Namen der staatlichen Verwaltungsbehörden [1, C. 89].

Schlußfolgerung

Die Analyse dieser periodischen Quelle ermöglichte eine ganzheitliche Vorstellung davon, welches Vermögen Frauen verschiedener Klassen besitzen konnten, welche Schulden sie übernahmen, welche politischen Rechte die Frau hatte, welche Aktivitäten sie ausüben konnte und welche Position sie in der Familie innehatte.

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RUBRIK

«PSYCHOLOGIE»

PSYCHOLOGISCHE MERKMALE DER KOMMUNIKATION IM GRUNDSCHULALTER

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In der mittleren Kindheit (6-11 Jahre) erlernen die Schüler intensiv Kommunikationsfähigkeiten. Während der Einschulungsphase beginnt das Kind, soziale Verbindungen mit den Menschen um ihn herum (mit dem Lehrer, mit Gleichaltrigen usw.) herzustellen. Es entstehen neue Arten von Beziehungen. L.I. Bozovich stellte fest, dass das Kind, wenn es zur Schule geht, tritt in ein Kollektiv von Gleichaltrigen ein. Das beeinflusst stark auf seine Persönlichkeitsbildung. Gemeinsame Lernaktivitäten schaffen eine gemeinsame kollektive Zielstrebigkeit. Auf dieser Grundlage werden Kinderbeziehungen geknüpft. Der Grund dieser Beziehungen «geht natürlich weit über die Lernaktivitäten hinaus, aber sie tragen dennoch den Abdruck der geschäftlichen Interaktionen, die sich im Lernprozess ergeben» [3, S. 110].

Die heimischen Psychologen N.I. Gutkina, L.I. Božović, E.E. Kravzova, T.A. Neghnova, G.A. Zuckerman, D.B. Elkonin stellten fest, dass die Mehrheit der Kinder zum Eintritt in ein neues Soziales Umfeld psychologisch bereit sind. Wenn sie zur Schule kommen, können sie die Anforderungen erfüllen, die der Lehrer ihnen stellt, und sind bereit, am Leben der Klasse teilzunehmen und sich aktiv zu zeigen [2]. G.A. Zuckerman hat eine Reihe von Studien durchgeführt, in denen festgestellt wurde, dass die Kinder, die in einem Team arbeiten, sich selbst und ihr Wissen deutlich besser einschätzen als die Kinder, die getrennt gearbeitet haben [4].

Die Rolle der Kommunikation für Kinder im Grundschulalter ist daher wichtig und für ihre psychologische Entwicklung notwendig, da die Kinder lernen, in einem Team zusammenzuarbeiten, das durch ein gemeinsames Ziel (Wissensgewinnung, Teilnahme an verschiedenen Aktivitäten usw.) vereint ist. In der gemeinsamen Tätigkeit wird auch die Fähigkeit gebildet, sich zu einigen, Meinungen auszutauschen, sich selbst und andere richtig zu bewerten, was eine sehr wichtige Kommunikationsfähigkeit für das spätere Funktionieren im sozialen Leben ist.

Nach unserer Meinung stellen die Unterschiede in den kommunikativen Fähigkeiten von Jungen und Mädchen im Grundschulalter dar, da es eine große Anzahl von Studien gibt, die die qualitativen Unterschiede in bestimmten psychologischen Eigenschaften zwischen Jungen und Mädchen zeigen. So gibt es beispielsweise während der Schulzeit in der Grundschule

geschlechtsspezifische Unterschiede in der Entwicklung der kognitiven Fähigkeiten der Lernenden (Mädchen haben eine höhere verbale Intelligenz) [1].

Im Grundschulalter gibt es eine signifikante Veränderung der Psyche des Kindes unter dem Einfluss von Umweltfaktoren, der Gesellschaft, in dem er sich befindet und weiterentwickelt. Das Ziel unserer Studie ist es, die psychologischen Merkmale der Kommunikation von Kindern im Grundschulalter zu untersuchen. Wir haben angenommen, dass es Unterschiede in den kommunikativen Fähigkeiten von Mädchen und Jungen im Grundschulalter gibt. Die Studie wurde in der Gesamtschule der Stadt Belgorod durchgeführt. Daran nahmen 30 Grundschul Kinder teil, davon 16 Jungen und 14 Mädchen.

Die Studie wurde durch die Anwendung von folgenden Techniken durchgeführt:

1. «Erkennung der gebildeten Kommunikationsfähigkeiten bei jüngeren Schülern» (M.I. Rozhkova).

2. Test «Kommunikationsfähigkeiten» (V.V. Sinyavsky, V.A Fedorina).

In der ersten Phase werden wir uns der Beschreibung der Daten zuwenden, die wir mit Hilfe der Methode «Kommunikationsfähigkeiten» erhalten haben. Es stellte sich heraus, dass unter den Viertklässlern die Mehrheit der Schüler die geringen kommunikativen Fähigkeiten haben (21 Personen, 70%). Solche Schüler haben keinen Wunsch, mit jemandem in Kommunikation zu treten, sich in einem neuen Team zu befinden, fühlen sich befangen, unsicher. Die Kinder mit geringer Kommunikation bevorzugen die Zeit alleine zu verbringen statt mit Gleichaltrigen zu kommunizieren, sie wollen keine neuen Leute kennenlernen. Es fällt ihnen schwer, vor einem großen Publikum aufzutreten, sie können ihre Meinung nicht verteidigen, sie erleben Beleidigung schwer.

Bei der Anfrage stellte sich auch heraus, dass die Kinder mit mittleren kommunikativen Fähigkeiten (7 Personen, 23%) und hohen Fähigkeiten (2 Personen, 7%) im Kollektiv von Grundschulern anwesend waren.

In der zweiten Phase der empirischen Studie wurden die Daten über die Bildung der Kommunikationsfähigkeit der Schüler erhalten. Die Ergebnisse dieser Technik zeigen eine Ähnlichkeit mit den Ergebnissen früherer Tests. Die Mehrheit der Grundschüler hat geringen Grad der Bildung von Kommunikationsfähigkeiten (20 Personen, 66%). Die Schüler mit mittlerem Kommunikationsniveau sind 9 Personen und Schüler mit hohem Kommunikationsniveau – nur 1 Person.

Auf der Grundlage unserer Studie können wir folgern, dass die psychologischen Merkmale der Kommunikation bei den von uns untersuchten Grundschulkindern in größerem Maße durch ein niedriges Kommunikationsniveau gekennzeichnet sind, insbesondere durch ein Übergewicht in der Mädchengruppe.

In der dritten, abschließenden Phase müssen wir den Grad der Unterschiede zwischen der geringen Entwicklung der Kommunikationsfähigkeiten von Mädchen und Jungen berechnen und herausfinden, welche der Gruppen weniger kommunikativ ist. Für unsere Studie haben wir ein nicht-parametrisches statistisches Kriterium ausgewählt: den Mann-Whitney-U-Test, der zum Vergleich von zwei unabhängigen Stichproben verwendet wird (in unserem Fall eine Gruppe von Jungen – 1-Stichprobe und eine Gruppe von Mädchen - 2-Stichprobe).

Tabelle 1.

Indikator	Mädchen	Jungen	U_{emp}
Grad der Kommunikationsfähigkeiten	140,00	91,00	46,000

Der resultierende empirische Wert von U_{emp} (46) befindet sich in der unbedeutenden Zone. Daraus ergibt sich, dass es keine wesentliche Unterschiede zwischen dem kommunikativen Fähigkeiten der Mädchen und Jungen in einem jüngeren Schulalter gibt.

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RUBRIK

«PHILOLOGIE»

LÖSUNG VON SPRACHPROBLEMEN IM DIGITALEN RAUM

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Die Prozesse der Globalisierung und Digitalisierung der modernen Welt beeinflussen alle Bereiche des Lebens der modernen Gesellschaft, einschließlich des wissenschaftlichen Wissens.

Die Wissenschaft im Allgemeinen und die Linguistik im Besonderen müssen sich heute an bestehende Veränderungen anpassen und Lösungswege finden, die sich vor dem Hintergrund dieser veränderten Probleme ergeben. Für die moderne Linguistik ist die Lösung von Problemen auf dem Gebiet der Digitalisierung und der Globalisierung von besonderer Bedeutung, da diese Prozesse zu einer bestimmten Verschmelzung von Sprachen führen, zu Konzepten und Begriffen, die in allen Sprachen der Welt gleichermaßen klingen und interpretiert werden.

In den letzten Jahrzehnten haben sich in der Linguistik intensiv Richtungen entwickelt, die auf der Informatisierung des linguistischen Wissens beruhen [1, S. 57]. Denn gerade die Informatisierung des linguistischen Wissens kann Probleme wie das Abrufen der Referenzierung und die Analyse der Struktur des Diskurses lösen.

Moderne High-Tech-Informationssysteme ermöglichen es, den Mechanismus der sprachlichen Analyse zu erschweren und Inhalte mithilfe der ontologischen Ressourcen des Weltweiten elektronischen Netzwerks zu analysieren.

Die Entwicklung der modernen Linguistik hat bereits die Phase erreicht, in der es notwendig wird, die Sprache als System im Rahmen der Computerlinguistik zu betrachten. Eine solche Bestimmung bedingt die Notwendigkeit, ein theoretisches Modell kombinierter Ansätze zur Lösung linguistischer Probleme zu erstellen. Die Grundlage solcher Ansätze sollte die Kombination der automatisierten Textverarbeitung und der Anziehung von Sprachkenntnissen sein [3, S. 61].

Heute inländischen Experten auf dem Gebiet der Sprachwissenschaft und языковедения besonderes Augenmerk auf Fragen der Entwicklung von Methoden, Forschung Linguistik in Bezug auf Prozesse der Digitalisierung Wirtschaftsraum und die Schaffung des Instrumentariums der Computer-Linguistik [2, S. 43]. Der kognitive Aspekt der Linguistik in den Prozessen der Digitalisierung des Raums hängt damit zusammen, dass Menschen je nach nationaler und geographischer, sondern auch geschlechtsspezifischer Zugehörigkeit ein anderes Sprachbewusstsein haben. Die Computerlinguistik trägt dazu bei, die Barrieren des Sprachbewusstseins zu verringern und die sozialen Bereiche der sprachlichen Kommunikation und kommunikativen Situationen zu differenzieren.

Ausgehend von dem oben Genannten kann man schließen, dass die Lösung von Problemen der Linguistik im digitalen Raum auf einem soziopsycholinguistischen Ansatz basiert, der auf High-Tech-Fortschritten oder, mit anderen Worten, den Errungenschaften der Computerlinguistik basiert.

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FOLKLORISTISCHE UND LITERARISCHE PROTOTYPEN DES FAUST VON JOHANN WOLFGANG VON GOETHE

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Goethes größtes Werk «Faust» betrachten einige Forscher als einen Spiegel, in dem die Entwicklungszeiten der deutschen Kultur und Geschichte, das Leben der deutschen Gesellschaft und der Kampf der dreihundertjährigen deutschen Geschichte und der mit der Entwicklung der Wissenschaften verbundenen hellen progressiven Kräfte gegen die dunklen Reaktionskräfte reflektiert werden.

Goethe widmete sich 60 Jahre seines Lebens dem Schreiben des «Faust» und der harten Arbeit an ihm. Seine ersten Pläne stammen aus dem Ende der 60er Jahre des 18. Jahrhunderts und das Ende – bis zum Ende des 31. Jahrhunderts des 19. Jahrhunderts. Es ist erwähnenswert, dass sich im «Faust» nicht nur die Perioden der Entwicklung der deutschen nationalen Kultur und Geschichte widerspiegeln, sondern auch das Wachstum, die Gestaltung der inneren Welt Goethes selbst, seine Emotionen und Gefühle aus der von ihm erlebten Epoche, politischen Ereignissen und gesellschaftlichen Umwälzungen. Und dieses Vorhaben des Schriftstellers ist eng mit der Volkskunst verbunden und widergespiegelt.

Bei der Entstehung der Tragödie stützte sich Goethe vor allem auf die alte Faust-Legende, die der junge Friedrich Engels «zu den tiefsten Schöpfungen der Volkspoese aller Völker» [1, c. 59] zählte. In der Interpretation anderer Schriftsteller, seiner Zeitgenossen, hatte die Legende einen aufklärerischen Charakter, und Goethe unterstützte diesen Standpunkt, versuchte jedoch immer noch, traditionelle Bilder und Handlungsstränge bei der Arbeit an dem Werk beizubehalten.

Der Held dieser Legende, Dr. Johann Faust, ist ein lebendes historisches Gesicht. Schon zu Lebzeiten begannen bestimmte Legenden zu entstehen und sich zu entwickeln. Die erste literarische Bearbeitung erhielt die Legende 1587 in einem Buch, das Johann Spies in Frankfurt am Main unter dem Titel «Die Geschichte von Dr. Johann Faust, dem berühmten Zauberer und Hexenmeister» [2, c. 177] herausgegeben hatte. Darin verurteilt der Autor die Kühnheit und Taten des gottlosen Faust, der Zauberei und okkulte Riten praktiziert und versucht, den Renaissance-Inhalt der Legende vollständig zu zerstören. Er ist überzeugt, dass die Wissenschaft vor dem Glauben machtlos ist und nicht in der Lage ist, die Geheimnisse des Universums zu erklären. Darüber hinaus bietet das «Volksbuch» eine der Varianten, das Thema der Beziehung zwischen Mensch und Teufel zu beschreiben, was am Beispiel von Werken und Denkmälern des Mittelalters ziemlich deutlich verfolgt werden kann. In mittelalterlichen Legenden wandte sich der Mensch jedoch an den Teufel um materielle Hilfe, und im «Volksbuch» wünschte der Held im Gegenteil die Fähigkeit zur Erkenntnis.

Das sogenannte «Volksbuch», das die meisten Informationen über Faust aus den Aufzeichnungen seiner Zeitgenossen und die Legende über den Gebrauch unreiner Macht enthält, ist eine äußerst wichtige Quelle, da diese Publikation die Grundlage war und das Bild des Faust ein Prototyp war, auf den Goethe sich stützte. Aber ich habe mich nur teilweise gestützt: In der Arbeit erscheinen zwei neue Elemente – der Prolog und der Epilog. Im «Prolog im Himmel» führt Goethe das Leitmotiv des biblischen Wahrsagers Hiob ein, der ein literarischer Prototyp des Faust ist. Im Gespräch mit Eckermann stellte Goethe selbst fest: «Wenn es in der Ausstellung meines Faust etwas mit dem «Buch Hiob» zu tun hat, dann ist das wiederum kein Problem, und ich muss dafür eher gelobt als tadeln werden» [4, c. 48].

In der Episode, in der Mephistopheles Gott um die Erlaubnis bittet, Faust zu prüfen, können wir die Umsetzung des Themas des Streits des Teufels mit Gott beobachten, das aus dem «Buch Hiob» stammt, in dem Gott dem Dämon erlaubt, den Helden zu verführen. Die biblische Erzählung gab Goethe die Idee, vor der Geschichte von Faust selbst eine Erzählung über den Streit zwischen

Gott und dem Dämon einzufügen. Aber aus religiöser Sicht ist das Gespräch Gottes mit Mephistopheles beleidigend. Im Gegensatz zum «Buch Hiob» im «Faust» ist die Gemeinschaft von Gott und Dämon ironisch gefärbt.

Hiob und Faust haben sowohl Gemeinsamkeiten als auch Unterschiede. Auf der einen Seite erscheinen beide Helden als Vertreter der gesamten Menschheit vor Gott und dem Teufel, und beide werden vom Herrn gelobt: «Hast du deine Aufmerksamkeit auf meinen Diener Hiob gerichtet?»; «Kennst du Faust? Er ist mein Sklave». Auf der anderen Seite ist Hiob ein unbefleckter und gläubiger Mensch, der in einem Augenblick ein großes Unglück trifft. Das Hauptmerkmal von Faust ist die ewige Sorge. Dabei ahnt Hiob nicht, dass Gott mit dem Satan spricht, während Faust ruhig reist und mit Mephistopheles kommuniziert.

Folklore und nationale Fiktion verschiedener Völker haben oft das Motiv für einen Deal zwischen einem Dämon und einem Menschen angesprochen. W.M. Jirmunskiy, die Analyse der Ursprung der Legende über den Doktor Faust, stellt fest: «die Zahlreichen Legenden von den ersten Zeiten des Christentums spiegeln den glauben in die Fähigkeit der Union des Menschen mit dem Teufel und der Magie, basierend auf dieser Verbindung» [3, c. 15]. So kann zum Beispiel die alte frühchristliche «Geschichte von Eladia», die die Grundlage für die Legenden und Legenden von Faust bildet, als Bestätigung dieses Denkens dienen. Darüber hinaus wurde der Held der Geschichte, der seine Seele an den Teufel verkaufte, später zum Prototyp für Goethes Faustbild, und die Handlung selbst wurde in der «Geschichte von Savva Grudtsin» verkörpert, einem Denkmal der alten russischen Literatur, das bestimmte Berührungspunkte mit den Legenden von Dr. Faust hat. Das dämonische Thema in «Die Geschichte von Savva Grudtsin» ist die Verkörperung des tragischen Themas der Doppelmoral. Der Dämon ist der Schatten von Savva, sein «zweites Selbst», das seine Laster verkörpert. Die Kräfte des Bösen sind im Kampf gegen den Gerechten machtlos, aber der Sünder wählt den falschen Weg und verbindet sich mit dem Teufel mit dem schriftlichen Versprechen, ihm seine Seele zu geben. Der Unterschied besteht nur darin, dass in der russischen Geschichte die Handlung des Helden als natürliches Übel, als göttliche Prüfung, erscheint. In der Faust-Legende wird das Böse durch den bewussten Wunsch des Menschen erklärt, sich nach neuem Wissen und persönlicher Freiheit an den Teufel zu wenden.

Zum Schluss sollte man sagen, dass Goethe ihn in alten Überlieferungen über Faust als einen der Titanen der Menschheit sah, ihn ideologisch und persönlich mit diesem Helden vereinte, seine Ansichten teilte und mit dem rebellischen Geist sympathisierte. Er sah sich in ihm. «Faust» ist ein geniales Werk, in dem Goethe die aktuellste Interpretation alter phantastischer Legenden gibt und einige Werke seiner Zeitgenossen als Grundlage nimmt. Um diesen Gedanken zu bestätigen, müssen Sie zitieren N.N. Vilmont, autor des Vorworts und Kommentare zu «Faust»: «die Legende von Faust – die Frucht der harten Arbeit des nationalen Gedankens. So bleibt es auch unter Goethes Feder: Ohne die Legende zu brechen, sättigt der Dichter sie weiterhin mit den neuesten Volksgedanken und Bestrebungen seiner Zeit» [2, c. 189].

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