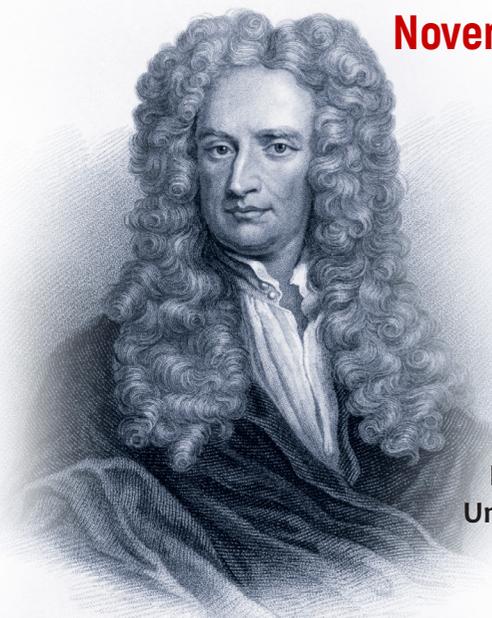




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CONTENTS

JURISPRUDENCE

Opportunities for cooperation of the Arctic countries for the conservation of aquatic biological resources in the central part of the Arctic Ocean

Evgrafova Irina Vladimirovna, Ladyka Sergei Ivanovich.....8

Probabilistic and statistical methods in forensics

Tsvetkova Lilia Petrovna, Gosteva Daria Dmitrievna, Tsarkova Elena Valentinovna.....15

Sovereign debt restructuring as an international legal problem

Radchenko Yulia Anatol'evna.....24

PEDAGOGICAL SCIENCES

Organization of independent work of a future teacher – an indicator of his professional development in a multicultural world

Markova Nadezhda Grigorievna.....30

Moral action as a value

Slizkova Elena Vladimirovna, Fadich Diana Nikolaevna.....35

Digital educational environment in primary school: from passive listening to active involvement

Kalinina Irina Gennadievna, Tolkova Natalia Mikhailovna, Enova Irina Vladimirovna.....41

Prosocial pedagogical practices in professional education of future teachers

Eroshenkova Elena Ivanovna, Karabutova Elena Aleksandrovna.....47

PHILOLOGICAL SCIENCES

The phenomenon of intertextuality. To the scope and content of the term

Dreeva Dzhanelta Murzabekovna, Bolatov Timur Aleksandrovich.....52

Dante's motifs in the postmodern novel of Bernard Werber's "The Empire of Angels"

Ilyashova Ksenia Maximovna, Beley Maria Alexandrovna.....57

PHILOSOPHICAL SCIENCES

Confucius' Philosophical Reflections and the Modern Education System in China:
Philosophical and Anthropological Analysis

Cai Yonghong.....62

Study on the Intercultural Dialogue Ability of Foreign Language Major Students in Colleges

Chen Yanan.....69

Research on the Path of Chinese Culture's External Dissemination in the New Era

Luan Wei.....77

Astronomical structure of some signs in rock paintings of the Shulgan Tash cave (Kapova)
and their cultural parallels

Polyakova Olga Olegovna, Zhilina Vera Anatolyevna.....83

HISTORICAL SCIENCES

Soviet provincial theater in the 1920s - early 1930s (on the example of the Penza
theater)

Fedoseeva Lyudmila Yurievna, Gavrilova Tatiana Viktorovna.....94

Problems of the spread of Orthodoxy in Alaska in the archives and in Russian
historiography

Panteleeva Ekaterina Valerievna, Chepel Alexander Ivanovich.....100

ART HISTORY

Preservation of cultural heritage through the example of artists of the new and old times
- Yoji Yamamoto and Jan Vermeer

Sysoeva Olga Yurievna, Morgun Alena Valerievna.....105

POLITICAL SCIENCES

Complex interdependence in domestic and foreign policy

Gusevskaya Natalia Yurievna.....115

SOCIOLOGICAL SCIENCES

Manifestations of the Kitchin and Juglar cycles in the international activities of the
EMERCOM of Russia

Talalaeva Galina Vladlenovna.....123

PSYCHOLOGICAL SCIENCES

Prevention of speech aggression of younger schoolchildren in the process of development
of communicative competence

Yurina Alla Anatolyevna, Kochenkova Lyubov Pavlovna.....130

MEDICAL SCIENCES

Patient satisfaction and quality of medical care

Suslin Sergey Aleksandrovich, Timyashev Pavel Vladimirovich,
Sadreeva Saniya Hamzyanovna.....136

Formation of basics of balanced diet for the preschool children at the current stage

Baubekova Gulzakhira Juraevna, Kenzhetayeva Tattigul Alievna,
Tukbekova Bibigul Toleubaevna, Tardzhibayeva Saule Kenesbekovna,
Abdrakhmanova Damira Yerlanovna.....143

Basic principles of dietary therapy for obese patients undergoing bariatric treatment

Chekhonina Yulia Gennadievna, Gapparova Kamilat Minkailovna, Lapik Irina Alexandrovna,
Kondakova Natalia Mikhailovna, Zaytseva Margarita Gennadievna.....149

The influence of paraaminobenzoic acid on inflammation in dry eye syndrome

Moskalets Oxana Vladimirovna.....155

TECHNICAL SCIENCES

Regulatory and legal support of transport activities in the Republic of Kazakhstan

Tazhigulova Gulmira Olzhabayevna, Vitvitsky Evgeny Evgenievich, Kizdarbekova Makpal
Zhyrenbayevna, Bolatbek Talgat Bolatbekuly.....158

Application of modern technologies and equipment in the oil and gas industry

Iskindirova Karina Maratovna, Tulepbergenova Dilyara Yuryevna.....163

**OPPORTUNITIES FOR COOPERATION OF THE ARCTIC COUNTRIES
FOR THE CONSERVATION OF AQUATIC BIOLOGICAL RESOURCES
IN THE CENTRAL PART OF THE ARCTIC OCEAN**

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Abstract. *Possibilities of solving the problem of preservation of aquatic biological resources of the Central part of the Arctic Ocean are considered. Attention is drawn to the cooperation and coordination of efforts of the Arctic countries within the framework of existing international legal documents, as well as the implementation of national Arctic programs and documents adopted by the countries of the Arctic Council in order to prevent the critical consequences of unregulated fishing.*

Keywords: *The central part of the Arctic Ocean, the Arctic Council, conservation of aquatic biological resources, agreements on transboundary fish resources, cooperation of the Arctic states, unregulated fishing, national Arctic programs, documents adopted by the countries of the Arctic Council.*

The development of sea spaces and their use in fishing activities is classified as a legal type of use of the sea. A review of international practice allows us to conclude that fishery issues are paid attention primarily in the context of determining quotas for the extraction of living resources and other environmental protection measures. The conventions mainly use the verbal construction "living resources", which allows to include a much larger amount of natural resources than the concept of "fishing". [8]

The issues of additional regulation of ensuring the safety of fish resources in the Arctic by the Arctic states acquire particular relevance in connection with the observed phenomenon of melting of the Arctic ice, an increase in the number of states that are of the opinion about the need for

maximum internationalization of the use of aquatic biological resources in the Central part of the Arctic Ocean, as well as the use of technologies available to states, allowing fishing in such areas.

International practice has shown that states must resolve issues of preservation of aquatic biological resources without waiting for irreparable damage to these resources.

The establishment of the Arctic Council on September 19, 1996, representing eight Arctic states (Canada, Denmark, Finland, Iceland, Norway, Russia, Sweden and the United States) has shown that this organization is capable of quite effectively solving issues in the field of environmental protection and ensuring sustainable development of the circumpolar regions.

This is evidenced by the large number of declarations adopted by the members of the Arctic Council in order to implement the provisions of the Declaration on the Establishment of the Arctic Council, [3] as well as a number of international legal documents providing for the fulfillment of explicitly expressed obligations by the member states of the Arctic Council.

Solving the problem of the conservation of aquatic biological resources in the Central Arctic Ocean meets the goals of the Arctic Council, aimed at preserving nature and fauna, protecting the Arctic marine environment, warning, preparedness and response to emergencies.

Currently, the ecological system of the Arctic has been insufficiently studied.

In particular, there is no reliable scientific data on whether ice cod is a migratory species or not, however, of course, ice cod occupies an important place in this ecosystem and disturbances in the extraction of aquatic biological resources can lead to irreparable consequences, including for subsequent generations.

There is no doubt that the conclusion of a separate regional agreement by the Arctic states on ensuring the safety of aquatic biological resources in the Central part of the Arctic Ocean would introduce a mechanism for cooperation and coordination in the field of scientific research, fishing standards and ensure compliance with international agreements on transboundary fish resources.

At the same time, the applicable international law gives reason to believe that if a regional agreement is not concluded in the near future, then the five Arctic states (Russia, USA, Norway, Denmark and Canada) can independently take certain measures to prevent the critical consequences of unregulated fishing in Central parts of the Arctic Ocean.

In addition, these states must comply with agreements on transboundary fisheries resources.

A key instrument for achieving these goals is the 1982 United Nations Convention on the Law of the Sea [7].

Thus, the provisions of paragraph 2 of Article 63 of the Convention established that in the case when the same stock or stocks of associated species are found both in the exclusive economic zone and in the area outside and adjacent to it, the coastal state and the states, those fishing for such stocks in the adjacent area shall seek, directly or through appropriate subregional or regional organizations, to agree on measures necessary to conserve these stocks in the adjacent area.

The need for direct cooperation between States fishing in an area of highly migratory species or through relevant international organizations in order to ensure the conservation of such species and promote their optimal use throughout the area, both in the exclusive economic zone and beyond, is stipulated in paragraph 1 of article 64 Convention.

Article 119 "Conservation of living fish resources of the high seas" establishes certain requirements for states when determining the size of the allowable catch and establishing other measures for the conservation of living resources of the high seas, based on reliable scientific evidence in order to maintain or restore populations of harvested species at levels at which ensure the maximum sustainable yield, determined taking into account relevant environmental and economic factors and taking into account the impact on species associated with or dependent on harvested species, in order to maintain or restore populations of such associated or dependent species above levels at which their reproduction can be subjected serious danger.

The 1992 Convention on Biological Diversity [6] in article 5 also provides for cooperation between states, direct or through competent international organizations, in relation to areas beyond national jurisdiction.

The provisions of Article 10 of this Convention, providing for the consideration of the conservation and sustainable use of biological resources, can be useful in regulating the fishing of aquatic biological resources by national and foreign legal entities in the exclusive economic zones adjacent to the Central Arctic Ocean.

In addition, there is a high level of relevance for States to apply a precautionary approach to the conservation, management and use of straddling fish stocks and highly migratory fish stocks in order to protect marine living resources and preserve the marine environment.

A serious factor for the use of the provisions of this Convention is the fact that scientific information about ice cod in the ecological system of the Arctic is indeed uncertain, unreliable or insufficient.

Taking into account the above circumstances, the Arctic states can apply the provisions of the Convention on Biological Diversity in the regulation of fisheries issues on the implementation of the precautionary approach of states in the decision-making process in the field of fish resources conservation, which require taking into account uncertainties regarding the size and productivity of the stock (stocks), reference criteria, stock status in terms of such criteria, levels and distribution of fishing mortality and the impact of fishing activities on non-targeted species.

The Agreement on the Implementation of the Provisions of the United Nations Convention on the Law of the Sea of December 10, 1982, which relate to the conservation and management of straddling fish stocks and highly migratory fish stocks, plays an important role for the leading Arctic states to ensure the conservation of aquatic biological resources in the Central Arctic Ocean. [11]

To prevent possible negative consequences of unregulated fishing in this part of the high seas, the provisions of Part II of the Convention, establishing general principles for the conservation and management of straddling fish stocks and highly migratory fish stocks, as well as the provisions of Part III, regulating mechanisms of international cooperation in relation to transboundary fish stocks, may be applicable. Highly Migratory Fish Stocks and Stocks; and Part V with specific responsibilities for the flag State whose vessels fish on the high seas.

When considering this problem, one cannot ignore the provisions of Article 6 of the Code of Conduct for Responsible Fisheries, adopted by the Food and Agriculture Organization of the United Nations (FAO) on October 31, 1995, [5] which impose obligations on states to preserve aquatic ecosystems, implement responsible fishing in order to ensure effective conservation and management of living aquatic resources.

National Arctic programs can also become a positive factor for preserving the aquatic ecological system of the Arctic.

As an example of using the capabilities of the national legislation of the Arctic states to solve the problem of the preservation of aquatic biological resources in the Central part of the Arctic Ocean, we can cite the State Program of the Russian Federation "Socio-economic development of the Arctic zone of the Russian Federation", approved by the Government of the Russian Federation dated March 30, 2021 № 484 (Government program). [10]

The State Program identifies, in particular, such strategic priorities of the state policy of the Russian Federation in the Arctic as strengthening, on a bilateral basis and within the framework of regional organizations

(including the Arctic Council and the Barents/Euro-Arctic Council), good-neighborly relations between Russia and the Arctic states, activation of economic, scientific, technical, cultural interaction, as well as cross-border cooperation, including cooperation in the effective development of natural resources and preservation of the natural environment in the Arctic.

Within the framework of this program, such tasks have been set as ensuring competitive conditions for the implementation of investment projects in the Arctic zone of the Russian Federation, creating new jobs and attracting labor resources to the Arctic zone of the Russian Federation; ensuring legal regulation of the socio-economic development of the Arctic zone of the Russian Federation, creating conditions for sustainable socio-economic development of the indigenous peoples of the Russian Federation living in the Arctic zone of the Russian Federation.

Practical implementation of measures for cooperation in the field of effective development of natural resources and preservation of the natural environment in the Arctic will require additional harmonization of the national legislation of the Arctic states.

At the same time, a solution to the problem of preservation of aquatic biological resources of the Central part of the Arctic Ocean is possible with the conclusion of international treaties by the Arctic states, which may provide for the implementation of existing international agreements in the field of fishing and protection of straddling fish stocks: a mechanism for cooperation and coordination in the field of scientific research, fishing standards and ensuring compliance with international agreements on transboundary fisheries resources.

These agreements should include a set of legal grounds for protecting the environment, preserving biological resources in the Arctic Ocean, taking into account the protection of the interests of the local population.

In this regard, one cannot fail to note the need for the Arctic states to use the documents adopted by the eight countries of the Arctic Council to ensure the safety of aquatic biological resources in the Central Arctic Ocean, including for the conclusion of bilateral agreements with other states in accordance with national programs for the development of the Arctic regions.

The Nuuk Declaration of Ministers of the Arctic Council Member States, signed on September 16, 1993, is dedicated to the planning of activities to protect the Arctic environment, taking into account the interests of the indigenous peoples of the Arctic region. [9]

The direction of cooperation of the Arctic states in order to protect the environment is formulated as a priority in the 1996 Inuvik Declaration on

Environmental Protection and Sustainable Development in the Arctic. [4]

In addition, experts engaged in research on the regulation of the legal regime in the Arctic noted measures to implement the provisions stipulated in the Declaration on the Establishment of the Arctic Council, which were reflected in the results of ministerial meetings of the members of the Arctic Council in a number of declarations concerning the regulation of the legal regime in the Arctic: in the 1998 Iqaluit Declaration of States, the 2000 Burrows Declaration, the 2002 Inari Declaration, the 2004 Reykjavik Declaration, the 2006 Salekhard Declaration, the 2009 Tromso Declaration, the 2011 Nuuk Declaration and the 2011 Kiruna Declaration [1]

The International Code for Ships Operating in Polar Waters (abbreviated name - "Polar Code"), which comes into force on January 1, 2017, has a positive significance for additional regulation of the issues of conservation of aquatic biological resources in the Arctic.

According to Professor A.N. Vylegzhanin, the Polar Code presupposes international legal ways of responding to the main risks associated with navigation in polar waters, not only in terms of the constructive safety of ships, but also in terms of ensuring the entire range of measures to protect the marine environment in ecologically sensitive areas of the Arctic [2].

The above norms of international agreements in the field of transboundary fish resources give reason to believe that the member states of the Arctic Council, if they do not reach in the near future a regional agreement regulating the issues of ensuring the safety of aquatic biological resources of the central part of the Arctic Ocean, can, on the basis of the implementation of existing international agreements and the norms of national legislation to independently take certain measures to prevent the critical consequences of unregulated fishing in the central part of the Arctic Ocean.

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PROBABILISTIC AND STATISTICAL METHODS IN FORENSICS

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Abstract. *The article describes several areas of application of probabilistic and statistical methods and approaches in forensic examination and criminal proceedings, considering the current stage of development of the relevant areas in the Russian Federation. The significance of these methods and approaches in the process of examination both the objects of forensic analysis and the circumstances of the case as a whole is also shown.*

Keywords: *forensics; probabilistic and statistical methods; Bayesian approach; proof; probabilistic inferences.*

Modern trends in the development of forensic science are formalization, computerization and mathematization of the relevant activities. In turn, the key to the implementation of these trends is the introduction of probabilistic and statistical methods into these areas, since they are the ones that make it possible to work with the patterns of random phenomena, which include a wide range of phenomena that an expert or lawyer has to work with: from the frequency of occurrence a specific particular feature to the patterns of committing certain types of crimes and even criminal statistics data. It is important that these regularities, being identified, receive their own mathematical models, clothed in a numerical form, which, among other things, is "understandable" to computer systems.

The application of the methods of the theory of probability and mathematical statistics in the legal field has a rather long, but controversial history. Even in Ancient Rome, a classification of evidence was proposed

Process Management and Scientific Developments

according to the degree of their probability (with a subjective approach to understanding it) [1]. Moreover, in 1814 in the work "Experiments in the Philosophy of Probability Theory" the famous mathematician Pierre-Simon Laplace proposed a probabilistic-statistical approach to assessing the testimony of witnesses, pointing out that the probability of correspondence of the testimony to reality is the sum of the probabilities of the event itself and the probabilities of four hypotheses in relation to the testimony in terms of errors and lies. Alphonse Bertillon, introducing 14 body measurements of registered persons, calculated the probability of coincidence of all 14 parameters as equal to approximately 1: 300,000,000. Similarly, in his book "Fingerprints" (1892) Francis Galton comes to the conclusion that the probability of meeting two completely identical fingerprints equal to 1 in 64 billion cases [3]. With regard to legal practice, the will of Sylvia Howland and the All v. Collins case are of significant interest, which serve as an illustration of what errors in the application of probabilistic-statistical approaches can lead to, as well as the Troy Brown case, which shows the importance of the correct interpretation of the corresponding calculations in legal context [4].

At the present stage, we can distinguish two directions of using the theory of probability and mathematical statistics in this area: mathematical processing of research results (primarily forensic) and the Bayesian approach in all its diversity. In this context the mathematical processing of research results should be broadly interpreted: partly we are talking about the processing of data obtained as part of a specific examination (for example, within the framework of the study of specific DNA samples in order to determine a single source of origin), and partly about the accumulation of data on the objects of a particular type of examination in general (for example, on the frequencies of occurrence of certain particular features of handwriting).

Rethinking the role of statistics in proving, the following set of key concepts was developed, which are actively used in a number of foreign countries: false positive, false negative, confidence intervals, repeatability, reproducibility, representativeness of samples. In domestic practice, only the last three concepts are used, and so far without a strong statistical justification, although the Russian Federal Center of Forensic Science of the Ministry of Justice is working on the application of the theory of probability and mathematical statistics in forensic science.

These categories make it possible to apply probabilistic-statistical methods according to the needs of lawyers, since the last can understand their meaning without having a special mathematical education, and use them in the study of the circumstances of the case. Furthermore, these

concepts serve like bridges that allow the transition from “probability” to “certainty”, that is, reconciliation of the two categories, traditionally almost opposed by authors studying the issues of probability in relation to the process of proving.

In the historical aspect, the corresponding developments of Soviet authors that appeared in the 20th century are of particular interest. A great contribution was made by V.M. Kolosova, who proposed statistical models for the identification of a number of rather diverse objects of forensic research: fractions, paper, soil. Within the framework of the approach she proposed to form collections of the corresponding objects and use them as a representative sample to determine the frequency of occurrence of the features used in the identification and assess the criterion of sufficiency for identifying a complex of such features [2]. At about the same time, the possibilities of using probabilistic and statistical methods for assessing signs in fingerprinting, handwriting and habitoscopy (forensic examination of human appearance) were investigated (Paliashvili A.Ya., Poshkevichus V.A., Orlova V.F., Kirsanov Z.I., Granovsky G.L.), ballistics (Bishmanov B.M.), the study of human odor traces with the help of dog detectors (Sobko G.M.), as well as in the field of glass research (Mitrichev V.S.). Of particular interest is the monograph by N.A. Selivanov "Mathematical Methods in the Collection and Research of Evidence" (1974), created not only for experts, but also for lawyers.

Today, the theory of probability and mathematical expertise are used in the same areas, for example, in habitoscopy and handwriting examination, however, the problem of updating the data seems significant, since the tables of frequencies of occurrence were compiled in the last century, but the changes that occurred in the signs of the appearance and features of the handwriting are obvious. Nevertheless, the algorithm for working with, for example, habitoscopic tables is simple: first, in a separate table, the signs of appearance are described in accordance with the requirements of the methodology, then the expert finds them in the probabilistic-statistical method (PSM) table, enters into a separate table with the values of identification significance and frequency of occurrence, finds interrelated features, crosses out those with less identification significance, after which the result is summed up.

Speaking about handwriting examination, it is important to pay attention to the fact that scientists have also developed methods of graphical averaging and graphical analysis of variance, based on the idea of obtaining an averaged image of a written sign, specific of certain handwriting [5]. For quite a long time domestic and foreign handwriting experts have been

engaged in developments of computer analysis of handwriting, in particular with the help of model methods, which include measuring-statistical, probabilistic-statistical and logical-combinatorial (intelligent systems) [6] ...

Another, more modern, field of application is image analysis, including technical examination of documents. For example, in the article by S.M. Petrov, devoted to the use of quantitative characteristics of document images for identification of laser printers, these characteristics are investigated just by the appropriate method, including with the help of specialized software [7].

In the framework of molecular genetic examination, as well as in the application of many methods borrowed from the basic sciences, the corresponding data processing is applicable by definition. Thus, when examining DNA by using specialized software, the random match probability is calculated.

Mathematical processing is also used in data processing obtained as a result of the application of psychological methods and scales, without which it is difficult to imagine the production of a forensic psychological examination. Correlation and factor analysis related to statistical methods is carried out.

Nowadays, in forensic authorship attribution, are also made attempts to create probabilistic-statistical models of texts [8].

Unfortunately, a less relevant direction for Russian forensic practice, but developing abroad, is the study of blood traces from a traceological point of view. Probabilistic and statistical methods are used for analyzing the trajectories of droplet spreading, and for writing programs for calculations.

It is interesting that besides the actual expert applied tasks, you can analyze the very expert activity by using statistical methods. For example, I.A. Grigoriev published an article [9], in which he, having analyzed the statistical reports on expert examinations, tried to identify criteria for the reliability of expert opinions, determining the reasons for the appointment of repeated examinations.

The beginning of the application of the Bayesian approach is associated with the publication in 1977 in the journal "Biometrics" of the article by Dennis Lindley "The problem in forensic examination" [2]. Lindley's approach was based on Bayes' theorem, which allows calculating the probability that was caused by a certain preceding other event based on the fact of an event, that is, to identify and quantitatively describe the correlation between cause and effect.

A distinctive feature of the Bayesian approach is the introduction of

such a concept as the degree of confidence in the truth of the judgment. There is no need for measurement and statistical processing of large initial data for finding Bayesian probability, which makes it an attractive alternative to the frequency interpretation of probability. If we analyze the expert process by stages (preliminary - analytical - experiment (if any) - comparative - evaluative), paying attention to the process of constant verification of expert versions, it is easy to make sure that this construction as a whole fits perfectly into the Bayesian approach. At the same time, the point of view of O.B. Gradusova and S.A. Kuzmina seems to be essential, according to it the Bayesian approach is still not deprived of subjectivity and must be combined with the frequency-probabilistic approach to achieve greater objectivity [2].

Nevertheless, the Bayesian approach is a convenient tool in the process of legal knowledge and proof, as it allows manipulating a priori and posteriori probabilities along with the use of familiar logical operations, which contributes to a more accurate determination of the circumstances of the case, even at a rather primitive level. Moreover, the system of Bayesian methods, implying both the Data Retention methods, Case-based reasoning, and Data distillation, Cross Tabulational Distillation, Logic Distillation and Equational Distillation, including Neural Nets is also fundamentally suitable for solving a variety of applied forensic tasks by definition.

The foregoing allows us to conclude that probability theory and mathematical statistics penetrate into the legal sphere mainly through the field of forensic research. However, it should be noted that some elements of the corresponding methodology are also traced, for example, in using versioned modeling by an investigator, judge or other subject of putting forward versions, since it assumes, though based on a subjective approach, but still an assessment of the probability of occurrence of certain events, such as dependent and independent, both joint and incompatible. Moreover, the method of probabilistic assessment in recent years in Western legal science is considered as universal, that is, applicable to the assessment of other, different from the expert's opinion, evidence [2].

In this context, one can pay attention to criminal statistics as a fairly obvious applied area of statistical methods. Although these statistics cannot be considered as evidence in the case, they can help in the implementation of the investigation in terms of putting forward versions regarding the mechanism of the crime and the pre- and post-criminal behavior of the subject of the crime and other circumstances. Despite the fact that in this case the role of a subjective approach to understanding the probability will be great, the use of relevant information can significantly improve the qual-

ity of planning an investigation.

The value and even the need to use mathematical methods as such, as a rule, is not contested for obvious reasons, but at the same time there has been a problem of the evidentiary value of forensic expert conclusions drawn in a probabilistic form for quite a long time. As Lubin A.F. rightly points out, such conclusions "are most often called conjectural and their evidentiary value is minimized or not recognized at all." And also Rakhunov R.D. followed the similar point of view noting in his work "Examination on preliminary investigation" (1945) that such conclusions "play a negative role, do not help to clarify the truth, but only sow doubts" [1]. A similar opinion was expressed in Soviet legislation, but not nowadays: the official position of the Constitutional Court of the Russian Federation is that the indication in the Criminal Procedure Code of the Russian Federation that a guilty verdict cannot be based on assumptions does not mean prohibition on the use in the process of proving certain evidence of a probabilistic nature [1]. It is clear that the negative attitude to the probabilistic form of conclusions that has formed over the decades is rather contrary to the interests of proving the truth in the case, rather than vice versa, as a competently calculated 80% probability is much closer to the truth than a categorical positive conclusion without mathematical calculations. At the same time, a result which is really close to the truth can be obtained only with a combination of statistical methods and the entire volume of knowledge possessed by forensic experts, specialists, investigators and other subjects of "procedural knowledge". I.V. Ovsyannikov even points out that "positive identification conclusions, by their logical nature, are highly probable" [10].

The question of the significance of probabilistic inference knowledge most often arises in relation to the assessment of expert opinions, in which the conclusions are given in a probable form. The conclusion of a forensic expert (according to V.N. Khrustalev) is "a competent conclusion of a leading person based on the results of an expert study of the objects of examination and based on his inner conviction, logically reasoned and illustrated in the expert's conclusion" [11].

Conclusions can be given in various forms and be respectively: categorical or probable, alternative or unambiguous, conditional or unconditional. The conclusion about the impossibility of resolving the issue ("it was not possible to determine") is also distinguished. A conclusion in a probable form is formulated if the expert does not have sufficient grounds for a categorical statement. The specificity of such conclusions is that they are still the result of the conducted research and the expression of an inner belief (by definition of the conclusion), but at the same time they do not ex-

clude the possibility of an opposite event (for example, a trace can be left by another shoe). Strictly speaking, any conclusion formulated on the basis of the results of any research must be considered from the standpoint of its probability (a typical example is DNA research). Essentially that if the answers to the question are approximately equally probable, the expert has no right to draw a probabilistic conclusion: in this case, it is necessary to conclude that it is impossible to solve the posed question. Here it should be noted that probability and opportunity are not the same thing. Probability is a characteristic of knowledge and a measure of its validity, while possibility (of a spontaneous shot, for example) is an objective state of things that does not depend on proof.

As Ovsyannikov I. V. points out, such conclusions can be formulated both with an indication of specific values of probability (for example, 0.6), and using comparative concepts (for example, "the probability of an event "B" is much less than the probability of an event "C". ") [12] However, as a rule, the literature provides recommendations that it is better to formulate not a probable conclusion, but, for example, a categorical conclusion about the group belonging of an object and try to narrow this group as much as possible.

The central place in the theory and practice of probabilistic and statistical research, for example, in modern methods of quality management, "six sigma", tolerance theory is occupied by the most important type of distribution in statistics - the normal distribution law. The values of the attribute are normally distributed under the influence of a large number of independent random factors that are practically not interconnected with each other, the effect of each individual factor is small compared to the effect of all other factors and cannot prevail among the rest, and the nature of the effect is additive. A number of statistical tests have been developed to check the normality of the distribution, where the general idea of testing the null hypothesis is as follows: "the sample in question comes from a general population having a normal distribution." Testing reveals whether the probability of error is lower than some pre-accepted level. The hypothesis of the distribution law can be verified, for example, by using the coefficients of asymmetry A_s and kurtosis Ex , as discussed in [13]. The problems of legal regulation of interaction of subjects in the digital space of the Russian Federation are considered in [14].

Despite all the advantages that the adaptation of knowledge from the field of probability theory and mathematical statistics for the needs of legal proceedings can give, such process is associated with a lot of fundamental difficulties. In addition to the difficulties with the accumulation of empirical

data (choosing a formalized set of features, working with large amounts of data), there is no unambiguous method for converting qualitative parameters into quantitative ones, which, in turn, leads to the fact that different experts (and then lawyers), carrying out the assessment, will still come to different results - just as without the use of probabilistic-statistical methods (to solve this task, in theory, you can use Bayesian methods, for example, cross-tabulation ones). Moreover, although probabilistic-statistical methods can help to more competently evaluate evidence and increase the validity of expert conclusions, they still play only a supporting role, since the correctness of interpretation, the correctness of the application of the methodology and many other aspects still depend on the knowledge and will of a person. Furthermore, now the qualitative and descriptive approach dominates in many examinations, that's why anyhow the implementation of described methods is connected with the revision of the entire methodological base in various types of examinations, which is possible only in the long term. It is naive to suppose that representatives of various legal professions (and non-professional participants of the process) will be able to master quickly the relevant knowledge in order to apply it correctly.

Thus, we can conclude that, firstly, the potential of using probabilistic-statistical methods of the study area seems to be vastly significant and only partially realized. Secondly, due to the specifics of this area, probabilistic and statistical methods can only play a supporting role in the study of factual circumstances of the case study or signs of the objects of examination.

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SOVEREIGN DEBT RESTRUCTURING AS AN INTERNATIONAL LEGAL PROBLEM

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Abstract. *The article provides an overview of the problem of international legal regulation of sovereign debt restructuring. This problem has long historical roots, but in the second half of the XX century it gained particular relevance and forced states and major international institutions to take measures to resolve it. To date, some legal framework for the regulation of restructuring relations has been created, in particular, principles have been developed and basic settlement mechanisms have been identified, however, practice shows that this is not enough and further elaboration is required.*

Keywords: *Sovereign debt; restructuring; restructuring principles; the International Monetary Fund (IMF); European Stability Mechanism (ESM); United Nations Conference on Trade and Development (UNCTAD); Collective Action Clauses (CACs); Sovereign Debt Restructuring Mechanism (SDRM).*

A few years ago, Carmen M. Reinhart and Kenneth Rogoff published a book called “This time is different: Eight Centuries of Financial Folly” [1], which attempted to analyse the history and evolution of sovereign borrowing. Indeed, sovereign debt and related crises are a long-standing phenomenon and to some extent familiar to the world economy. States have always sought to attract external funds for the development of their economies and, unfortunately, could not always cope with the obligations assumed. However, the crises of the last 20-30 years are qualitatively different from what happened before. The development of the global financial system and the increasing economic interconnection and interdependence of states has triggered a cycle of sovereign crises in developed countries, which subsequently spread to other states. Moreover, to resolve debt problems, governments have to in-

volve not only international financial institutions, but also private financial market participants, whose activities are also subject to strict supervision, as they themselves can destabilise national financial systems. Finally, the amount of government borrowing may pose a threat to debt sustainability and serviceability.

First of all, what is to be understood by sovereign debt? The 1983 Vienna Convention on Succession of States in respect of State Property, Archives and Debts [2] operates with the concept of 'sovereign debt', which is defined in Article 33 as " any financial obligation of a predecessor State arising in conformity with international law towards another State, an international organization or any other subject of international law". As can be seen from the definition, this Convention only extends to debt relations arising strictly under public international law. It only regulates financial obligations owed to States and other subjects of international law; so, the mechanism proposed under the Convention does not extend to debts owed by States to private creditors or to debts of a "mixed" nature (for example, where both public and private creditors are debt holders).

However, the range of debt relationships in which states are involved is much broader and varies greatly both in terms of the range of holders (public and private) and in the nature of the debt relationship itself: states can raise funds by issuing debt securities, directly borrowing loans, providing guarantees, etc. Often these relationships are closely intertwined, different types of borrowing nevertheless create a single debt burden for States, which means that a comprehensive approach to debt servicing is necessary.

Thus, the problem of sovereign debt service capacity is closely intertwined with other areas of international legal regulation. A state, like any other member of the international financial and economic system, undertakes obligations based on its own economic needs and plans further debt servicing as a separate item of budgetary expenditure. But when the situation changes and debt servicing becomes problematic or even burdensome, how should a state reorganise its budget to be able not only to service its debt but also to meet its obligations to protect human rights, function in the social sphere, ensure state machinery and its own security, and finally avoid social and political upheavals that could threaten international peace and security? One of the most striking examples is the Greek sovereign debt crisis of 2010, followed by the default of 2015, which led to a series of highly unpopular financial and economic measures that caused significant social upheaval. Although the effects of the crisis were eventually overcome, who can guarantee that a similar situation elsewhere in the world would not have led to a humanitarian disaster and even open armed conflict?

A distinctive feature of sovereign debt is the unique legal nature of the

debtor - the state. Unlike other types of borrowers, the state possesses sovereignty, which affects the nature of its relationship with creditors, whoever they may be: from states and international non-governmental organisations to private holders of sovereign debt instruments. As Lee Buchheit, one of the most renowned specialists in the field of the international regulation of sovereign borrowing, notes, «Sovereigns are unique debtors. Unique in two senses: they are uniquely vulnerable and they are uniquely protected» [3]. On the one hand, States have sovereign immunity from prosecution by foreign courts for non-performance of their debt obligations. Even if the concept of limited immunity applies to a state, the procedure for holding it liable and enforcing its obligations is far from being enforceable against any property. On the other hand, the absence of a single, clearly defined restructuring mechanism similar to the mechanisms for declaring a person bankrupt under domestic law creates a legal vacuum in which neither states nor creditors can feel protected. The problem is further complicated by the fact that the state, unlike a private borrower, has a wider range of obligations, as discussed above, including peace and security, human rights and other obligations that may be affected by its disputes with creditors. One of the most striking examples in recent years has been the situation around the restructuring of Argentina's sovereign debt, dragged out by the ICSID dispute for many 15 years and creating serious problems in terms of normalising the national financial system, ensuring its social function and attracting new external borrowing.

The international community has been trying to solve the problem of creating a system of international legal regulation of sovereign borrowing and ensuring the settlement of public debt for half a century. The largest international institutions are involved in this process: The United Nations (UN) and the United Nations Conference on Trade and Development (UNCTAD), the International Monetary Fund (IMF) and The World Bank, G7 and G20, The Paris Club, The Institute of International Finance and others. UNCTAD was one of the first organizations to call on the international community to resolve the problem of state debts and to take an active position in promoting such a solution. Since their creation in 1964, UNCTAD ministerial conferences have focused on debt and debt-servicing problems of developing countries. In 1975, the UNCTAD Trade and Development Board (TDB) by resolution 132 (XV) [4] authorized the Organization's Secretary General to provide debtor states with all the necessary assistance in holding debt review meetings, including his participation in the Paris Club meetings [5]. Another two years later, the TDB initiated a project to develop basic principles applicable to sovereign debt restructuring, which took almost 40 years, leading to the adoption of UN General Assembly resolution A/RES/69/319 on basic principles for sovereign

debt restructuring processes in 2015. For the first time in international practice, the basic legal requirements to be applied in a sovereign debt restructuring procedure were established. According to this document, sovereign debt restructuring procedures should comply with the following principles:

- Sovereignty;
- Good Faith;
- Transparency;
- Impartiality;
- Sovereign Immunity;
- Legitimacy;
- Sustainability;
- Majority Restructuring.

As mentioned above, the Principles were the result of many years of painstaking work which analysed the experience of States in dealing with emerging debt problems and defined the imperatives that guide debtor States as well as their creditors in dealing with debt distress. The adoption of this instrument was a huge step which took the creation of a unified international legal system for sovereign debt resolution to a new level.

However, to date, despite the progress made, no unified system of legal regulation of restructuring has yet been established. In each case, states resolve difficulties with their creditors on a case-by-case basis. In this situation, there is no reason to talk about any uniformity of existing practices. The problem is further complicated by the fact that, in practice, a distinction must be drawn between the sovereign borrowing of the State, on the one hand, and the investment activities of the persons acting as creditors, on the other. The aforementioned case involving a dispute between the Argentine government and holders of debt instruments is one of the clearest examples of how the same set of relationships can be governed by two different subfields of international law. Therefore, in recent years, states and international organizations have been making efforts to create unified international legal mechanisms for sovereign debt restructuring. In this regard, two ways of solving the problem, called "statutory solution" and "contractual (voluntary) solution" are proposed.

The Statutory Instrument involves the establishment of a single mechanism for resolving States' debt problems and the disputes arising therefrom between States and creditors. The idea of such a mechanism was initially welcomed by states with enthusiasm. And although the idea of such a mechanism dates back to the 1980s, it was only in 2001 that the IMF attempted to develop the Sovereign Debt Restructuring Mechanism (SDRM). This mechanism was essentially based on bankruptcy procedures developed in the national law of states, namely Chapter 11 of the US bankruptcy code, with the IMF and an in-

ternational tribunal established under its auspices to play a central role in this system (which would require changes in the IMF's charter documents). The SDRM was to establish a legal framework to enable negotiations between a debtor state and its creditors. The main ideas that characterised the SDRM were:

- The agreement on debt restructuring will be accepted by the overwhelming majority of creditors and will apply to all creditors, while minority creditors will be practically deprived of the opportunity to influence the decision;
- A system for protecting the debtor from “destructive legislative actions” of creditors during negotiations;
- Ensuring the conscientious behavior of debtors in relation to creditors and prohibiting the implementation of a flawed economic policy;
- New borrowings from debtor countries are not subject to restructuring;
- Establishment of a supervisory body to support the restructuring process, which could verify creditors' claims, ensure the voting process, resolve disagreements and approve the restructuring process [6].

Although the SDRM project was initially welcomed with enthusiasm, efforts to develop and implement it soon unfortunately came to naught. The main opposition came from the United States of America and a number of private creditors who feared, above all, that the implementation of SDRM would allow debtor states to initiate unwarranted restructuring procedures, as well as subordination to the opinion of most creditors to the detriment of minority holders of debt instruments. Work in this direction has been suspended, but the idea of such a universal mechanism nevertheless continues to be discussed and even sought to be implemented at a regional level (e.g. - the European Stability Mechanism (ESM)).

Today, the most common is the contractual (voluntary) solution. Basically, this solution is implemented through Collective Action Clauses (CACs), that is, debt terms that allow the majority of debt holders (usually 75% of holders) to change the terms of repayment of debt instruments, including changing the terms of repayment of the payment schedule and other conditions. This decision applies to all creditors. Thus, the debt can be restructured by the decision of the majority of the holders, to which the minority is obliged to obey. This mechanism has gained wide acceptance in the international debt market, for example, under the ESM: paragraph 3 of Article 12 of the ESM Treaty contains Collective Action Clauses for debt obligations issued after January 1, 2013.

Other mechanisms are also proposed to ease the debt burden of states, such as the inclusion of a clause on triggering events or linking the repayment terms of a debt instrument to any economic indicators, but so far they have

not received widespread consideration [7].

Thus, the above overview demonstrates the problem of sovereign debt as one of the most important and urgent in the field of international legal regulation. Despite the efforts made and results achieved, the issue of international legal regulation of sovereign debt restructuring is still very fragmented, lacking of unified mechanisms and schemes. Further work needs to be carried out to establish a mechanism for dealing with sovereign debt and financial crises for countries and creditors, without allowing a situation similar to the one that a century ago occurred around Austria and Hungary, to which Karl Polanyi made the remark: «The prestige of Geneva rested on its success in helping Austria and Hungary to restore their currencies, and Vienna became the Mecca of liberal economists on account of a brilliantly successful operation on Austria's krone which the patient, unfortunately, did not survive» [8]. These words were spoken about the results of unsuccessful financial reforms with the support of the international community, but today the states of the whole world are faced with serious economic shocks, and the creation of uniform rules for all participants in the financial system will avoid catastrophic consequences.

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**ORGANIZATION OF INDEPENDENT WORK OF A FUTURE TEACHER
– AN INDICATOR OF HIS PROFESSIONAL DEVELOPMENT IN A
MULTICULTURAL WORLD**

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Abstract. *The article reveals the importance of independent work in the formation of a future teacher, his professional training and development, reveals and concretizes the meaning of the concept of "independent work" where the authors characterize it as an important category in the pedagogical literature. A mobile personality is formed during the period of professional education and independent work. The necessity of developing significant personal qualities and skills of the future teacher, without which his productive professional activity is impossible, is actualized.*

Keywords: *independent work, professional activity, multicultural educational space, future teacher, personal qualities, skills, professional formation, etc.*

Currently, a mobile personality is in demand in society, who has a creative, conscious position and flexible adaptation to changes taking place in the multicultural world. A mobile personality is an indicator of a subject's professional readiness for pedagogical activity; predetermines the success of innovative processes in the education system. The development of the teacher's personal and professional resources is carried out in systemic self-education.

Professional training is the process of mastering a system of special knowledge, general and specific skills, skills for the creative performance of professional activities, and readiness is an integrative professionally significant quality of a future specialist, that is, the result of training [4].

In a university, an important type of educational and scientific activity of a student is independent work. Of great importance during the pe-

riod of professional training are certain abilities and skills of students to obtain knowledge from various sources, then systematize the information received, give a subjective assessment of situations arising in the field of education and the world as a whole. Throughout the entire period of professional development, the skills and abilities of the learners are formed in practical classes, when performing control tasks and tests, writing term papers and final qualification papers, etc. The achievement of the required qualification level of the future teacher directly depends on the development of the skills of self-education, self-knowledge and self-development. The development of their skills in organizing independent work with different sources and their professional growth depends on the organization of independent work of students (IWS) in the educational process. Stimulating the activity of students and its objective assessment contributes to the development of initiative and fostering the creative activity of students. It is known that only a systematic independent educational activity of students will create the foundation for continuous professional education, enable students to improve their qualifications, and most importantly, to be a professionally mobile person.

Professional development, according to V.A. Slavenin is a process of personality formation, focused on high professional achievements, mastering professionalism and carried out in the self-development of the individual, professional activity and professional interactions [3, p. 15].

The study and analysis of research on the problem under consideration shows that the concept of "independent work" is a complex and multidimensional phenomenon in the pedagogical literature. Interpretation of the research experience in the specialized literature allows us to highlight some signs of independent work: didactic, psychological, physiological, organizational, etc. Studying this concept in the scientific literature, we highlight the multicultural, scientific, axological signs in the organization of the independent work of the future teacher during the period of his professional development. Specifying the meaning of independent work, we single out the authors (Yu.K. Babansky, L.V. Zharova, A.V. Usova et al.), who refer to teaching methods, there is a group of authors (B.N. Esipov, M.I. Zaikin, L.G. Gendler et al.), who consider it as a form of organizing training sessions, and the authors (I.A. Zimnyaya, L.D. Nikandrov, O. I. Nilsson, V.A. Kozakov et al.) consider it as a specific type of educational activity, other authors (A.N. Leontiev, P.I. Perky) characterize it as a learning tool, and comment on the following authors (A.Ya. Eisenberg, G.N. Serikov et al.), as the basis for self-education, and researchers (D. Schunk, B. Zimmerman et al.) interpret this concept as a process aimed at transforming mental abilities into learning skills; according to the authors (K. Levy - Leboyer,

F. Weinert et al.) independent work is one of the forms of competence, and according to the researchers (O.V. Dolzhenko, V.L. Shatunovsky) it is presented as a synthesis of the form of educational activity and a means of organizing cognitive activity; A.V. Petrovsky considers it a means of acquiring knowledge and a type of educational activity; I.V. Kharitonova characterizes independent work as a multidimensional concept in organizing the learning process, where it can be: 1) by the method of teaching, 2) by the form of organizing cognitive activity, 3) by means of teaching, 4) by one of the types of activity, 5) by the independent activity of learning. One of the most important components of the educational process is the independent work of students, which contributes to their professional development. It contributes to the mastery of fundamental knowledge, professional skills and experience, creative and research activities. Having studied the experience of researching the multidimensional concept of "independent work", we join the interpretation of this concept. In our work, we consider it as an important means of professional development and the formation of educational mobility of a future teacher; we characterize it as a process of multicultural enlightenment, development and assimilation of cultural values of one's own and other cultures, as a means of developing methodological literacy, competence, as a form of organizing research activities of a future teacher.

Professional development of a teacher, as noted by L.F. Obukhov, is, on the one hand, a stage of his professional and pedagogical training in the conditions of continuous education, on the other hand, an independent personal process of development of a free, self-valuable person, is determined by the activity of the personality itself, its ability to bring oneself to the level of purposeful change, to build his own activities, its transformation and development [2].

The study of foreign scientific research literature on the research problem allows us to state: the equivalent of the concept of "independent work" can be the following most frequently encountered synonymous concepts: self-learning, self-directed learning, independent learning, autonomous learning, self-regulated learning, self-education, open learning, self-planned learning or participation in educational projects for advanced training, etc.

Let us present some forms of independent work of a future teacher in the multicultural educational space of a university:

- study of educational, scientific and methodological literature and other sources,
- preparation of reports and abstracts, essays, writing term papers and

final qualification works,

- participation of students in conferences at various levels and in complex scientific research,
- preparation for practical exercises and laboratory work and their design,
- compilation of a glossary for the studied disciplines - a terminological dictionary, etc.;

All types of independent work are performed for the purpose of familiarization, study and understanding of educational information. The problem of organizing independent work of university students is being studied and research in this area continues. When organizing independent work, we are guided by motivational, activity, reflexive and other components that allow us to connect the students themselves to the assessment of the results. Independent work as a multidimensional concept is an important component of the professional development of a future teacher. Its organization requires the teacher to know the requirements. The requirements for organizing independent work are related to the development of multicultural and professional competencies and preparation for teaching activities in general. Today, forms of organizing independent work are developing, electronic means, global telecommunication networks, the Internet, etc. are used. Whatever type of work is used by a teacher, it should always be aimed at professional knowledge, development and formation of the future teacher. We share the views of E. F. Seera that professional development should be understood as a change in the psyche in the process of mastering and performing professional - educational, labor and professional activities [1, p.22]. Strategic vectors of professional education of a future teacher are associated with the training of mobile specialists who are able to quickly and professionally carry out pedagogical activities in the updated conditions.

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MORAL ACTION AS A VALUE

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Abstract: *Humanity today is in the center of a constant and unconditional choice of actions, deeds, lines of behavior. They are lost in the space of uncertainty, it becomes more and more difficult to determine the value orientations in life. The value sense of a moral deed becomes incomprehensible and difficult to comprehend. We consider it necessary to focus on the solution of this problem by detailed elaboration of these concepts with adolescent children. Since they were, are and remain an intermediate link between generations, and on how they assimilate the content of the concepts of "value"; "value meanings" "moral deed" and others, depends on the quality of life of the next generation.*

Keywords: *uncertainty; morality; moral; sovereignty; moral choice; value; value orientations; value meanings; moral deed; training.*

Based on the realities of life, we more and more often notice that the interest in the formation of value meanings of a moral deed is attracting more and more researchers from different industry groups each time.

Aspects of the problem field of the formation of value orientations in people of different ages are interdisciplinary and have a complex, but rather rich history of formation. The problem that has arisen has been actively and successfully studied by philosophers among them: N.A. Berdyaev, N.O. Lossky, A.A. Losev, M. Kagan; sociologists: W. Thomas, F. Znamensky, M. Weber; psychologists: A.N. Leontiev, S.L. Rubinstein V.N. Myasish-

chev and B.G. Ananiev, L. I. Bozhovich and teachers: V. A. Karakovsky, A. V. Mudrik, V.A. Slastenin, I. Ya Lerner, I.L. Fedotenko and others.

Interest in this problem is defined from the point of view of recognizing the essence of the concept of "value". We have noted that researchers from different fields of knowledge, namely the social and humanitarian, have studied this category from the standpoint of its combination with the concept of "value orientations". The specificity of the semantic consideration of the concept of "value" has become the sphere of scientific knowledge, since the objectivity and its semantic understanding are determined by a specific industry. From the above, it follows that the concepts of "value" and "value orientation" are the subject of study in such branches of scientific knowledge as philosophy, sociology, psychology, pedagogy.

All these concepts undoubtedly determine the value-semantic unit of a moral act, which, from our point of view, largely depends on the awareness of the choice of the act and the subject's responsibility for the decision he makes.

From the point of view of the philosophical interpretation of the concept "value" means the integration of social and cultural knowledge, moral and spiritual and moral rules and norms operating in certain socio-economic formations. This opinion was held by such philosophers as: V. Windelband, E. V. Ilyenkov, M. S. Kagan, B. V. Orlov, G. Rikkert and others. They believe that all objects that surround us actively influence the variety of objects of human activity, social relations, with the point of view of philosophers is "subject values" [5]. Subject values become objects of a value attitude towards the world outlook, which in turn is demonstrated in actions that are read by others as moral or immoral, presupposing the categories of good and evil; truths and lies; beauty and ugliness; permissible and forbidden.

A similar characteristic of semantic units is given by I.T. Frolov "values - are specifically social definitions of objects of the surrounding world, revealing their positive or negative significance for man and society (good, good and evil, beautiful and ugly, contained in the phenomena of social life and nature). Outwardly, values act as properties of an object or phenomenon, but they are inherent in it not by nature, not simply by virtue of the internal structure of the object itself, but because it is involved in the sphere of human social being and has become the bearer of certain social relations"[9].

So, for example, in sociology the concept of "value" is presented as a certain property of social objects that surround a person and which influence him unconditionally by satisfying certain needs that have arisen in the social subject, as necessary for him here and now. All values from

this point of view are characterized by the preservation of socio-historical meaning for him, the only correct for society and personal value-semantic field for a person in his choice of one or another kind or type of action [13].

This point of view was supported by a number of sociologists, among them: A. S. Akhiezer, A. G. Zdravomyslov, G. Spencer, E. Durkheim, M. Weber, W. Thomas, F. Znanetsky, T. Parsons, P. Sorokin, R. Merton, V. A. Yadov and etc.

In psychology, this point of view was shared by B.G. Ananiev, V. Bilkski, A. Maslow, V.N.Myasishchev, S.L. Rubinstein, V. Frankl, and others.

From the point of view of the psychological semantic field, the meaning of the concept "value" is defined as a certain significance for a person through material, spiritual or natural objects, phenomena [3].

A striking example is the position of N.I. Glushkova, which interprets values as the knowledge they organize and a motivated basis for choosing the right action and the right line of behavior, which subsequently demonstrate the most important characteristics of the meaning of human life [4].

We come to the conclusion that in psychology, the value sphere of a person, according to the definition of the meaning of a moral act, is defined as a unit that is characterized by a dual character, which includes, on the one hand, the subjectivism of assessment, on the other hand, the prevailing social consciousness of norms and ideas.

Nevertheless, one should not forget that moral education is focused on the formation and development of the internal cultural potential of a person living in a particular territory, and on which the "value background" between generations and his moral development directly depends.

Moral development - is a process of qualitative and quantitative changes in acquired and innate properties, which presupposes the formation of the basic moral qualities of an individual. In our work, we highlight the following most important moral qualities for the development of junior school-children: discipline, responsibility, politeness [10; 11; 12].

Pedagogy concentrates its attention on the concept of "value" as an object that is significant for a person and an object of perception of real events and situations in which he has to be included, regardless of his needs and desires. Here, the person is viewed from the perspective of the subject, where all his intentions are based on the combination of material, social and spiritual views, and where a person strives to obtain a result based on the preservation of meanings, what is good, justice, patriotism, romantic love, friendship, etc. [6].

In our research, we adhere to the position of L.P. Krivshenko, who understands values as some ideas that embody social ideals, which act as

standards of what is due for any society and are value guidelines for both humanity and an individual [8].

Practice shows that a versatile interpretation of the concept of "value" at the value-semantic level makes it difficult to maintain its primary meaning, and, accordingly, during transmission from generation to generation, it can modify the meaning.

M. Rokeich illustrated the classification of values into two types, which, from our point of view, will contribute to the preservation of the semantic unit of the concept. So he believes that there are terminal values, which are characterized as beliefs that some ultimate goal of individual existence from a personal or social point of view is worth striving for. The second characteristic of values is associated with instrumental values, where the belief that a certain mode of action is preferable from a personal and social point of view in all situations for him, and the person himself is able to independently determine this.

According to this classification, a pattern is determined between "values-goals" and "values-means" [1].

In unison with this classification, C.A. Anisimov and E.A. Vasina propose their own version, which is based on the characteristics of society, where interests between social groups become the main parameters, which clearly affects the value sense of the choice of a person's moral deed and its consolidation as a given, necessity and need.

He distinguishes three groups of values: absolute values that invariably retain value for people (life, health, knowledge, progress, justice, humanity, spiritual perfection of a person); anti-values or pseudo-values (ignorance, premature death, illness, hunger, human degradation, etc.); relational (relative) values, which are unstable, change depending on the historical, class, ideological positions (political, ideological, religious, moral, class) [2].

All of the above gives us reason to believe that the formation of the value sense of a moral act is directly promoted by the level of formation of the personality of cultural, moral and moral and spiritual and moral guidelines that do not depend on social status, and the society surrounding him.

Returning to the "center" age, that is, adolescence, we consider it necessary to give it a certain psychological characteristic, which, in our opinion, will help us in determining the ways and mechanisms of working with this group to form stable value-semantic definitions in them in actualizing moral actions. We do not believe that this is the only correct solution to the problem, but we are making an attempt to recognize their effectiveness, and to make it possible to understand what we have to work on next in solving this problem.

The adolescent is sensitive, favorable for the formation of value orientations. This period of personality development is characterized by the formation of a worldview, self-awareness. Opening your own integral "I", the need to determine your position and your place in society. It is very difficult and destructive for a high school student to make a specific choice and plan for the future in conditions of blurred, uncertain and contradictory social values. The lack of value influence on the formation of value orientations in modern society can turn into high school students of asocial groups.

From our point of view, such a form as training can become the main type of work with adolescents. After all, it is training that gives a teenager the opportunity to reveal his inner reserve, potential, "own I" - maybe even which he never thought about.

The main goal of the training contains the elaboration of exercises, which in turn are aimed at intrapersonal changes, through detailing and their repeated repetitions to form a stable skill.

The training includes interactive forms of interaction, all selected exercises were focused on modeling options for solving problem situations, detailing problematic tasks, designing solutions and actualizing moral actions, where it was important to be: ready to accept information, analyze it, think over options for a way out of the current situation and directly provide effective and high-quality assistance in this situation; analyze your actions and the actions of others, without taking into account someone's superiority; to recognize the event and act immediately; to form the ability to value one's own and other people's work, to make a feasible contribution to its optimization; consolidation of emotionally positive feelings of pride, joy and self-satisfaction from joint work and creativity, and the result of interaction.

Thus, we believe that much in the formation of value-semantic meaning in the understanding and demonstration of a moral act by adolescents depends, first of all, on the teacher of the educational organization, then on the preservation of uniform requirements for the moral education of a teenager in school and in a family, as well as the unconditional preservation of the sovereignty of the state through the preservation of cultural, moral and spiritual principles, norms and rules.

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DIGITAL EDUCATIONAL ENVIRONMENT IN PRIMARY SCHOOL: FROM PASSIVE LISTENING TO ACTIVE INVOLVEMENT

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Abstract. *The relevance of the research topic is determined mainly by the needs of society in the effectiveness of the use of modern technical means, not excluding live communication. The article is devoted to the study of issues related to the development of digital technologies and their use in the educational environment: approaches to the digitalization system of the educational process in primary school are considered, the stages of introducing digital technologies and the possibilities of their implementation are described. Considerable attention is paid to the trends of digital transformation in various areas of educational activities. The research methods are content analysis of documents and interviews, analysis of digital educational platforms most often used in the educational process of primary school. The research results show that the combination of traditional teaching methods and digital education methods transforms the educational process and, in one way or another, affects its effectiveness.*

Keywords: *digitalization, digital transformation of education, digital technologies, digital environment, interactive models of the educational process, primary school, digital learning.*

The twenty-first century is rapidly changing the world around. These objective changes have a significant impact on the transformation of social institutions, including the school. The school of the digital age bears the imprint of a new information society. Children are the first to encounter this novelty in elementary school. They enter the school community of learners

(microsociety), where today they are active members of the digital world, regardless of what adults think about it.

Today, there is a fundamental shift and departure from the conditions under which our current education system was developed - a new educational environment is being formed. And these changes are occurring rapidly [7].

Undoubtedly, the use of new technologies, the formation of a digital educational environment will be successful only if the main goal of education is not the assimilation of the amount of knowledge, but the development of a free personality, if the student is not an object of learning, but a subject - that is, to influence his own development [4].

Modern junior schoolchildren easily handle mobile phones, know what the Internet and social networks are, and cannot imagine their life without the use of digital technologies. The school should not ask whether it is good or bad. This is the reality of today's world, the challenge of the times, and the modern school must immediately respond to it.

Most people are familiar with the concepts - digital educational environment, web learning, distance education, virtual learning [2].

What is a virtual educational environment (VEE)?

Virtual educational environment (VEE) is an information space for the interaction of participants in the educational process, generated by information and communication technologies, including a set of computer tools and technologies that allows you to manage the content of the educational environment and communication of participants.

Based on the FSES for PGE, it can be concluded that it is necessary to use distance technologies and VEE in the modern educational process, as well as timely update the content of the main educational program of primary general education, methods and technologies for its implementation in accordance with the dynamics of the development of the education system. [5]

Speaking about the use of modern educational technologies, it is necessary to note an important form of ICT - educational platforms.

Educational platforms – is an online resource that contains a set of mandatory training materials that are provided to users on specific terms.

These platforms are relevant for teaching primary school children, as clarity and colorful visualization allow younger students to better memorize information. They include various areas: class work (interactive presentations and lesson notes), electronic textbooks, independent work (unlimited number and variability of assignments) [3].

Consider the following educational platforms:

Uchi.Ru — is a domestic interactive educational platform for *online*-courses in the main subjects of the school curriculum, which is an adaptive education system that fully complies with FSES and significantly enhances classical school education.

Using the interactive course of the online platform "Uchi.Ru" in his work, the teacher does not just use a computer, a blackboard and a projector, he introduces a computer program into the educational process that allows him to:

- to form students' educational independence and high cognitive motivation;
- control the process of mastering the educational material and raise the level;
- evaluate student achievement;
- distantly teach students and children with disabilities;
- adjust knowledge and self-study;
- work with gifted children.
- use interactive tasks at different stages of the lesson, in extracurricular activities.

and the student for his part:

- achieve planned results;
- control your actions using the system;
- evaluate your achievements;
- to increase the level of their intellectual development;
- work in a comfortable mode.

Yandex textbook - is a software and methodological complex that provides an opportunity to independently master a training course or its section. It combines the properties of an ordinary textbook, reference book, problem book and laboratory practice. "Yandex Textbook" is a high-quality educational product. It combines teaching methodology and modern technology. The service helps teachers in their work, making their work easier, simplifies interaction with students and their parents and, most importantly, unleashes the potential of each child.

The "Yandex Textbook" contains assignments in the Russian language, mathematics and the world around for primary school students of varying degrees of difficulty, which correspond to the school curriculum. All assignments are developed on the basis of sample curricula in academic subjects and correspond to FSES of primary general education, both for skill development and for knowledge testing. It is interesting for children to work, all tasks are presented in a playful way.

LearningApps.org is an interactive application builder. The service is

free of charge and requires a simple registration. Access to ready-made resources is also open to unregistered users. You can use assignments written by your colleagues by copying the link at the bottom of the assignment ("link" means displaying the assignment in a reduced frame on top of your personal site page). You can also download any task as an archive of files and upload them to your personal site.

By registering you get the opportunity:

- create and publish your applications on LearningApps;
- form classes, attach students for group work, generate statistics;
- save in formats: SCORM, iBook Author Widget (for iPad), Developer Source (download the application source code as a ZIP file);
- saving QR-code - links to the task.

Exercises created on this platform can be published on your sites (blogs), share links with colleagues and students.

Thus, educational platforms are the best assistant for teachers, whose task is to select and introduce material in the lesson. It is necessary to use these educational platforms to diversify the learning process, develop the interests of schoolchildren, and increase motivation to learn.

It is critically important that, having come to the first grade, the child gets into the world of a digital educational environment, which is pedagogically competently equipped. The extent to which this environment reflects the current trends in the development of the global information network and the place in it for education and the student depends on how fully the child's readiness to learn and develop competently in the information society will be. One of the most important tasks of primary school is to educate the value of education in the world of global communications, and not leisure, to teach younger students to learn, to look for information in the global information environment. Thus, the issue of socialization of children in the information society is becoming one of the most important in primary education, along with learning [1].

Let's consider some methods, technologies, techniques that a primary school teacher can use in his work:

- 1) Method "Bring Your Own Devices" (BYOD) – students bring their digital devices to school (mobile phones, tablets), connect to wi-fi, learn to monitor the charge level, hygiene of using mobile devices.
- 2) Familiarity with digital security and netiquette, which is very important for a child, but, unfortunately, is practically not covered by parents.
- 3) The use of electronic services, which are becoming more and more every day. For example, Yandex-textbook, Foxford. Today, such services are becoming more and more interesting for children, and besides,

schoolchildren immediately see their results, which is very motivating, especially at home, there is a competitive moment.

4) The use of electronic simulators, which allows you to save time and redistribute it for solving other problems. For example, the use of electronic simulators makes it possible not to rewrite a condition in a notebook many times, but to indicate the answer directly on the screen.

5) Application of technology "inverted class". The child can study many topics at home himself, at his own pace, and at school this topic will be worked out practically. Thus, self-education skills are formed, time is freed up not for theory, but for its practical application. In addition, the teacher has the opportunity not to "reinvent the wheel", but to use modern services - for example, the Russian Electronic School offers video materials, presentations on all primary school subjects. Also, the teacher can find additional materials on the Internet, the collection of which is constantly replenished, thanks to creative teachers, new projects, and the constant expansion of the global information environment.

6) Maintaining a class site, teacher's blog. It is very important that such a resource is not static. A dynamically developing site becomes interesting for students. allows the teacher to post assignments here, publish news, photos, and announcements, arrange anonymous polls, receive feedback, and also delegate authority to the students themselves - maintaining pages, filling sections (classroom, class annals).

7) Using the "cooperative learning" technology. Creation of joint projects in a digital environment becomes available to every student. The easiest option is Google Shared Slides.

8) The use of gaming technologies: web quests (searching for information on the Internet), mathematical online games, building knowledge maps (mental maps, intelligence - maps).

Thus, with the introduction of the digital educational environment into the educational process, new forms and types appear and develop, the traditional types of student activities - independent, informational and educational, educational and game, experimental and research - are changing qualitatively. These types of activities are focused on the active use of modern digital and pedagogical technologies by the teacher and students as a tool of cognition and self-knowledge, on the independent extraction of knowledge, making a "micro-discovery" in the process of studying the world around us.

A digital educational environment is replacing the traditional textbook, where everyone can choose their own educational trajectory, consisting of the activities that they need here and now. The environment, in turn, must

continuously analyze the needs and abilities of the student and offer scenarios for further development [2].

In conclusion, I would like to note that the digital pedagogy that is now emerging is a completely new phenomenon and no one really understands how it should be arranged. Therefore, now in the conditions of a rapidly changing world, the teacher has only one thing left - to love his work, to experiment and look for new working models.

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PROSOCIAL PEDAGOGICAL PRACTICES IN PROFESSIONAL EDUCATION OF FUTURE TEACHERS¹

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Abstract. *Socio-pedagogical activity of future teachers is one of the significant aspects of their professional education. The article deals with the description of the purposeful process allowing forming future teachers' abilities to perform pro-social and creative activities, to make them competent to arrange educational, project-based activities for students and their parents, as well as cultural and educational, mentor and volunteering activities for citizens and social communities.*

Keywords: *pro-social behavior, prosociality, pro-social practice, socio-pedagogical activity, future teacher*

Nowadays, the problem of involvement of future teachers in socio-pedagogical activities as one of the directions of their professional education and significant pro-social practices in the higher teacher education process is becoming more and more relevant. This role of professional education is discussed by V.A. Bogovarova [2], M.P. Guryanova [4, 5], T.A. Danilenko [6], E.I. Eroshenkova [7], etc.

The socio-pedagogical direction of future teacher's professional education is focused on creating conditions for students at the university and the other educational institutions helping them to get experienced in creating professionally oriented activities, to be able to socialize and assist another person in creating well-being situations (if necessary, to help in stressful environment), and it reflects the main prosocial (socially

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approved, in-demand, care giving, congruent) aspect of the activity [7].

The socio-pedagogical activity as pro-social practice contributes to the future teachers competencies formation aimed to improve students' personal socialization in the system of environmental interactions. M.P. Guryanova notes, that socio-pedagogical activity "assumes organization of practical work involving a person and the environment, and pedagogical influence on a developing person in various spaces of life activity" [5].

In other words, socio-pedagogical activity implies *the extension of pedagogical influence on the developing individual*, as well as on the surrounding environment and local communities. A significant role of future teachers solving the socio-pedagogical education problems is in their participation in various kinds of pro-social practices, social activity. As a consequence, according to B.A. Abdymomunova, "future teachers get acquainted with the basics of socio-pedagogical, volunteering, care giving activities, its principles, directions, effective methods of organization. [1]. T.A. Danilenko notes, that such activities and "events are practically oriented, they involve not only future teachers, the university representatives, but also employees of educational and public organizations" [6, 54].

In our opinion, *the aim of socio-pedagogical direction of professional education* at the university is to carry out systematic and targeted work to develop future teachers' social activity, social-professional competencies in the field of educational, project-based activities arranged for children and their families, cultural-educational, mentoring and volunteering activity (involving the citizens); to develop skills allowing preparing and conducting creative activities, supporting them in public associations activities.

The mission of the social-pedagogical direction of professional education in higher education institutions is to "vaccinate" future teachers with ideas of pro-sociality, pro-activity, humanism, mutual assistance, cooperation, energy of creation, and assistance in ensuring wellbeing of their lives.

Thus, *the objectives of socio-pedagogical direction of future teachers' professional education* are as the followings:

- developing personal creative potential of future teachers, training future teachers to interact with the representatives of Russian Schoolchildren's Movement;

- training future teachers to implement "extracurricular activity of schoolchildren (play activity, cognitive, leisure and recreation activity, labour activity (production activity), sports and health-improving, tourist and local history activity, problem-valuable communication, art and social creativity)" [3];

- developing pro-social attitudes, assistance, support, facilitation skills (techniques of individual and collaborative activities to support the learner's

effectiveness potential);

- developing the mentoring skills – attentive assistant's skills (techniques to provide the learner with a model of action and correction of different types of them through feedback);

- involving students in volunteering movement of social educators ("creating sports sections, assisting in arrangement of camping trips, excursions, trips to the theatre and to other cities, patronizing children and "at risk" families, assisting sick children and orphans") [4];

- "organizing socially and pedagogically valuable activity for future teachers in an open environment, in local communities, in cultural and educational centres" [2];

- promoting social activity and proactivity of future teachers, making their lives active, helping them to be creative;

- honouring social and pedagogical activities, helping and supporting children and their families, preventing children's and their families' problems; ensuring their social security and protection, preserving and strengthening their health; mastering, preserving and augmenting the historical, cultural and national traditions of the region;

- training young people in the light of social and pedagogical direction to be ready to support family values, safe and responsible parenthood and child caring;

- establishing benevolent and respectful communication and partnership within and outside the university, and facilitating the establishment of partnerships between future teachers, educational and non-governmental organizations and families.

The socio-pedagogical education of a future teacher at the university can be effective if it is based on the following key principles:

- *pro-social nature of social-pedagogical education of a future teacher*, allowing a person and *his social well-being* becoming the centre of pedagogically oriented professional activities of care giving professions;

- *involving future teachers in the process of solving social-pedagogical tasks* based on the principles of humanism, voluntariness, support (facilitation), accompaniment, cooperation, co-creation, mentoring and self-help as active subjects of transformative creative activity, as participants of interconnected processes of education and socialization;

- *the prior position of students' social-pedagogical activities for children's families* and the family-neighbourhood community, the reliance on the family members when working with all groups of children;

- *the integration of the forces, means and capacities of representatives of various state and non-state social institutions* when using their potential

in the activities arranged for children and adults;

– *the improvement of social-pedagogical competence of future teachers* in the process of professionally oriented cultural-educational and play activities, as well as physical education, creative, social and problem preventive activities, project-based and other activities;

– *mediation of socio-pedagogical education influence* on the collaborative activities of children and adults in the area of their residence through family leisure activity, labour actions; social help to those in need" [5, p. 37];

– *implementation of personal and creative capabilities* of future teachers through their proactive participation in socio-pedagogical activities;

– *cooperation of all parties of interaction* as a collaborative activity, a special kind of relationship arising between its participants;

– *solidarity* of future teachers joined by the norms of social-pedagogical morality, collaboratively developed with other people, representatives of the pedagogical profession;

– *admission and strengthening of the authority of volunteer movement* of future teachers, support of social and pedagogical projects of children and youth, initiatives of socially active citizens.

Thus, *the central element* of socio-pedagogical (pro-social) direction of professional education is the organization of activities allowing children and adults gaining new socio-cultural experience, which can be obtained only when communicating and doing some activity. Future teachers implementing the described direction of professional education are involved in the preparation and implementation of *various activities of pro-social, socio-cultural, educational orientation*, organizational and substantive providing activities for children and adults aimed to arrange *leisure activities, to develop positive interests* of adolescents, to socialize them. The involvement of future teachers in implementation of social-pedagogical activities in the higher education institution allows making the indisputable national priority of Russian children's education to be a common cause of teachers-professionals and community leaders.

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THE PHENOMENON OF INTERTEXTUALITY. TO THE SCOPE AND CONTENT OF THE TERM

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Abstract. *In the article devoted to the study of the phenomenon of intertextuality, an attempt is made to characterize various approaches to the definition of the concepts of "intertextuality" and "intertext", as well as to consider the most common classifications of intertextual relations in the scientific literature. The authors point out the absence of clear boundaries between the concepts of "intertextuality" and "intertext", recognized by a number of researchers. Based on a review of theoretical literature and analysis of existing points of view, it is concluded that intertextuality is a fundamental property of any text. The authors also point out the presence of significant diversity in approaches to the definition and typology of this phenomenon, which is due to its complexity and versatility..*

Keywords: *intertextuality, intertext, anthropocentric paradigm, intertextual links*

Studies of intertextuality have not lost their relevance for many years due to the complex and comprehensive nature of this phenomenon. In general, the theory of intertextuality remains one of the most important areas of modern humanitarian knowledge. Its methodological basis has been comprehended in a significant number of research works in various directions. Intertextual connections permeate many spheres of human activity (in addition to literary works, they are widely represented in cinema, music, dance, painting, architecture, etc.), this area is being actively developed by linguists, literary critics, art historians and culturologists.

From the point of view of linguistics, the phenomenon of intertextuality is of particular interest, since it is directly related to the anthropocentric

paradigm "man in language and language in man" dominating in the field of modern research [5; p. 6].

Within the framework of this article, an attempt is made to characterize various approaches to the definition of the concepts of "intertextuality" and "intertext", as well as to consider the most common classifications of intertextual relations in the scientific literature.

Let's start with the concept of "intertextuality" (from the Latin "intertexto" - "weave into fabric"). The term was introduced in the late sixties of the last century by one of the main figures of French poststructuralism, literary critic, writer and semiotician Y. Kristeva in the work "Bakhtin, Word, Dialogue and Novel." Under this term, she designated a common property of texts, which consists in the presence of implicit or explicit connections between them, which contribute to the emergence of new combinations of meanings [4; p. 427-457]. Despite the fact that this term has emerged relatively recently in the academic field, the idea itself is extremely simple: no text can arise outside the context of its predecessors. Any text should be considered in light of other texts created earlier.

Analyzing the work of M. M. Bakhtin, Y. Kristeva puts intertextuality in place of the concept of intersubjectivity, saying that any text is a kind of "mosaic of citations", no text is truly original - it exists due to the connection with previous texts [4; p. 427-457].

Note that this concept is directly related to the idea of R. Barthes about the "death of the author" and "death" of an individual text, which, ultimately, is the product of processing explicit or implicit quotations from other texts [1; p. 384-391]. For postmodern works of fiction, intertextuality is a key tool that makes it possible to comprehend them in a new way. The Encyclopedia of Postmodernism defines this term as follows: "intertextuality is a concept of postmodern textology that articulates the phenomenon of interaction of a text with a semiotic cultural environment as an interiorization of the external" [2].

The definition given by N. A. Fateeva deserves special attention, since it emphasizes the key property of intertextuality, which is expressed in the ability to act as a means of generating a text: "intertextuality is a way of genesis of one's own text and postulating one's own author's "I" through a complex system of opposition relations, identification and masking with texts of other authors"[10; p. 25-38.].

Fateeva also distinguishes two types of intertextuality: author's and reader's [9; p. 16]. For the author, this is in many ways a way to establish a closer connection with the reader, since the latter feels pleasure when he recognizes this or that intertextual reference, understands the text at

a glance. The very indication of a common "cultural background" clearly contributes to the establishment of their dialogue. The reader, in turn, gets the opportunity to more fully and deeply understand the author's idea.

It must be said that at present there is some blurring of the boundaries between the definitions of the concepts "intertextuality" and "intertext", to the extent that some researchers use them as synonyms.

At the same time, the intertext can be interpreted as a kind of common text space that contains the entire set of existing texts and their interaction [3; p. 186-207]. The famous French literary critic and specialist in XX century literature, N. Pieguet-Gros, introduces a distinction between the terms: "Intertextuality, therefore, is a device with the help of which one text overwrites another text, and intertext is the entire set of texts reflected in a given work, regardless of whether it is related to the work in absentia (for example, in the case of allusion) or is included in it in praesentia (as in the case of quotation)" [7; p. 48]. In addition to the explicit forms of intertextuality (quotation, plagiarism, rewriting, collage, etc.), Pieguet-Gro proposes to equally consider in this category the types of connections between two texts that are difficult to formalize, but felt by the reader [7; p. 48].

For the most complete disclosure of the essence of the phenomenon of intertextuality, it is also important to pay attention to its classifications existing in the scientific literature. For example, Rob Pope, professor at Oxford Brooks University, distinguishes three types of intertextuality:

- explicit intertextuality, referring specifically to another text through quotation or reference;
- implicit intertextuality, where the allusion is more indirect and can manifest itself through such common features as genre or style;
- potential intertextuality, characterized by complete openness of interpretation, when the presence of references in a given fragment of the text is determined solely on the basis of the reader's understanding [11; p. 246].

The above classification, as we can see, is based on the superficial or deep nature of intertextual references, as well as on the reader's ability to identify them.

A different approach can be seen in the works of V.P. Moskvina. He classifies intertextual relations according to the purpose of the addressee and highlights:

- rhetorical intertextuality, used by the author as a "rhetorical strategy" (quotation, parody, paraphrase, etc.);
- spontaneous intertextuality, which is not realized by the author through specific techniques and means;

- cryptophoric intertextuality (plagiarism) [6; p. 54-61].

Of great interest is also I.P. Smirnov's author-centric view of the typology of intertextuality. Smirnov singles out reconstructive and constructive intertextuality [8; p. 19-20]. By reconstructive intertextuality, he understands those cases when the author largely elevates his work to one or more preintertexts that take place in a particular literary tradition. In such a situation, the author's text functions as a "reference to reference". As for constructive intertextuality, it implies the "construction" by the author of parallels between previous texts, which are not actually part of a coherent preintertext [8; p. 19-20].

Let us turn again to N. A. Fateeva, who in her work "Typology of intertextual elements and connections in fictional speech" [10] gives, as we believe, a fairly broad classification of intertextual links, on which the analysis of any fictional text in the aspect of intertextuality can be based. Fateeva highlights:

- titles referring to another work;
- citations (with and without attribution) as part of the text;
- allusions;
- reminiscences;
- epigraphs;
- retelling of someone else's text included in a new work;
- parodying other text;
- "dot quotes" – names of literary characters in other works or mythological heroes included in the text;
- "exposure" of the genre connection of the work in question with the text-predecessor [10, p. 25-38].

It is noteworthy that N.A. Fateeva, in contrast to N. Piegay-Gros, does not think it is appropriate to consider the types of connections between two texts that are hidden and not amenable to formalization, within the framework of intertextuality [10, p. 25-38].

Thus, summarizing the above, we can state the following. There is no doubt that intertextuality is a fundamental property of any text. Studies of this phenomenon often go beyond the framework of linguistics and touch on a large layer of areas of humanitarian knowledge, ranging from literary studies and semiotics to art history and poetics.

In the academic field, there are a number of definitions of the concepts of "intertextuality" and "intertext". The fact that there is no clear generally accepted distinction between them is determined, from our point of view, by their relative novelty. The existence of many definitions of the terms under consideration is due to the variety of approaches to this problem and

the focus of certain researchers on its individual aspects.

The typology of intertextuality and intertextual reference is well developed. Classifications can be based on the implicit or explicit nature of references and the reader's ability to recognize them, on the purpose of the addressee, the author's intention, etc., which also reflects the complex and multifaceted nature of the analyzed phenomenon.

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**DANTE'S MOTIFS IN THE POSTMODERN NOVEL OF BERNARD
WERBER'S "THE EMPIRE OF ANGELS"**

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Abstract. *This article is a study dedicated to brief theses on the development of postmodernism and its role in the modern society, based on the works of theses on the development of postmodernism. Moreover, the aim of this study is to prove the existence of a link between the works of Bernard Werber "The Empire of Angels" and Dante "The Divine Comedy". We have done comparative analyses and found lots of linking motifs in creativity of Dante and Werber, because postmodern writer adopts classical images and creates his own fantastic world full of signs and hypertextual links with classic Dante's novel.*

Keywords: *Werber, Dante, postmodernism, motifs*

Postmodernism is a phenomenon that has replaced modernism and is directly related to the representation of cultural and social life in the XX and XXI centuries. Postmodernism represents the state of modern culture, which includes a peculiar philosophical position, expressing an informal antithesis to modernist art as well as the mass culture of the modern epoch. In spite of the fact that postmodernism is a new phenomenon in the world of art and culture, Jean-François Lyotard argues that postmodernism is rather a certain "type of worldview", a state of mind, rather than a new style, replacing modernism. However, the term 'postmodernism' has recently has taken on a new meaning due to a growing interest which can be explained by several factors. At the first, postmodernism influences the development of the linguistic system and plays one of a crucial role in shaping the world picture. In addition, postmodernism is the fusion of cultural codes and texts from different epochs; it allows us to take into account outdated ideas about the world. Equally important is the change in

traditional notions of integrity, and structure of the text and a new view on the formation of criteria and norms of the text. These factors occupy a central position in postmodernism and create an asystematic view of the literary direction. The postmodern novel is characterized by interdiscursivity, the substitution of the fiction text for rhetorical discourse, commentary, play, various intellectual concepts and paradigms, the search for a universal artistic language.

N. Rioux considers pluralism to be postmodern values, and also heterogeneity, fragmentariness, globalism, multiculturalism, reflection, intermingling, mixing, tolerance, de-erarchisation, playfulness and massiveness. Still, there are differing views on postmodernism as an independent movement, but most of them agree with J.-F. Lyotard: "Postmodernism defines its position not after modernity, but in opposition to it." [Lyotard J.-F., 1986: 21]. The assumptions as to when the first composition of the postmodern was published are also different. Some believe that the first work was published in the 1950s, others after 1968, others only in the 1980s.

Regarding the development of the postmodern novel in France, the emergence of the so-called "new novel" or "anti-novel" is observed in the middle of the XX century. Authors who refused to depict in their works specific historical events, real life and traditional characters and intrigue supported this genre. They develop new narrative structures which characterized by the disruption of cause and effect, fragmentary, non-linear, cyclical, variant narrative variation. The authors of "anti-novel" proclaim the postmodernist cult of the text.

In the 1970s, the new thing in French postmodernism was the use of disorder as a novelty in French postmodernism. With the emergence of the science of chaos, which includes the study of aperiodic systems, the butterfly effect of Edward Lorentz, René Thom's theory of catastrophe; these new fields of analysis, even poorly understood by non-specialists, give reality a new shape. In this regard, one might mention the already symbolic in their titles the novels of this generation, "The Uncertainty Principle" ((«Principio de Incertidumbre, El») by Michel Rio (1993), "Elementary Particles" ("Les Particules élémentaires") by Michel Houellebecq (1998).

However, in the study we would like to give the example of another French writer who is considered one of the most enigmatic figures in contemporary literature. We are talking about Bernard Berber, who has attracted the attention of many different readers. In the works of the postmodernist are "an original synthesis of science fiction, adventure, scientific hypotheses and philosophical essays" [Beley, 2020: 26].

It was mentioned earlier that many postmodernist writers used already

existing ideas and images to create their own works. So did Bernard Werber, due to the presence of images that borrowed from other authors, the writer expands the character system, and the unity between the fictional and the historically real characters serve in the novel not only a fascinating and enlightening function, but also creates a unity between the fictional and real worlds. The novel "The Empire of Angels" can be traced to the presence of Dantean imagery, which is the topic of this study.

First of all, it should be noted that the French writer, as well as Dante, develops the theme of the afterlife, but there is a distinct difference between the works, Werber distorts the interpretation of life after death, in his novel *Il n'y a que le Paradis ou... la Terre. Ceux qui échouent sont condamnés à retourner se réincarner sur Terre...*, – "there is only Paradise and... the Earth... well, one could say that Hell is the Earth." [Werber, 2000: 27]. Moreover, only the one whose sum of points, which is counted during the whole life should be 600. After the dead has two options of subsequent existence: "revenir sur Terre pour y être réincarné en Grand Initié chargé de faire évoluer les humains en vivant au milieu d'eux...", – "To return to earth by incarnating in the Grand Initiate, who will live among men and contribute to their development" [Werber, 2000: 34] or become an angel. The protagonist, Michael Pinson, chose this option. If the sum of the points is less than 600, then the soul awaits "a new incarnation." As for Dante, he holds to the hypothesis that there are three canticles, which are the titles of the parts of the poem - "Hell", "Purgatory" and "Paradise". The protagonist begins his trip from the gateway to Hell, through Purgatory and into Paradise. Dante makes his way "from the bad to the good" [Ilyushin, introductory article and notes, 1988: 14].

Bernard Werber also borrows biblical imagery from Dante, ancient notions of cosmology. Moreover, the motif of celestial levels, which lead to Paradise, in both of compositions, but Werber, changes their number: from the nine existing in Dante's work, he keeps seven. Moreover, while in Dante the celestial levels are named after celestial bodies, like the sphere of the Moon, Mercury, Venus, the Sun, etc., in Bernard Werber's novel each heaven is named after a particular colour, which has its own association and interpretation. But at the same time Dante's and B.Werber's heavens sometimes coincide, e.g. the third heaven (red) which symbolizes pleasure and voluptuousness, correlates with Dante's Venusian sky, where the spirits of the lovelorn. This example just proves once again that postmodern writers have made extensive use of pre-existing images and motifs, which have been processed into completely new and more comprehensible to modern audiences.

Throughout the poem, his beloved, who died and became an angel in paradise, Beatrice, accompanies Dante. She is the embodiment divine love, wisdom and repentance. Beatrice supports her lover and encourages Dante to repent and then he has been reborn and ascended to heavenly paradise. The heroes are bound together by a tender and awe-inspiring feeling. It helps the protagonist to remain in paradise with his beloved, redeeming his sins and "freeing himself from the flesh", from his body. Like Dante, Werber's hero is not alone; he is supported and accompanied throughout the novel by his peer Raoul Razorbak. Raoul and Michelle are the central characters of the novel, they have shown an interest in the space of death since early childhood, and, growing up, they lead a project to explore life after death. Despite their shared interest in the afterlife, the characters are very different: "Razorbak, an active hard-headed and cynical man, and Michael Pinson, good-natured, a bit exalted and naive, in the juxtaposition between these two characters is the duality characteristic of postmodern literature" [Beley, 2020: 118].

In addition to their companions, their mentors assist the characters. Edmond Wells is a mentor of Michael Pinson. He is Bernard Werber's fictional character. He first appears in the novel "Ants", and then appears in "Empire of Angels" as the angel-mentor of the protagonist, Michael Pinson. In addition, Edmond Wells is the author of "The Encyclopedia of Relative and Absolute Knowledge" ["L'encyclopédie du savoir relatif et absolu", Werber, 1993]. He, along with Virgil, excels in his pedagogical role, teaching Michel the craft of the angel. As well as Virgil, Edmond Wells is a wise tutor; he answers all of his mentee's questions, explaining to him everything to human understanding. By the way, Virgil and Edmond Wells are not accidental mentors; they are an object of reverence in their mentees. Dante, for example, calls Virgil "my sweetest father" [Ilyushin, introductory article and notes, 1988: 13], what means that he is attached to his mentor, and while Michael Pinson, upon seeing Edmund Wells, is genuinely delighted: "Wells ? LE Wells?" – "Wells? THE WELLS?" [Werber, 2000: 36], which also confirms his happiness to have him as a mentor.

Another proof that there is a close connection between "The Divine Comedy" and "The Empire of Angels" is the presence of historical figures, who were popular at the time these works were written. For example, Dante and his mentor, having passed through the gateway of hell, where the souls of those who have failed to know "the true God" reside. They see the greatest representatives of ancient culture – Aristotle, Euripides, Julius Caesar and others. Michael also meets notable personalities: Groucho Marx, Oscar Wilde, Marilyn Monroe and so on.

The present study, which explores the genre of Bernard Werber's novel "Empire of the Angels" allows to make the following conclusion: the novel is a synthesis of mythical images and religious motifs borrowed from Dante, reality and science fiction, which is exactly what characterizes it as a postmodern novel. Nevertheless, in doing so, the writer develops and modifies these types, he adapts it to his contemporary audience, which makes the work is relevant now. The novel is fascinating not only to read but also to ponder; it includes plenty of ideas to think about.

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CONFUCIUS' PHILOSOPHICAL REFLECTIONS AND THE MODERN EDUCATION SYSTEM IN CHINA: PHILOSOPHICAL AND ANTHROPOLOGICAL ANALYSIS

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Abstract. *In the context of educational modernization, the attention to traditional values is one of the ways to form the theories of education with Chinese characteristics. Confucius' philosophical reflections are focused on the ideology of education, which focuses on the formation of talents. According to the author, the modern education system of China, referred to as the philosophy of Confucius, sees in it not only traditional value orientations, but also a value-normative attitude to the modern system of education and upbringing. The author supports the positions of Chinese education theorists that the address to the philosophical thoughts of Confucius is necessary today for the formation of indicators which can show how the concept of Chinese educational modernization has been formed.*

Keywords: *Confucius, philosophy of Confucius, traditional Confucian values, talents, morality, knowledge, traditional values in the concept of modern Chinese education.*

The modern Chinese educational modernization system is aimed at the formation of a thinking and creative personality through the rejection of imaginary values. The modernization of China has shown that the development of the social economy requires people to have the comprehensive system of knowledge and skills, which forms generalists. General education is aimed at this, which corresponds to the Marxist concept of "full development of people". The advanced principle of "knowledge economy" defines a high level of education and research for the development of human resources [8]. And the cultivation of modern talents requires that generalists become the standard of training. Therefore, the

highest moral qualities in the concept of human talent development should be embodied in the achievements of human freedom and comprehensive development, which are realized by Confucius in the process of teaching. Consequently, the appeal to the philosophical thought of ancient thinkers, in particular, to Confucius, is for the modern theory of education the way that will allow human adaptation in the modern globalizing world.

The philosophy of Confucius is a vivid confirmation of the expression of philosophical culture, where “thought” and “action”(“behavior”)are mutually conditioned by moral grounds. It is no coincidence that Confucius constantly posed the question: what to give a student, knowledge or morality? As he answered, emphasis in morality and ethics should be based on knowledge. This suggests that his philosophy of education is a reflection of his philosophical culture. Confucius did not say how and what to teach. Instead, he defined the main problem of education – to form a moral person, to lay in him the moral talent that will allow him to develop the talent of knowledge and perform moral actions. And here it is worth noting that the interpretation of the concept of “talent” in Chinese and European thought is not identical. If the European culture thinks under it a complex of realized knowledge, then the Chinese culture thinks about the search for knowledge in itself, which is provided by moral attitudes. This determines the essence of Confucius’ philosophical reflections.

Confucius, improving and deepening his own education, engaged in teaching students, formed a system that today in the theory of educational modernization is interpreted as the “Confucius system”. Proclaiming the thesis of the “a man of noble character (gentleman)”, he defined the main direction of education – to educate students with high moral qualities and talents. In the philosophical work “The Analects” Confucius comprehends the moral purpose of a person, which will determine the path of self-improvement, which indicates that one’s personal desire to realize his abilities [2].And the position not “who are you”, but “what are you” becomes the main attitude of modern education in the context of China’s modernization, which has covered all sides and levels of society. The modern theory of education presupposes the formation of a new model that combines traditional attitudes and modern development goals of the younger generation to achieve a qualitative level of modernization. This position will allow the revival of Confucius’ philosophical thought through the education system in the minds of every person in Chinese society.

The philosophy of education of Confucius (or the “Confucius system”) includes two parameters that mutually assume each other: the first is what education should be; the second is what a teacher should be. If the first

parameter is considered as the philosophy of education, then the second is the philosophical culture of education. The first is based on the doctrine of “classless learning”, which assumes fairness in education. And the second is based on the image of a thinking teacher cultivating a thinking student. Confucius’ idea that education should take place without taking into account class differences, can be considered as the basis of educational activity, all this is based on both justice and the way to achieve equality between people, which arises in the process of education [2]. Modern Chinese society is classless, but characterized by an uneven distribution of resources between regions, it has regional limitations. Therefore, first of all, in modern theory it is necessary to justify the strategy of achieving justice in the educational process. It should be aimed at solving the problem of unsynchronized development of education between regions, which will allow distributing various educational resources in a rational way. And if in the time of Confucius it could be about classless education, then in modern conditions it is about equal opportunities for the regions. Speaking for equal education for all, declaring good for man, as Zhou Yinghui notes, Confucius proceeded from the principle that the moral image of a person is formed by the environment; therefore, it is necessary to improve it through educational practice [6, p. 165]. Today this thought of the great thinker among the theorists of the educational modernization in China is gaining great importance.

For Confucius, the moral image of teachers and students was the highest achievement of a person; therefore, moral and ideological education were in the first place, which was supposed to form virtues and develop talents in everyone. Confucius pays attention to moral literacy, taking into account that it is impossible without corrective thinking, as it forms a high morality. Therefore, this position of the great thinker in the modern theory of education should suggest a path from the formation of a moral personality to a harmonious society. However, this process will be objectively and realistically conditioned if the teacher is a Human Being. Therefore, Xu Jing emphasizes that the presence of a high level of ideological and moral literacy of a teacher is an important prerequisite for further education [3, p. 36]. This suggests that Confucius’ thought is logically woven into the modern concept of education and becomes an important guide for social development.

Speaking about the fact what a teacher should be, first of all, morality, Confucius aimed, at being able to restrain himself and guide, regulate his inner beliefs, form ethical relationships. Therefore, in accordance with the concept of Confucius “Create your own virtues as an example and

develop talents”, today the basic social values become the principle of moral improvement of society [2]. Consequently, the concept of Confucius directs man and society to the fulfillment and realization of moral values in order to adhere to the right political direction.

The evidence of Confucius’ argument “a knowledgeable person becomes a teacher, and a person with good behavior becomes a model” [2] is one of the conditions for the formation of teachers’ literacy. He directs the teacher to develop his thinking, which is one of the conditions for the continuous improvement of his knowledge and literacy. Therefore, just like the students of Confucius, writes Wei Lili, the teacher, on the one hand correcting and improving himself, increasing his literacy, feels a lack in his education and on the other hand the strictness of Confucius to the educational process [1, p. 170]. Therefore, the thesis of Confucius, which focuses on the formation of teachers’ literacy, including the improvement of self-education, increasing the theoretical level of knowledge and the level of pedagogical skill, is a condition for effective teaching, the formation of moral and ideological qualities of a modern teacher.

When Confucius speaks about the moral qualities of a person, he proceeded from the fact that their formation is unreachable without aesthetic education, which covers two aspects: “literature” and “quality”. If literary sources allow us to expand and deepen the knowledge of ritual perfection, then the quality of a person is revealed through musical education. This union is aimed at the harmony of the inner and outer in the appearance of a person. Therefore, it is no coincidence that in modern society, against the background of the growth of material well-being, there is also a cultural upsurge, which indicates the desire of people for higher values. As Zhang Zhigang notes, art is becoming one of the values today [4, p. 14]. Therefore, the art education of modern students centers on ensuring that they not only understand beauty, but also form beauty in themselves. This, continuing the thought of Confucius, is one of the factors of the quality of modern youth’s life.

The ratio of the internal and external factors of education in Confucius’ philosophical thoughts is directed to the practical level. This suggests that the thinker correlates, on the one hand, the acquisition of knowledge and on the other hand, independently solving problems. Therefore, the modern educational process is based on the fact that in the learning process students are focused on the active acquisition of theoretical knowledge, which, in the future, as noted by Zhang Chuanqi and Yuan Lanhua [5, p. 44], are confirmed in practice, both in production and in the social environment. However, this is not a mechanical process: gaining knowledge

– reproducing it in practice. Continuing the thought of Confucius, Zhang Chuangqi and Yuan emphasizes that students should develop the ability to recognize rational knowledge, selectively assimilate it [5, p. 46]. This is achieved by combining learning with the formation of thinking, which allows you to flexibly apply the acquired knowledge. And here it is always necessary to take into account the fact that, as Confucius said, a positive result can always be obtained with a democratic education. Considering that Confucius always adheres to the principle of “educational democracy” in the process of education [2], in the process of modern education, as Shi Zhongying writes, the government should understand and accept people’s opinions when preparing the policy of teaching and the policy of learning [7, p. 128]. Therefore, Shi Zhongying continues, in the educational process, teachers should communicate effectively with students, understand their ideas, which will allow them to achieve success in teaching and learning.

The position of educational approach of Confusions has been established that teaching and learning are two types of activities that mutually promote each other. Emphasizing the need to create a harmonious relationship between teachers and students, the teacher should be aware of the subjective status of students. Therefore, depending on how and what role he plays as a leader, his communication with students in the real learning process is strengthened. This provision makes it possible to achieve consensus. And if we take into account that knowledge is the teacher’s transmission of his own experience, then this process of education allows him to share his experience with students. Here, we can notice a similar tendency in Socrates who acclaimed that someone did not give knowledge, but allowed others to acquire it by themselves through ignorance of knowledge. And just like Socrates, who claimed that “I know that I don’t know anything,” Confucius carried out the idea that the basis of the educational concept is the position: “A person of the highest moral qualities should have no limit in knowledge” [2]. Therefore, it is no coincidence that in the educational approach of Confucius, the idea always sounds that moral behavior is above having a large complex of knowledge [2]. Knowledge and virtue. The wise man puts virtue in the first place, since the pursuit of knowledge is the path to talent, which is acquired in the process of education.

Summing up the research, we come to the following conclusion. Turning to the philosophy of Confucius today is not the way of “remembering” the heritage, but the way of forming a new education system within the framework of China’s modernization. Against the background of modern social development, various industries not only place higher demands on

professionals, but also have a high demand for specialists of a wide profile. Which explains the appeal to the philosophical thoughts of Confucius, aimed at the formation of the human principle in man. Taking into account this provision, the concept of educational modernization is being formed, which takes into account not only the attention to science, but also the humanistic spirit, which should ensure the formation of strong physical shape among students and form healthy personality in them. Therefore, when implementing the concept of education, teachers need to create a good educational environment, find more effective teaching methods and look for worthy carriers of education, that is, teachers.

And the philosophical thought of Confucius makes it possible to form a relatively complete education system, inspiring it to search for and implement new ideas. They are based on Confucius' reflections on the actual needs of development (the formation of a moral person), which must be interpreted and used to lay a solid foundation for the harmonious development of modern society.

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STUDY ON THE INTERCULTURAL DIALOGUE ABILITY OF FOREIGN LANGUAGE MAJOR STUDENTS IN COLLEGES

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Abstract: In the context of globalization, intercultural dialogue is the fundamental way to solve important issues related to human survival and development. In a dialogue between different cultures, the two sides of the dialogue must not only communicate in languages, but also have the awareness and ability to study issues from a cultural perspective, and seek an outlet for mutual understanding, mutual learning and common development from the understanding of different cultures. Therefore, cultural education should be emphasized in the process of personnel training for foreign language majors in colleges and universities, and students' intercultural dialogue ability should be gradually cultivated from the basic education stage: on the one hand, inherit and promote the national culture; on the other hand, face and respect foreign culture, and through Research to promote equal dialogue between different cultures, clear up cultural misinformation, and eliminate cultural barriers.

Keywords: Intercultural Dialogue, Foreign Language Major, Ability Development

Investing in Cultural Diversity and Intercultural Dialogue, released by UNESCO in 2009, noted: "As underlined at the Geneva International Conference on Education (2004), the principal challenge for education in the 21st century is to learn to live together, which requires improving our ability to equip people with capacities to deal with cultural differences and cultural change within increasingly multicultural societies. This is a new kind of literacy, on a par with the importance of reading and writing skills or numeracy: cultural literacy has become the lifeline for today's world,

a fundamental resource for harnessing the multiple venues education can take (from family and tradition to the media, both old and new, and to informal groups and activities) and an indispensable tool for transcending the 'clash of ignorances'. It can be seen as part of a broad toolkit of worldviews, attitudes and competences that young people acquire for their lifelong journey. The advocacy for linguistic and cultural diversity within education is an awareness-raising campaign in need of holistic and official recognition at the highest possible levels in order to convince all parties of its benefits and relevance." [3, p. 4].

At present, the worldwide spread of the new pneumonia epidemic has posed a serious threat to the survival and development of mankind, and after the conclusion of the fourth session of the 13th National People's Congress, Premier Li Keqiang pointed out at a press conference and answered questions from Chinese and foreign journalists that "in the face of such a common enemy of mankind, no country can stand alone. No country can stand alone in the face of such a common enemy." [6]. Global cooperation is the only means to fight the epidemic. And in the process of global cooperation, the contradictions and conflicts caused by cultural misunderstanding and divide will become one of the important factors affecting cooperation, "Cultural conflicts are increasingly serious affecting the future of global humanity, and intercultural dialogue is the fundamental way to avoid confrontation and seek coexistence." [5, p. 174-175]. Chinese scholar Zhang Houduan has pointed out that without painstaking and equal dialogue, it will be difficult to bridge the gap between Eastern and Western cultures, and the common development and prosperity of world cultures will be an empty talk. Foreign language scholars have much to offer in this regard [11, p.73].

The development of any culture in the world is dynamic and depends on each individual, especially young people, to inherit, develop and grow. Understanding and learning from each other is achieved through language exchange. "Language is the first way to connect people's hearts and minds", which shows that foreign language scholars play an important role in intercultural communication.

In the face of the current complex international situation, cultural miscommunication and cultural divide are the root causes of conflicts and contradictions, and the future of all mankind is at stake. As a cradle for training foreign language talents, universities should focus on students' language skills, not only to be proficient in foreign languages, but also to improve the expression of their mother tongue; on the other hand, they should pay attention to cultural education, develop students' horizons and improve their cultural cultivation, not only to strengthen the study

of the excellent traditional culture of their own nation, grasp the spiritual connotation of culture, but also to familiarise themselves with foreign cultures, learn to look at problems from different cultural perspectives. The students should also be familiar with foreign cultures, learn to look at problems from different cultural perspectives and seek answers, build up this awareness of intercultural dialogue, and develop the ability of intercultural dialogue.

It has been pointed out that the idea of intercultural dialogue comes from one of the oldest theories of dialogue pedagogy in Western Europe. Dialogue pedagogy reflects the free exchange of opinions between equal interlocutors, which takes place according to the laws of logic and excludes the forced acceptance of the opinions of others [8].

In the "Intercultural competences: conceptual and operational framework" officially released by UNESCO in 2013, it listed and explained 25 core concepts of intercultural competence, including intercultural dialogue. Intercultural dialogue specifically refers to dialogues occurring between members of different cultural groups. Intercultural dialogue assumes that participants agree to listen to and understand multiple perspectives, including even those held by groups or individuals with whom they disagree. As phrased by UNESCO, intercultural dialogue encourages readiness to question well established value-based certainties by bringing reason, emotion and creativity into play in order to find new shared understandings. By doing so, it goes far beyond mere negotiation, where mainly political, economic and geo-political interests are at stake. It is a process that comprises an open and respectful exchange of views between individuals and groups with different ethnic, cultural, religious and linguistic backgrounds and heritage, on the basis of mutual understanding and respect [4, p. 14].

From this we can draw several characteristics of cross-cultural dialogue. First, respect cultural diversity. The prerequisite for the occurrence of cross-cultural dialogue is that the culture is different, otherwise "dialogue" will be impossible to talk about. Culture is national as well as the world. The cultures of different nationalities together constitute a diverse world culture, which promotes the development and advancement of human civilization. It is also the differences between different cultures that make the world culture so rich and colorful. The famous sociologist Fei Xiaotong once put forward that "everyone has its own beauty, the beauty of the beauty, the beauty of the same, the world is in harmony"[1], that is, only by maintaining the diversity of the world's culture, the world can be more full of vitality and vitality.

Second, mutual respect and mutual understanding. Intercultural dialogues often involve important global topics that are of concern to all mankind, and are common topics related to the survival, development and progress of mankind. In the face of such a topic, no country or nation can get rid of the relationship and take care of itself. For example, "cultural hegemonism" and "cultural closureism" will surely become obstacles to cross-cultural dialogue, and even become the spark of new conflicts and contradictions. Cable. There is no "dominant family" culture in the world. There is no distinction between high and low culture. Different ethnic cultures are equal. The promotion of cross-cultural dialogue should be based on mutual respect and understanding between different cultural groups.

Third, there is "harmony but difference" between cultures, and "combination but seeking common ground" before destiny. The Confucius said: "The gentleman aims at harmony, and not at uniformity. The mean man aims at uiformity, and not at harmony."[7]. It means that the exchanges between gentlemen maintain a harmonious and friendly relationship, but they stick to their positions on specific issues and seek common ground while reserving differences on the basis of facing up to different opinions. The original intention of intercultural dialogue is the same.

As mentioned above, intercultural dialogue is a fundamental way of addressing important issues of human survival and development, and it is therefore important that all peoples of the world join forces to seek a "new common understanding" between cultures through intercultural dialogue.

Since the reform and opening up, my country's comprehensive national strength has been greatly improved, and the people of the world have been shocked. This requires not only the support of hard power such as economy, military, and science and technology, but also soft power such as politics, culture and ideology. Entering the information age of the 21st century, with the accelerating process of globalization brought about by the continuous progress of Internet technology, China urgently needs to rapidly increase its soft power while maintaining a steady increase in hard power, so as to establish its own external image on the one hand. , To demonstrate China's spiritual ambition in foreign exchanges, boost the cultural self-confidence of the Chinese nation, and provide continuous spiritual power and intellectual support for the realization of the rise of a "civilized country" [10]. I have to mention that the development of culture changes dynamically with time. In the era of globalization, any kind of culture cannot exist alone or develop independently, but has to collide and merge with other cultures, and consciously accept it. Criticism and selection

of culture, only by maintaining vitality and continuous development can we obtain lasting vitality. The Chinese nation's culture is broad and profound, and has a long history. It is precisely because of the continuous "going out" and "bringing in" with the development of society that the Chinese culture is deeply rooted and youthful.

In the process of cultural "going out" and "bringing in", translation plays an important role as an important means of cultural communication and dissemination, and foreign language scholars should bear incumbent responsibilities and obligations in it. In the translation activities, not only is the conversion of one language into another, but also the essence of translation is the mutual understanding between the communicators, so as to achieve effective communication [9]. This coincides with the purpose of intercultural dialogue. When performing translation activities, to ensure the accuracy of the language, it is very necessary to understand the relevant culture and the cognition of the differences between cultures.

Studies have shown that the current number of foreign language scholars engaged in cultural studies is relatively small, which is very inconsistent with its due status in the field of cultural studies. Language and the culture it carries are inseparable, and language and culture complement each other. Neither language learning nor learning culture can be accomplished overnight. It requires more patience and persistence, especially for comparative studies between different cultures. In this era of rapid development of modern technology, an era of rapid development of information, people's traditional understanding of the employment destination of foreign language graduates should also change. In fact, foreign language graduates can not only choose to engage in foreign trade, tour guides, teachers and other occupations, but also use foreign language knowledge to broaden their knowledge through a variety of ways, thereby broadening employment channels.

Among the training goals of foreign language professionals in colleges and universities, cross-cultural communicative competence is one of the important requirements, and it is also an important indicator that distinguishes talents from other disciplines. The training model and educational concepts of Russian talents in the new era are also changing, and more emphasis is placed on cross-lingual and cultural communication skills, including language skills, speech skills, cultural skills, communicative skills, cognitive skills, and creative skills, so as to adapt to the dialogue between China and Russia. [12]. For example, in terms of curriculum settings, courses on Russian national conditions, language and national conditions, Russian literature, Russian cultural history, Chinese cultural

history, etc. will be opened according to the actual situation of the school; in terms of teaching methods, a mixed teaching mode will be adopted; in terms of teaching content Increase the curriculum ideological and political, and so on. In addition, according to the actual needs of current national development in the field of cross-cultural research and the fact that the number of foreign language talents engaged in cultural research is scarce, the ability of cross-cultural dialogue among Russian talents in colleges and universities can be strengthened from the following aspects.

First, increase cultural knowledge. In recent years, some scholars have put forward the concept of "Chinese cultural aphasia" for Chinese foreign language learners in response to Chinese students' inability to express their mother tongue culture in foreign language education. This worrying phenomenon has attracted widespread attention [13, p. 123]. Students majoring in foreign languages tend to fall into the misunderstanding of "emphasizing language and neglecting culture" in the learning process. Therefore, it is very necessary for students to realize the importance of increasing cultural knowledge in learning foreign languages. It should be pointed out that increasing cultural knowledge includes not only foreign countries but also Chinese ones. Paying attention to the teaching of Chinese culture is of great significance to enhancing the country's soft power, and strengthening the knowledge and understanding of foreign cultures is very necessary for cultivating students' cross-cultural dialogue ability.

Second, enhance cultural self-confidence. Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has repeatedly mentioned "cultural self-confidence". Cultural self-confidence is the full affirmation and active practice of a nation, a country, and a political party of their own cultural values, and their commitment to the vitality of their culture. Some firm confidence [2]. The traditional culture of the Chinese nation is broad and profound, with a long history, and insisting on cultural self-confidence not only comes from the accumulation, inheritance, innovation and development of culture, but also from the prosperity and vitality of socialism with Chinese characteristics. This is what we "as China" Human backbone and confidence".

Finally, improve cultural literacy. The most important thing about the ability of intercultural dialogue is to look at problems from different cultural perspectives, and to find an outlet for mutual understanding, mutual learning and common development from the understanding of different cultures. In the process of cultivating the cross-cultural dialogue ability of foreign language students, in addition to language and cultural knowledge, we

should also focus on cultivating students' communication skills, speculative and innovative abilities, establish a lifelong learning awareness, and enhance students' comprehensive quality and cultural knowledge.

Intercultural dialogue involves important topics that are global and of concern to all mankind. It is a topic in front of economic globalization that is related to human survival and development and common progress. It involves natural sciences, technical sciences and society. Important theoretical and practical issues in various scientific disciplines, as long as these issues are connected with the common destiny of mankind, social development and progress. Contemporary youth as the future of the motherland and the hope of the nation shoulder an important historical mission, that is, not only to inherit and carry forward their own national culture, to continuously explore its deep connotations, and to expand the influence of their own national culture, but also to face up to and respect foreign cultures. In-depth research aims to promote equal dialogue between different cultures, clear up cultural misinformation, and eliminate cultural barriers. Foreign language scholars, especially foreign language professionals in colleges and universities, should broaden their knowledge, use foreign languages to study the corresponding cultural knowledge, improve the ability and research level of cross-cultural dialogue, and make due contributions to the development and progress of human culture.

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RESEARCH ON THE PATH OF CHINESE CULTURE'S EXTERNAL DISSEMINATION IN THE NEW ERA

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Abstract. *With the increasingly frequent international economic and cultural exchanges today, the cultural effect is becoming more and more prominent, and any nation and country will inevitably be involved in the mutual cultural exchanges. The ideological and cultural exchanges and collisions between China and other countries around the world are closer and deeper than in any previous period, and it is of great significance to do a good job in spreading Chinese culture to the outside world. With China-Russia cultural exchanges as the starting point, the paper focused on the current situation of Chinese culture in international communication, combined the Belt and Road Initiative, and put forward targeted cultural communication strategy by adhering to the leadership of the CPC, carrying forward the red culture, promoting media integration, building cultural brand and focusing on youth groups, in order to enhance the international influence of Chinese culture.*

Keywords: *China-Russia cultural exchanges; Chinese culture; international communication; the Belt and the Road*

The Belt and Road Initiative, launched in 2013 by Chinese President Xi Jinping, aims to use the cultural symbols of the ancient Silk Road to raise the banner of peaceful development and promote friendly exchanges with countries along the route. At present, the "Belt and Road" construction by the table and inside, layer by layer in-depth, in China's infrastructure construction, international economic and trade investment, international financial cooperation and international influence and other outstanding results. As a major subject of international exchanges, the essence of

Chinese cultural communication is the crystallization of the wisdom of the Chinese nation. Therefore, with the help of the existing "Belt and Road" construction platform, it is of great practical significance to promote the transnational spread of Chinese culture.[2, p.172].

1. Adhere to the leadership of the Communist Party of China and lead the correct development direction of China's advanced culture

To improve the path of cross-border communication of Chinese culture, we must adhere to the unity of traditional culture and modern culture, the most fundamental thing is to adhere to the leadership of the Communist Party of China, adhere to the correct direction of the development of China's advanced culture, and spread advanced Chinese culture on international platforms. The Communist Party of China is the leader of China's advanced culture, promoting the development and prosperity of socialist culture, strengthening the soft power of Chinese culture, building a socialist cultural power has become the overall goal of the Communist Party of China, and has risen to the level of national strategic construction. Throughout history, it can be seen that the construction of cultural power not only needs material support, but also the ability of the ruling party to lead advanced culture. Therefore, in order to further improve the Chinese cultural communication system, the most fundamental is to adhere to the leadership of the Communist Party of China, unswervingly adhere to the Party's leadership of China's advanced culture.

2. Promote the red culture and fully tap the potential influence of the culture

At the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping made a series of political decisions and guidelines on cultural construction, which specifically pointed out that efforts should be made to disseminate China's outstanding traditional culture, through the transmission of red culture, to show the unique charm and attraction of Chinese culture, so that the most classical cultural elements of the Chinese nation and contemporary culture, inclusive and inclusive. Red culture, as the most abundant and profound treasure of Chinese connotation, is also the inexhaustible driving force for the continuous progress of the whole Chinese nation. Therefore, we should adhere to the red culture as the grasping hand, promote the cultural exchanges between the government and the people, enhance the cultural consciousness and cultural self-confidence of China's red culture.

3. Promote media integration and help spread Chinese culture

The media plays an important role in the exchange of international

affairs and is an important carrier of public diplomacy and information transmission. In this rapidly changing information age, the Internet has become an indispensable part of everyone's daily life, the rapid development of information technology has broadened the depth and breadth of information exchange, so that information exchange has broken the national and geographical limitations. The rapid development of the Internet has led to the change of social media pattern, and the new media based on the Internet has a great impact on society. Recent studies have found that the Russian media is the most important channel for people to obtain information about China. Among them, magazines, books, network news, television news, newspaper news is the main way to spread Chinese information. Therefore, first of all, with the help of the Internet platform, combined with the dynamics of the times, to establish and improve the Chinese cultural portal, based on the community of human destiny of socialism with Chinese characteristics, economics, political science and other concepts of Chinese cultural communication three-dimensional, diversified cross-perspective introduction. Secondly, through mutual cooperation to optimize the means of communication, the use of entertainment software, public services and other media, to break the Chinese culture in the adult domain and high-level people's communication framework. Such as the "WeChat public platform", "micro-blog", "Tik Tok" a variety of rich clients to form a new media matrix, broaden the transmission channels, improve the dissemination effect. Finally, it is necessary to step up efforts to promote media innovation and excellence, through the creation of famous newspapers, famous newspapers, famous stations, famous groups, masterpieces, etc. to form a diversified cultural service system, strengthen the integration of information, so that ordinary people gradually understand the Chinese traditional culture, and thus promote Chinese culture into Russia.[1, p. 5].

4. Build cultural brands and promote the Chinese culture to the world.

A country's brand image is the intangible asset of this country, the popularity of cultural products determines its influence in the international community. Based on the current situation of Chinese cultural communication, we should seize the opportunity of "Belt and Road" and grasp the general direction of "the economic wave", which is also an important way to improve the Chinese cultural communication system. In recent years, with the steady progress of cultural brand strategy, we have gradually formed a strong Chinese characteristics of food culture brand, traditional cultural brand, tourism culture brand, festival cultural activities

brand, Chinese medicine service culture brand, etc. , we must strive to build cultural brand as an important strategic fulcrum to promote cultural prosperity and development. First, we should strive to build philosophy and social science with Chinese characteristics and promote the construction of discourse system with Chinese characteristics. Since China's reform and opening-up, the development has expanded the way for developing countries to modernize, and contributed Chinese wisdom and Chinese programs to solving human problems, which is the main entry point for us to promote the spread of foreign culture. Second, to strengthen the combination of Chinese brands and Chinese stories, Chinese brands should be rooted in traditional Chinese culture. How to focus on building a new concept of integration between China and foreign countries, tell a good Chinese story, spread) Chinese voice this is the key to the promotion of cultural soft power. For example, at present, we can pass on and innovate the traditional Chinese mascots, make them rich in modern and trend-oriented characteristics, show China's profound cultural heritage, fully develop China's "and" cultural concepts, build a harmonious and peaceful development atmosphere, promote the traditional concepts of China's integration and beauty to the world, with common culture and lovely sub-sub-culture as the core, for different ages and groups of national characters, to create a more affinity for China, to maximize the dissemination effect.

The successful communication of Chinese brand is a continuous and even difficult process, in the process of brand international communication, global culture is diverse, should stand in the perspective of overseas audiences, from the perspective of others, to provide cultural contextual understanding of others and intercultural resonance points, to find the ethical integration between cultures, to facilitate foreigners to recognize and accept Chinese brands, in order to achieve the purpose of spreading Chinese culture.[7, p. 73].

5. Pay attention to the youth group and build a good cultural communication system

Teenagers are the best object of effective communication, and a communication system suitable for the characteristics of this group should be constructed. By drawing on the principles and methods of psychology and sociology, we explore the influence of different environments (political, economic, educational, etc.) on the establishment of young people's world outlook on life and values, so as to derive a reasonable system of Chinese cultural communication and achieve the goal of cultural communication in which Chinese culture has a chain communication effect among Russian youth. According to the latest World Health Organization (WHO)

classification of age stages, 10 to 19 years old belong to adolescents. During this period, the natural, malleable and growing characteristics of individuals make them the best object of cultural communication. Teenagers are the future of the country, with a strong sense of curiosity and global participation, and their world outlook on life and values are still in the process of establishing and perfecting, and are the most likely to identify with heterogeneous cultures. Therefore, in terms of the audience, we should clarify the sense of mission and responsibility, broaden the channels of positive sources of information, and provide young people with high-quality and convenient content products. Pay more attention to the spread and exchange of China's excellent culture among young people, for the cultural communication of youth groups, we should build and improve the cultural communication system from the following aspects.

First, make full use of mainstream teaching channels, such as the establishment of Confucius Institutes, Confucius Classrooms and related Chinese teaching points, in colleges and universities in Chinese teaching and practice play an indispensable role. At the same time, a series of Chinese textbooks have been added to the Russian Ministry of Education in the 2017-2018 school year, becoming a list of recommended textbooks for primary and secondary schools.[6, p. 26].

Second, in view of the characteristics of the youth group, targeted choice of carriers to spread Chinese culture "with the growth of the Internet this generation, personalized, entertaining, fragmentation is the main characteristics of their acceptance of information." Therefore, we must choose a specific angle, appropriately join the Chinese characteristics, in line with the trend of social development, with certain popular elements of excellent Chinese novels, film and television works, dramas, etc. to enhance the appeal of Chinese culture to them, stimulate the international community's interest and desire for Chinese culture, passive to active, improve the audience's enthusiasm for Chinese culture learning.

Third, make full use of folk cultural activities, such as the first "China-Russia Youth Friendship Night" held in August 2012, the successful holding of this event has enhanced the friendship between Chinese and Russian youth, but also let Russian youth appreciate the beautiful charm of Chinese culture. In recent years, Chinese and Russian universities have also frequently held cultural exchange activities, such as the "Chinese-Russian University Student Art Festival" and "Chinese-Russian Youth Art Exchange", which have greatly promoted the understanding of Chinese culture among Russian youth.

6. Epilogue

With the increasingly frequent international economic and cultural exchanges, the cultural effect is becoming more and more prominent, and any nation and country is inevitably in the interaction of cultures. Therefore, in order to enhance the international community's favorable view of Chinese culture and enhance China's voice on the international stage, it is necessary not only to start from the grass-roots level, to consolidate the mass base of Chinese culture, but also to adopt targeted strategies, from the practical point of view, with the help of the "Belt and Road" platform, improve the socialist cultural communication system with Chinese characteristics, consolidate the basis of Chinese culture "going out", and open up a new and fast channel for the promotion of China's outstanding culture.

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**ASTRONOMICAL STRUCTURE OF SOME SIGNS IN ROCK
PAINTINGS OF THE SHULGAN TASH CAVE (KAPOVA) AND THEIR
CULTURAL PARALLELS**

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Abstract. *Ever since intelligent humanity began to plan its economic activities, calculating how much reserves need to be saved for the winter in order to feed the tribe, people have already followed the seasons with the help of luminaries and planets against the background of stars. The lunar calendar was enough for hunters and gatherers if they knew the constellations and observed the moon in them. The stars were inaccessible to touch, so the constellations were inscribed with signs and endowed with divine images, in contrast to the drawings of real animals. Divine, too, was the center of the ecliptic system, the Pole of the Ecliptic, which in the Northern Hemisphere of the starry sky is always located next to the "head" of the constellation Draco. This constellation acquired the image of the Dragon in very ancient times, so ancient that it can be traced in all details among the Chinese, among the American Indians who crossed the Bering Bridge before 10 thousand BC, in the Shulgan Tash (Kapova) cave.*

Keywords: *Dragon, Moon, calendar, Pole of the Ecliptic, Mother of the World, Deer.*

Ever since intelligent mankind began to plan its economic activities, calculating how much reserves need to be saved for the winter in order to feed the tribe, people have already followed the seasons with the help of luminaries and planets. And in this, Homo-sapiens (intelligent man) differed from animals, which, perhaps, noticed the luminaries of the Sun and the Moon, but only on a sensory level, in such qualities as warm-cold, light-dark. While hunters and gatherers moved after herds and did not have a permanent residence, it was difficult to track the constant places of sunrise

and sunset in the daytime, but against the background of the night sky with the Moon and planets, one could observe their path among the stars in any locality. Therefore, at first, lunar calendars appeared in everyday life, which divided the lunar path along the Ecliptic into constellations - lunar sites. Such a lunar calendar, not tied to a specific locality, was enough for hunter-gatherers if they knew the lunar sites on the ecliptic and observed the Moon in them. The moon rose and set relative to the horizon, evoking dual associations among ancient people: birth-death, light-darkness, good-evil, which, in turn, gave rise to the first naive explanations of the dual materialistic laws of nature in the minds of ancient people.

The stars were inaccessible to touch, therefore the constellations in caves, on dishes, in the ornamentation of clothing were inscribed with signs and endowed with inaccessible divine images, in contrast to the naturalistic drawings of real animals. Divine was also the center of the ecliptic, the Pole of the Ecliptic, which in the Northern Hemisphere of the starry sky is always located next to the "head" of the constellation Draco. The Pole of the Ecliptic, due to the lunar characteristics, was often endowed with the divine symbols of the Mother of the World, who is responsible for birth and death, light and darkness, good and evil - like the moon and planets rising and setting in the night sky. In many myths, legends and religions, the Serpent or the Dragon is one of the main characters, as, for example, in the Old Testament, the Serpent lived in paradise on the Tree of Good and Evil, who seduced Eve to eat the apple of sin. In the Indian Rig Veda, the Vritra Serpent was the main deity of the asura gods, with whom the solar Indra fought. In Slavic, Scandinavian, Germanic tales, one of the main characters is the Dragon, with which the goodies are fighting.

This constellation acquired the image of the Serpent or Dragon in very ancient times. How ancient these times were, we can judge by the fact that the symbols of the Dragon pass through the cultures of the Eurasian peoples and among the American Indians. It is known that the ancestors of the American Indians in waves left Siberia along the Bering Bridge, which existed before 10 thousand BC, until it was washed away by the waters of the Bering Strait, formed as a result of ice melting at the end of the last ice age. The first day of the most ancient Mayan calendar system in America is the day "Imish", depicted in the form of the head of the Serpent-Dragon. "The deity Imish is a crocodile or a dragon. In addition, this is a kind of maternal essence, symbolizing in all myths, without exception, the primordial principle of the world, carrying everything into the world that it is inhabited. Imish teaches us to comprehend the relationship between life and death, the interaction of masculine and feminine principles - everything in

which we are used to seeing the "struggle of opposites" [1]. This idea of the Serpent-Dragon, the foremother of the world and the struggle of opposites remained in Siberia, obviously, in some kind of Proto-Indo-European community of people, which later spread throughout the continent of Eurasia.

Cosmic symbols are tenacious, because they were observed daily by ancient people in the sky. The divine images of the Serpent and the Bird, as Proto-Indo-European symbols among the Altai tribes, have also been preserved among the American Indians. They depicted their sun god Quetzalcoatl as a Bird holding a Serpent in its beak (Fig. 1 a). The Chinese also have similar images of the Dragon-Serpent (Fig. 1 b), whose nation was formed from numerous tribes, including the Altai ones [Reshetov et al., Chinese]. Curves of Indian Serpents and Chinese Dragons are directed in the same direction, counterclockwise - just as they are located in the starry sky in the constellation Draco (Fig. 2).

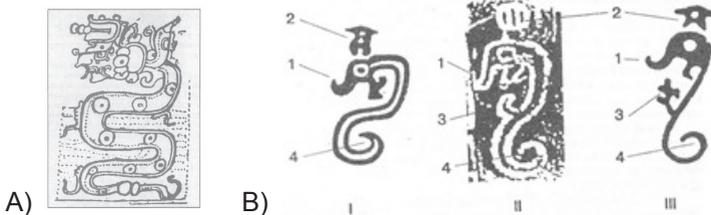


Fig. 1. A) The Indian symbol of the Snake and Quetzalcoatl [2, p. 96]. B) Chinese symbols of Dragons [3, p. 24].

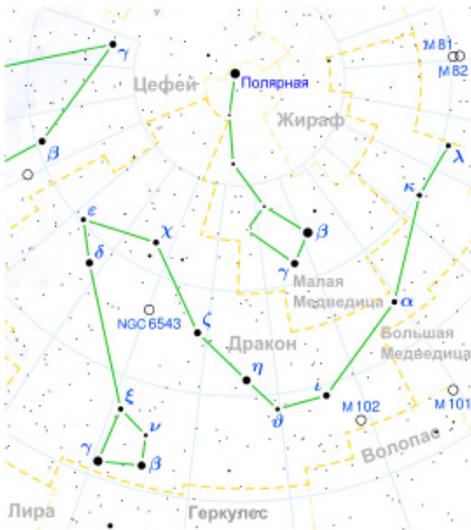


Fig. 2. Constellation Dragon in the northern hemisphere of the starry sky. Above the "head" of the Dragon constellation Lyra [4]

Above the "head" of the constellation Draco is the star Vega, alpha of the constellation Lyra, one of the brightest stars in the northern hemisphere of the sky, which was the Pole Star near the Pole of the World 14 thousand years ago. Perhaps the Bird Quetzalcoatl, a solar deity among the American Indians, and the Star over the head of the Dragon among the Chinese - these were the images of the Pole Star Vega, alpha Lyra, next to the "head" of the constellation Draco.

A similar celestial constellation Dragon is the sign "Dragon" in the Shulgan Tash (Kapova) cave, identified among many other drawings as a result of many years of exploration of the cave since their discovery by the biologist of the Bashkir Reserve A.V. Ryumin in 1959, continued by the research of the Moscow archaeologist O.N. Bader from 1960 to 1978, then, by the Leningrad archaeologist V.E. Shchelinsky from 1982 to 1999, and further, speleologists of the Russian Geographical Society under the leadership of the candidate of geological and mineralogical sciences of the A. P. Karpinsky Russian Geological Research Institute (VSEGEI), Yu.S. Lyakhnitsky. The invaluable work "Drawings and Signs of the Shulgan Tash (Kapova) cave. Catalog of images", published in Ufa in 2013, where the authors Yu.S. Lyakhnitsky, O.A. Minnikov, A.A. Yushko gave the most detailed descriptions of the drawings, with their exact reference to the cardinal points [5]. It is this circumstance that allows us, researchers of ancient knowledge, to look for the correspondence of some drawings to the arrangement of constellations in the sky in certain ancient eras. The drawings were made at different times, starting from the 14th millennium BC. Ancient people chose the ceilings of caves and grottoes in order to show celestial signs above their heads as accurately as possible on their spherical surface. The most accurate correspondence to the starry sky is the composition of signs with the "Dragon" in the Niche of the Domed Hall and the constellation Dragon (Fig. 3).



Fig. 3. Figure 3-9 "Dragon" and sign 3-10 "Ancient trapezium" in the Niche of the Dome Hall [5, p. 110]

Apparently, it is no coincidence that the researchers of the Shulgan Tash (Kapova) cave called the "tailed" drawing Dragon, because the Dragon is a very ancient archetype and passes through the mythologies of many peoples, evoking dragon associations in our contemporaries when looking at this drawing, although an ordinary lizard could have looked the same way. Then the "Ancient trapezium" located in the last bend of the "Dragon's" tail above its "head" is the constellation Ursa Minor, the "ladle" of which suggested that it corresponded to a certain box or trapezoid. Trapezium images are often found in the drawings of the Shulgan Tash (Kapova) cave. Perhaps the trapeziums symbolized the quadrangles, which are in some constellations of the northern hemisphere of the starry sky: in the Ursa Major and Ursa Minor, Hercules, Perseus, Cepheus, Andromeda, Raven, Chalice.

The joint composition of the constellations Dragon and Ursa Minor, one might say, is eternal in the circumpolar picture of the northern starry sky, only the position of the Pole of the World relative to these constellations changes. On the plan of the Nishi of the Domed Hall [Ibid, p. 100] (Fig. 4), together with the scheme for linking images in the Niche of the Dome Hall [Ibid, p. 101] (Fig. 5), we notice that signs 3-9 "Dragon" and 3-10 "Ancient trapezium" are located in the northwestern part of the Niche of the Dome Hall, south of a certain central position of a tubular dead-end branch and sign 3-12 "Arkhar" in it.

Let us dare to assume that the Pole of the World, located north and below the constellation Draco, was placed in the central position of the tubular dead-end branch by the ancient people, and even further north and below on the central meridian could be the star Vega, alpha of the constellation Lyra.

The approximate position of the constellations in the desired epoch can be determined by hitting a sign in the cave, if you plot the section of the Nishi of the Dome Hall at latitudes from 0° to 90° - into 9 strips of 10° each (Fig. 5).

As a result, we see that the sign "Dragon" falls at about 50°, the sign "Ancient trapezium" at 60°, and the Pole of the World is between them at 53°, which corresponds to the geographical latitude of the Shulgan Tash (Kapova) cave of 53° N.

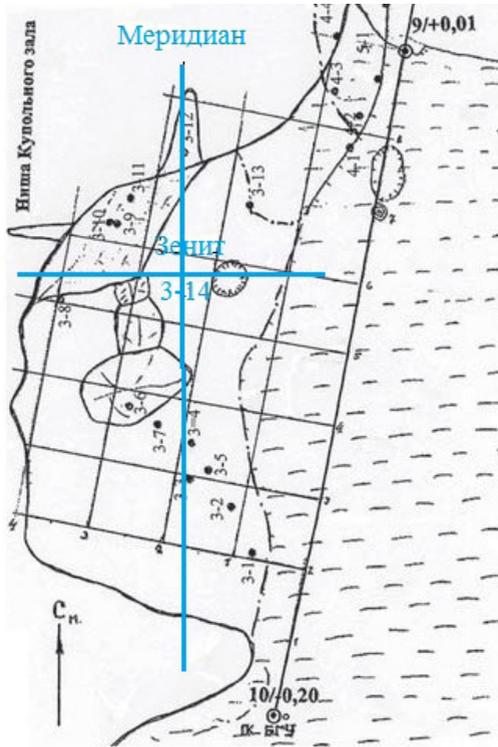


Fig. 4. Top view of the Niches of the Domed Hall (after Lyakhnitsky et al., P. 100) with the indicated position of the numbered signs. Light blue - author's markup.



Fig. 5. Niche of the domed hall (after Lyakhnitsky et al., P. 101). Dividing the panel with numbered signs in the Niche of the Dome Hall into latitudes from 0° to 90° in strips of 10°. Light blue - author's markup.

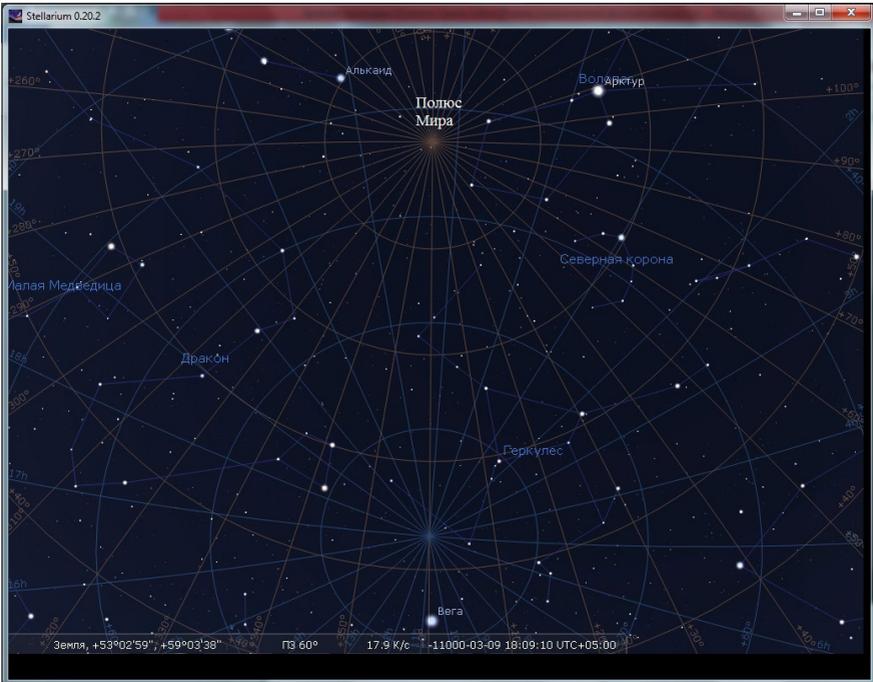


Fig. 6. The position of the constellations Draco, Ursa Minor and the Pole of the World at 53° latitude on the days of the winter solstice after sunset with the onset of astronomical twilight in 11000 BC.

Using the publicly available astro-program Stellarium, we determined that the northwest position and tilt of the Dragon pattern at about 50° latitude, together with the Ancient Trapezium pattern at about 60° latitude, is most suitable for the picture of the starry sky with the constellations Dragon and Ursa Minor at the winter solstice circa 11000 BC (+ - 100 years) after sunset with the onset of astronomical twilight (Fig. 6). At other times, the constellations Dragon and Ursa Minor are located at other stellar latitudes, different from the desired ones. In the Stellarium astro program, the date of the winter solstice (the rising of the Sun = 270°) corresponds to March 9, 11000, which corresponds to the modern winter solstice date of December 21.

Southwest of the sign "Dragon" is the sign 3-11 "Sire" - in the sky, this position corresponds to the upper part of the bend of the "tail" of the constellation Dragon. Southeast of the sign "Dragon" is the sign 3-13 "Inner triangle" - in the sky this position corresponds to the star Pi Hercules along

with other stars of the "shoulder" of the constellation Hercules. The Pole of the World is projected between the signs "Sireyat" and "Inner Triangle" Hercules is occupied by the star Vega, alpha Lyrae, one of the brightest stars in the northern hemisphere of the starry sky.

To the southwest of the composition with the Dragon, Ursa Minor, Hercules, Pole of Peace and Vega is the constellation Ursa Major - this can be seen at the top left on the star map (Fig. 6), where the south is above the Pole of the World, towards the zenith - the higher, the further south, because this star map is viewed north and further south overhead. In Figure 4, we see that in the southern half of the Nishi hall, from northwest to southeast, there are 7 signs in a row, which coincide with some constellations, which can be seen on the star map in the direction of looking south on the same date (Fig. 7).

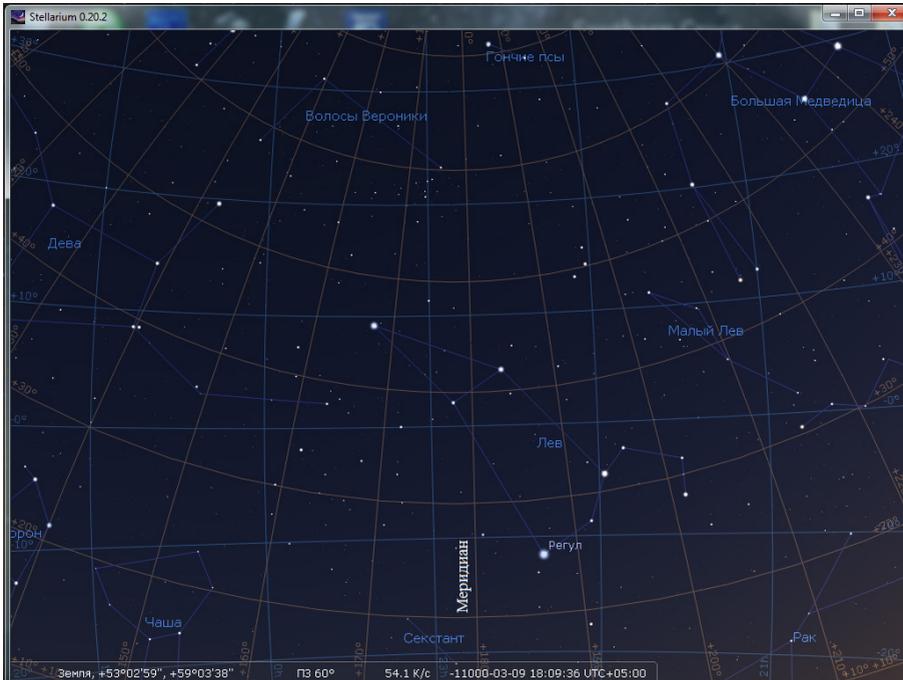


Fig. 7. Looking south, down from right to left, from west to east, the constellations descend: Ursa Major, Hounds, Veronica's Hair, Virgo, Raven.

On this map, west to the right, east to the left, so we look at the constel-

lations descending from right to left.

West of the zenith there is a sign 3-8 "Kim", which looks like a trapezoid with an "ear", and in the sky in that place, at the required time, there was a "bucket" of the Big Dipper, which confirms the idea that "buckets", square parts constellations, the ancient people of the Shulgan Tash (Kapova) cave could depict "trapeziums". East of sign 3-8, but slightly west of the meridian, are the stars of the constellation Hounds, which can correspond to the sign 3-6 "Deer" - a red-black pattern that looks like a deer. To the south and east, on the meridian, is the Coma of Veronica constellation, whose stars can correspond to the sign 3-7 "Marat" - a blurred triangular spot, similar to the head of an animal. Further south and east is the constellation Virgo, four stars of which can correspond to four signs: 3-4 "Smirnov" - a blurry image, similar to a mammoth or rhinoceros, 3-5 "Tagirovs" - a red, silhouette, poorly distinguishable pattern of a deer, 3- 3 "Lee curve" - a faint image of a curved line, 3-2 "Roe" - a pale silhouette pattern resembling a roe deer. The most southeastern sign is 3-1 "Extreme Mammoth", and it may correspond to the constellation Raven. The other constellations are not marked with signs, possibly because they were not visible behind the mountainside.

It may or may not be a coincidence, but there is a 7th day in the Mayan calendar, which is called Anik (Deer). "The Lord created this day. And it was on February 9, 3113 BC, when the First Father set in motion the Zodiac as his last action in creation. When the stars began to move, the Horned Deer rose from the East for the first time and led. The high full moon followed on his heels"[6, p. 42].

On the indicated date February 9 (in the StarCalk astro program March 4) 3113 BC, it is seen that before the full moon rises, the constellation Virgo rises, which with its large stars resembles an animal with long legs and a high neck with two horns, the stars Beta Virgo and the omicron Virgo [7, Fig. 8]. (Fig. 8).

Perhaps some tribes kept the images of the named constellations for a long time, and sometimes cultural parallels can be found. For example, there are similar signs of the Dragons among the Chinese, American Mayans and among the tribes who painted the sign "Dragon" in the Shulgan Tash (Kapova) cave at the site of the Dragon constellation. And signs such as "Deer" and "Roe" in the Shulgan Tash cave may have a parallel with the interpretation of the 7th day sign "Anik-Deer" by the American Mayans at the site of the Virgo constellation. The author does not insist on a parallel with the Deer, but if such a parallel arises in some culture, it will be possible to assume that the Virgin was called the Deer in ancient times among the Altai Siberian peoples.

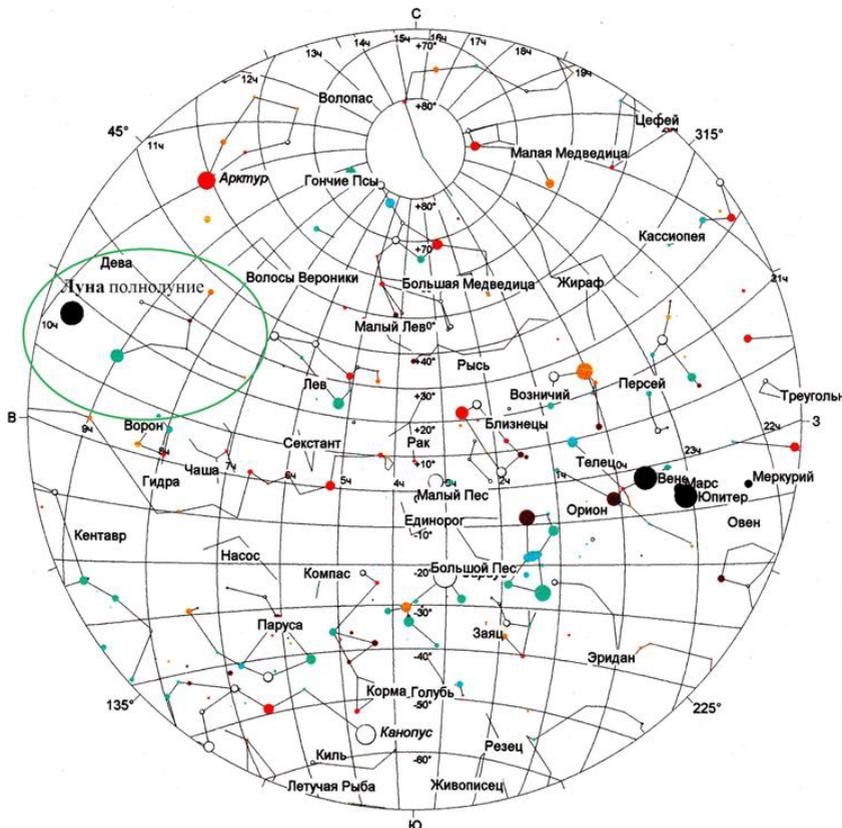


Fig. 8. The rising of the full moon in the wake of the constellation Virgo (the sign of Anik-Deer in the twenty-day long-count calendar of the Mayan Calendar [7, Fig. 8].

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SOVIET PROVINCIAL THEATER IN THE 1920S - EARLY 1930S (ON THE EXAMPLE OF THE PENZA THEATER)

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Abstract. *With the help of archival materials, the authors examine the conditions in which the theatrical business developed at the initial stage of the formation of the Soviet theater. The tendency of directive management of the theater in order to turn it into a means of political education of the masses was combined with the requirements of artistry, aimed at solving the problems of aesthetic education of the working spectator. The article shows the forms and methods of this work.*

Keywords: *theater, repertoire, censorship, artistic and political council, NEP, funding, self-sufficiency, "box office" plays.*

In the 1920–1930s, theaters, along with cinema, were the most visited entertainment establishments in the country. However, if the importance of cinema in educating the masses was immediately assessed by the authorities as "most important", then it took time to realize the real role of the theater. The activities of theaters were also placed at the service of politics, but if state loans were provided for the development of cinema, then in relation to the theaters, a policy was carried out aimed at reducing their funding and making them self-sufficient. In the conditions of the economic crisis of 1921-1922, the Bolshoi and Mariinsky theaters, which had world fame, were almost closed. Turning to the Drug Enlightenment Commission A.V. Lunacharsky in August 1921, V.I. Lenin recommended: "I advise you to put all theaters in a coffin. Drug education should be engaged not in theater, but in teaching literacy" [1, p. 100]. But if the metropolitan artistic intelligentsia, with the support of A.V. Lunacharsky managed to defend the theaters' right to exist, but with provincial theaters it was different, they

had to respond to the challenges of the time and independently solve their problems. As a rule, the local authorities could not provide the theaters with substantial material support, but they were demanding of the repertoire and interfered in the artistic and staging work. Theaters were instructed to "accelerate the pace of work on each production" [2, f. 50, p. 2]. In the 1920s, the Penza Theater staged 3-4 premieres a week. It is clear that their artistic value was not high, but the demands of the authorities could not be ignored either. And there were many "powers" over the theater. This is the All-Russian Trade Union of Art Workers, and party bodies represented by the Agitation and Propaganda Department of the CC of the AUCP(B), and the Repertoire Committee, and the provincial political education, and numerous art departments in government bodies at various levels.

All these bodies, actually doing the same thing, duplicating each other's functions, introduced certain contradictions in the management of art, excessive stress in the work of creative organizations, and their incompetent interference in the artistic and staging work of theaters often led to a decrease in the artistic value of performances.

The new economic policy, the beginning of which coincided with the famine of 1921–1922 in the Volga region, had a heavy impact on the position of the provincial theatrical intelligentsia. Unemployment, delayed payment of wages, domestic disorder of artists, instability of the staff of creative teams - all this affected the quality of work. The transfer of entertainment enterprises to self-sufficiency led to the same result: the need for austerity required a reduction in the staff of theater groups [1, p. 49-50], forced theaters to resort to unusual forms of raising funds to pay wages, staging work, etc. Middle Volga theaters (Samara, Penza, etc.), for example, held masquerades, rented theater premises.

But the struggle for survival also gave rise to such forms of work that contributed to the introduction of the working and peasant audience to the artistic culture - theaters often began to stage performances in the counties, sold season tickets, and provided discounts on tickets [2, f. 339, p. 18]. Some of these forms of work have survived to this day.

The transition to NEP slowed down the transformation of theaters into a means of educating the masses in the spirit of the revolutionary dictates of the times. The need for survival in the conditions of the implementation of the principles of NEP stimulated the selection by theaters of a "box office" repertoire, that is, one that could attract the audience and bring at least a small profit.

In the 1920s, the most paying spectator was the Nepman. The low level of material security of workers and the underdevelopment of artistic needs

often led to the fact that workers, having received free tickets to a performance, sold them to theater lovers [5].

Focusing on the Nepmen for this reason, theaters tried to avoid politicizing the repertoire and turned to light genres - operettas, comedies, etc. The authorities, on the other hand, set the theaters the task of attracting the working spectator, his ideological, political and artistic education. Its solution was conceived as possible on the basis of the revolutionary and Russian classical repertoire. At the same time, priority was given to all the same revolutionary themes. The struggle for such a repertoire continued for at least a decade. There were many reasons for this. Among them is the social composition of the artistic environment. So, in the early 1920s, in the Penza theater, more than 10% of the artists were persons of noble origin, 50% were from the bourgeoisie and 40% were peasants. Promoting a revolutionary repertoire with this line-up was not easy. The level of general education of the artists was rather low. Out of 110 actors, only five had a higher education, the rest had a general secondary and lower education. But the main reason for the difficulties in promoting the revolutionary repertoire was the almost complete absence of a party stratum in the artistic environment. Members of the AUCP (B) in the theater were, as a rule, cleaners and watchmen with a lower education [2, f. 8, p. 23, 30, 44, 50, 65, 70, 73, 98].

So, for example, for the whole summer of 1924 the Penza Theater staged only one play of a revolutionary orientation – "Stepan Razin". The winter season began with a classical repertoire, but he did not give fees, and the theater deviated, according to critics, "towards the bourgeois-philistine ideology" [1, p. 101].

The late 1920s were more successful in attracting a working audience to the theater. By this time, theaters had accumulated a certain experience of using various forms of work with the audience. For example, for "target" performances in the winter season of 1928–1929, the Penza Theater set a discount on tickets in the amount of 60% of their cost, for group visits - 50%, and for workers who attended the theater outside the group - 40% [6].

At the end of the 1920s, a new form of artistic and political councils was spreading in the management of theatrical business. Their tasks exactly correlated with the title: to determine the repertoire, artistic and political value of this or that play, this or that production, the expediency of its appearance on the stage. Workers took an active part in the Artistic and Political Councils.

The activities of the Khudsovet became especially significant in the

1930s. The Artistic and Political Council of the Penza Theater worked together with directors and directors on each new production, some of the plays were publicly viewed, and disputes were held. The best artists were attached to factories and factories for the purpose of artistic enlightenment of workers - they held talks about the significance of the theater, talked about new performances [3, f. 3, p. 56]. From the composition of the troupe, mobile artistic teams were formed, which performed in front of workers in production during lunch breaks. Regular performances were given for the Red Army, visits were made to the nearest MTS [3, f. 4, p. 19].

These measures, among others, contributed to the growth of the interest of the working spectator in the theater.

The change in repertoire was especially noticeable in the late 1920s. The theater began to stage more plays praising heroism, revolutionary ideals, the fight against counterrevolution, plays aimed at political education and education of the working people: "The rails are buzzing", "Armored train", "Higher measure", "Comrade", "Mutiny", etc. [6].

Further development of the theatrical business was hampered by extremely meager funding. In 1933, the Theater named after Lunacharsky worked at a loss. By the mid-1930s, the situation had changed somewhat, but the theater was constantly in debt due to the fact that subsidies were not released in full and with time delays [3, f. 5, p. 39].

The authorities well understood the deep connection between financing and the quality of creative products. People's Commissar of Education A.V. Lunacharsky: "... theaters, especially in the provinces, feed on paying audiences, most of them philistine. Here we ourselves give out the theater with our heads, and this is especially scary for the provinces. We say to the theaters: "carry out our ideology" - and at the same time, not only do we not help them, but we even try to get some income from them. But this is impossible; under these conditions, the theaters face a huge danger of being endured and shutting down, or, conversely, completely surrendering to earnings" [7].

However, for a significant increase in funding, the state simply did not have the funds at that time. Nevertheless, serious tasks were set for the theater: "... the theater must become agitational in the highest sense of the word (that is, the main body of the theater: we can leave aside the theater of pure entertainment, as an insignificant appendage), a powerful instrument of the avant-garde of our class in the business of education of the entire civilian mass. But, on the other hand, he must preserve all the features of artistry ..." [7].

The solution to this problem in the 1930s was carried out by directive. Control over the repertoire of theaters during this period becomes more and more strict. And, as we can see, this gave its results: the content orientation of the theatrical performances met the requirements of the authorities. However, the task of keeping the percentage of the Soviet and classical repertoire remained unresolved. Numerous bodies governing theatrical affairs demanded an increase in the share of Soviet productions, but in the Penza theater, as in most theaters, it was the classical repertoire that prevailed. As for the "light" genres, which enjoyed the greatest popularity among the public - in absolute numerical values, according to data for 1933, for example, they exceeded the sum of Soviet and classical ones [1, p. 104].

The theater was forced to violate the percentage requirements not only because of the difficult financial situation, but also because of the lack of good Soviet plays.

In the early 1930s, the race to update the repertoire somewhat subsided, which contributes to an increase in the quality of the productions. For the period from October 1 to December 31, 1933 in the theater named after A.V. Lunacharsky staged 9 performances. Theaters no longer make 3-4 premieres a week, which, of course, must be recognized as a positive fact [1, p. 104].

Concluding our small research, it should be noted that the cultural life of the province was quite rich. The qualified theatrical intelligentsia carried out their educational mission not only from the theater stage, but also led the amateur performances in workers' clubs, created collective farm and state farm theaters, and worked among the Red Army soldiers.

Due to censorship and an inexorable course towards ideologizing theatrical creativity, the artistic intelligentsia found itself in cramped conditions, but by the mid-1930s it was able to adapt to them and successfully fulfilled the demands of the authorities, which were not devoid of rationality.

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PROBLEMS OF THE SPREAD OF ORTHODOXY IN ALASKA IN THE ARCHIVES AND IN RUSSIAN HISTORIOGRAPHY

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Abstract. *The article examines the problems associated with the spread of Orthodoxy in Alaska, as well as a historiographic review of documents and monographs devoted to the activities of Orthodox missionaries.*

Keywords: *Alaska, Russian Orthodox Church, historiography, missionary work*

The spread of Orthodoxy in Alaska took place simultaneously with the arrival of Russian researchers there, especially at the initial stage of their communication with the natives of Alaska, later it spread through the Aleuts who had visited Siberia, and then through the natives who had already converted to Orthodoxy in Alaska.

Among the Aleuts and residents of Alaska, the name of a citizen of the city of Rylsk, Kursk province, merchant Grigory Ivanovich Shelikhov (1748-1795), the founder of the first permanent Russian settlements, is especially memorable. He established trade with local residents, taught them literacy, numeracy, trained local residents as translators, artisans and sailors. At the same time G.I. Shelikhov taught them the basics of the Orthodox faith, taught them the initial prayers, and even baptized local residents, since there were initially no priests among the Russian industrialists [1].

At the beginning of 1793 G.I. Shelikhov, together with his companion Ivan Larionovich Golikov, submitted an official petition, which was submitted by Metropolitan Gabriel of Novgorod and St. Petersburg on April 20,

1793 for consideration to the Chief Prosecutor of the Synod. In this petition, the main emphasis was not so much on the needs of the Russians - members of the company, as on the need for a more energetic spread of Orthodoxy among the aborigines. Obviously, this is connected with the request for the appointment of a hieromonk to Alaska, and not a "white" priest, as previously assumed. The petition said that it was necessary to open a church school and from those who were trained to read and write in Russian, ordain as priests. Shelikhov and Golikov also asked for permission to build churches. In September of the same year, Metropolitan Gabriel made a decision to send Hieromonk Joseph, monks Herman and Yakov to Alaska. The mission was given a rich sacristy, service books, prayer books, and teachings [10].

According to the "Instruction" received by the head of the mission from Metropolitan Gabriel, its main goal was to spread the teachings of Christ among the local American population and to create an Orthodox Church in a foreign land.

In September 1794, after a ten-month journey, the mission arrived at its destination, Kodiak Island. Many difficulties awaited the missionaries here, including the harsh climate and foreign customs. They faced a difficult task: to lead people who had pagan beliefs, idolized and worshiped the forces of nature, to the acceptance of the idea of one God. When the missionaries arrived in Alaska, they immediately built the temple. Thanks to their tireless work, by the end of 1796 the number of Christians in North America had reached 12000.

In 1811, in connection with the aggravated conflict with the head of a company of Russian industrialists, the Synod closed the American Diocesan See and transferred the affairs of the Irkutsk diocese mission.

In 1823, a priest, Father John (in worldly life, Ivan Veniaminov), arrived on the island of Unalaska. It is difficult to overestimate his contribution to the education of North Americans. Possessing colossal ability to work and extensive knowledge in the field of ethnography and linguistics, Fr. John studied well the life, customs, manners and language of his flock (Aleuts, Eskimos, Indians, etc.). His scientific works on ethnography and linguistics, geography and hydrography are still highly regarded in scientific circles, he was elected a corresponding member of the Russian Academy of Sciences.

As a missionary, Fr. John understood the importance of spreading Orthodoxy among the natives in their native language. He helped create a writing system for the Aleuts that they did not have before, compiled an alphabet for the Aleutian-Fox language based on the Cyrillic alphabet, com-

piled textbooks and dictionaries. With his assistance, a school for boys was opened on the island, in which he himself taught classes: he taught children to read and write. In addition, Fr. John translated many biblical liturgical and instructive texts: the Catechism, Divine Liturgy, the Gospel of Matthew and some prayers. In Alaska, he served as a missionary for 28 years.

In 1849, after the death of his wife, Father John, with the blessing of his confessor, Saint Philaret (Drozdov), took monastic tonsure with the name Innokenty, and soon the consecration of the bishop of Kamchatka, Kuril and Aleutian. Arriving at the department in the city of Novoarkhangel'sk (the center of the then Russian possessions), he founded the All-Colonial School for the training of sailors, cartographers, doctors and other specialists from among the local residents.

In 1867, Alaska was sold to America, and there was talk in the Russian Orthodox Church about the need to abolish the mission, but Vladyka Innocent, believing that all the difficulties that had fallen were for the good, considered it necessary to spread Orthodoxy throughout America. For this, he encouraged the specially trained shepherds with a good command of the English language.

Investigating sources concerning the spread of Orthodoxy in Alaska, it should be noted that documents about the very first voyages of Russian sailors to North America have practically not survived. The expedition sent in July 1732 is evidenced by documents drawn up from memory or from rough drafts. This is a report to M. Spanberg dated September 1, 1743, a petition by Gvozdev, dated August 1743, a copy of the "fairy tales" (message) of a participant in the voyage I. Skurikhin, as well as a map compiled by M. Spanberg [9].

G.I. Shelikhov after an expedition to Alaska (1791) wrote a book thanks to which he became famous [12].

In the middle of the 19th century, a number of works on the discovery of the Nordic countries were published [4, 5, 13]. A certain amount of information has been preserved about the aforementioned Alaska missionary - Father John (Innocent Veniaminov). A huge contribution to the publication of the works of St. Innocent and the publication of his biography was made by his first biographer I. Barsukov [3]. Separate materials devoted to the life and work of Innokentiy Veniaminov were constantly published in the "Yakutsk diocesan vedomosti".

As for the archival documents, they can be divided into the following periods: Siberian (1772-1840), Alaskan (1840-1872), West American (1873-1905) and East American (1904-1933). Some of the documents, including

those received from church parishes, were somewhat spoiled by time and, obviously, during their transportation from the islands. It is characteristic that the best preserved are those documents that relate to the first years of the existence of the Russian Orthodox Church in Alaska. This may be due to the good quality of paper and ink used at the time. The available documents can be conditionally divided into the following groups: records of birth, death and registration of marriages; confession receipts; annual reports on the state of church property, finances, and missionary work done by the clergy; travel journals and diaries of clergymen; various correspondence.

In modern literature, one can single out the works of N.N. Bolokhvitinov, devoted to the history of Alaska, however, it should be noted that in his works he primarily studies the foreign policy relations between Russia and America [6, 7, 8]. On the history of the development of Alaska, the works of R.V. Makarova [11, 12]. The monograph by A.I. Alekseeva [2]. Also very interesting is the work that covers in sufficient detail the main events of the development of Alaska [10]. Academician A.P. Okladnikov wrote a number of works devoted to the activities of Innokenty Veniaminov, in 1974, in collaboration with R.S. Vasilievsky published popular science essays "Alaska and the Aleutian Islands", where scientists dedicated a separate chapter to "America's apostle" Innokentiy Veniaminov. In 1983, in the collection "Pioneers", from the series of biographies "Life of Remarkable People", A.P. Okladnikov published the article "Innokenty Veniaminov". The documentary story of N. Yakutsky "Saint Innokenty" was also dedicated to this missionary.

Despite the abundance of information about the discovery of Alaska by Russian seafarers, about the pioneers, about foreign policy relations between Russia and Russian America, etc., the history of the missionary activity of the Russian Orthodox Church in Alaska is insufficiently studied, which leaves a wide range of activities for modern researchers.

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**PRESERVATION OF CULTURAL HERITAGE THROUGH THE
EXAMPLE OF ARTISTS OF THE NEW AND OLD TIMES – YOJI
YAMAMOTO AND JAN VERMEER**

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Abstract. *The appearance in the Spring /Summer 2021 Y3 collection of a clear reference to Jan Vermeer's painting "Girl with a Pearl Earring" forces him to turn to philosophy to find the intersection points between the two artists. The objects of research were documentary materials, interviews, fiction and documentary cinematography, scientific and philosophical materials that allow analyzing the work of both artists. The subject of the research are the artistic heritage of Jan Vermeer and the Yohji Yamamoto spring / summer 2021 collection. The article uses a comparative method of analysis. The aim of the study was to identify common artistic and conceptually - philosophical motives in the dialogue between two artists.*

Keywords: *fashion, collection, culture, artist, color, metamodernism, Yohji Yamamoto, Jan Vermeer, philosophy, existentialism.*

The subject of the study was the spring/summer 2021 collection of the Japanese master Yohji Yamamoto, who this season turned to the cultural heritage of Dutch painting. In the course of a detailed analysis of the last show of the fashion house Y3, the existential method revealed similarities with the work of the famous artist Jan Vermeer. The problematic of this scientific work is to find inspiration and a new direction for the development of the fashion industry through the philosophy of metamodernism. Let's try to understand the facts that unite these two artists beyond time and geographical boundaries. What are the causes and consequences of

the emergence of a new aesthetic concept that prompted us to explore the principle of cultural heritage through the collection of Yohji Yamamoto? Let's analyze it and take a closer look at the life story of a Japanese master.

Yohji Yamamoto is one of the most famous Japanese fashion designers around the world, who is the representative of deconstruction in the fashion industry. His clothes masterfully combine Western trends and Japanese principles of wabi-sabi, creating unique collections that are noticeably different from the majority. Recipient of 2 notable awards for the Japanese fashion industry Tak-an and Endo (1969). The first collection appeared on the catwalk in Tokyo in 1977, followed by shows in Paris in 1981 and New York in 1982. For the first time, in 2005, two international exhibitions were opened: Correspondences at the Palazzo Pitti contemporary art gallery in Florence and Juste de vêtements at the Musée de la Mode et du Textile in Paris. The importance of his personality for fashion and art is difficult to overestimate, because despite all the difficulties in life, he achieved unprecedented heights.

Born in 1943, Yohji Yamamoto lived his childhood in difficult times of war with his mother. The boy spent a lot of time in a sewing workshop with Fumi, who dressed women like herself - widows who lost their husbands in the war. Since then, the woman stopped wearing bright clothes, preferring to dress in black dresses. The bombing of Nagasaki and Hiroshima was added to the difficulties of childhood in the post-war period. Seeing how difficult it was for his mother, Yohji, as a child, decided that he would help and protect her in every possible way.

At that time, Western fashion was in demand - bright, flashy, feminine, and at the same time insanely uncomfortable! She seemed completely strange and alien. It was then that the foundations of Yamamoto's vision of clothing began to emerge. Its main principles are freedom, protection and practicality. So he developed his own style, which is now known to the whole world. Volumetric forms, deconstruction, torn edges, masculinity - all this is an imprint of the author's personal history and childhood memories.

It is impossible to talk about the philosophy of Yohji Yamamoto's work without researching his historical roots. The artist adheres to Wabi-sabi - a part of the Japanese worldview, an aesthetic philosophy that teaches us to contemplate the beauty of something imperfect and unfinished. Hidetoshi Nakata believes that the concept of wabi-sabi is inextricably linked with the attitude to nature, with the acceptance of the transience of all things and with the perception of life with all their senses [8]. This world of aesthetic concept is akin to a fleeting moment that will never be repeated. The Japanese define four pillars of beauty – "sabi", "wabi", "shibui" and the Buddhist concept of "yugen". "Saby" - literally "rust". The charm of

antiquity, the stamp of time, archaic imperfection and many hands touching the object - all this seems natural, therefore, beautiful for the Japanese worldview. "Wabi" - removal from material wealth and the acquisition of spiritual wealth. Beauty is in simplicity. "Shibuy" is a word meaning the previous concepts. This is the naturalness inherent in the purpose of a particular object and material. The cup is beautiful because it is convenient and pleasant to drink tea from it, you can feel the original beauty of clay. The ideal for the Japanese is the maximum practicality of the product with its minimum processing. For them, art is not so much in form as in content. According to Vsevolod Ovchinnikov, a Soviet and Russian orientalist: "The borrowing of Chinese culture, exactly like the Western one, is just a vessel into which a drink of Japanese taste is poured further" [13]. The fourth criterion of beauty lies in the skill of a hint or subtext. The secret of art lies in admiring the invisible, listening to the unspeakable. Trust in intuition and contemplation of the present moment, poeticization of fragility and changeability echoes the ideas of metamodernism and existentialism (philosophy of existence).

K. Jaspers (one of the adherents of the philosophy of existentialism) believes that human existence is revealed in "borderline situations" - in states of hesitation, suffering, struggle, cruelty and hostility of the world in which a person lives [7]. Existential philosophy was driven by humanity's fear of a new time, which undoubtedly echoes the current situation.

As part of this research, we turn to Yohji Yamamoto's spring/summer 2021 ready-to-wear London collection, which is full of meanings and parallels with Jan Vermeer's painting "Girl with a Pearl Earring".



**Figure 1. Model Y3 Spring/
Summer 2021**



**Figure 2. "Girl with a Pearl
Earring" Jan Vermeer 1665**

Mikhel Dmitry Viktorovich about the work of Jan Vermeer, "it was almost unknown to anyone until the middle of the XIX century, until the French art admirer and critic Etienne-Joseph-Théophile Toret brought it back from oblivion, having first seen the painting "View of Delft" (1660-1661). In the second half of the XX century, they began to evaluate him as the most significant figure in the painting of the Netherlands in the XVII century. He not only took a worthy place among the artists of the Dutch Golden Age, but was also identified as the most significant master of light and color in the visual arts of the modern era" [12].

Yamamoto conducts a dialogue with Vermeer outside of time and space, this became possible only in the era of metamodernism, because now all the facets of the impossible are being erased. What traits do the models of the Japanese genius and the work of the Dutch painter have in common? Let's take a closer look.



**Figure 3. Model Y3 Spring/
Summer 2021**



**Figure 4. "Portrait of a Young
Girl" Jan Vermeer 1666 - 1667**

First, the girls' hats. The mysterious stranger has a fancy turban on her head, for that time a fashionable accessory in Europe, due to the strong influence of Sultan Suleiman. On the models, there is a more modern version - headbands and hairstyles that imitate the shape of oriental decoration. Yamamoto skillfully selects models using the genre of the XVII century Holland painterly portrait "Troni", which depicts unknown people with an interesting face or unusual costume.

Secondly, it is a coloristic solution. People of various professions often reflect on the meaning of this or that color. It is necessary to take into account the fact that although the visual apparatus has not changed in people over time, it has undergone significant changes in the concept and

views on light radiation. If you believe the Bible, or rather the story of the creation of the world, black appeared before all others. Primordial color, which, however, is endowed with a negative status. "In the beginning, God created the heavens and the earth. The earth was formless and empty, and darkness was over the deep, and the Spirit of God was hovering over the water. And God said: Let there be light, and there was light. And God saw the light that it was good, and separated the light from the darkness"[2]. Just five biblical lines - and black becomes incompatible with life.



**Figure 5. Model Y3 Spring/
Summer 2021**



**Figure 6. "Girl with a letter at
an open window" Jan Vermeer
1657 – 1659**

The picture of the world will remain the same, even if you replace the act of God's creation with the popular theory of the big bang. Science also claims that darkness was before light: the universe began to expand when there was already a bunch of energy around it. Michel Pasturo points to the existence of a certain "dark matter" in his book "Black. History of Color"[15]. Such a picture - a hopelessly dark world, initially frightening, accompanies us not only in the Bible and astrophysics, but also in mythology. The birth of the world is described as life emerging from darkness. Is it true that you can put a cross on black and claim that it is a symbol of death and emptiness? Let us again turn to the Biblical lines: "And God created two great luminaries: a greater one shone to control the day, and a lesser one shone to control the night, and the stars" [2]. Nighttime is the time when people are resting, "reborn" and ready for new discoveries. In the metamodern, there is a rethinking of black, its revival and the search for other meanings and meanings.

It is not surprising that the background color of Vermeer's canvas took

on a new form in the form of clothes by Yohji Yamamoto, who considers black not only noble (according to Japanese tradition), but also mysterious, protective (which is undoubtedly important for understanding the concept of a fashion designer who sees sexuality in a closed female body). Also, black can serve as a synonym for a difficult childhood that Yamamoto went through, but at the same time received healing through this color. Like the Mexican art of "Retablo", the Y3 collections are the gratitude and self-expression of an artist who survived nuclear explosions.



Figure 7. Mexican Retablo

For Vermeer, as a Dutchman, black appeared as a symbol of humility and asceticism. Despite the geographical proximity of France, which spread fashion trends throughout Europe, the Netherlands were able to maintain their traditional black and white costume. The formation of the Dutch spirit and creativity was facilitated by the religion - Calvinism. According to Andrey Okhotsimsky: "The Dutch knew that their safety and prosperity did not come by themselves, but were given by the grace of God and conditioned by their faithfulness to God's commandments". The ideas of Calvinism are similar to the Japanese worldview - the ability to appreciate smallness and a fleeting moment is a single basis of existential philosophy.

Just as Vermeer's semantic accent is conveyed with the help of lapis lazuli, Yamamoto also refers to the same visual language, giving the blue color a lapis lazuli shadow in the collection in figure 8. Thus, the blue color from the portrait smoothly flows with exquisite colors onto one of the dresses, giving thus, the depth and special flavor, unobtrusively offering to admire the beauty of the girl. The artist from the movie "Tulip Fever" asked the question: "Why was the mantle of the Virgin Mary painted in blue?" The answer is simple - it was one of the most expensive pigments. Thus, they expressed respect and honor to a worthy woman.



**Figure 8. Model Y3 Spring/
Summer 2021**



**Figure 9. "Woman weighing
pearls" Jan Vermeer 1664**

White is the antagonist of black. The contrast between white and black has been going on since the time of the Bible - white (light) - everything, black (darkness) - nothing. White shirts enhance the contrast, are a "ray of light", playing along with Vermeer's painting technique and making a curtsy towards an era long gone from us. Yohji Yamamoto and Jan Vermeer are united by a love of modest but noble colors, as well as a common philosophical meaning, where there is no place for pretentiousness, vulgarity and materialism.

Yamamoto borrows from Vermeer the technique of *Chiaroscuro* (Italian *chiaroscuro*), when creating a work, a gradation of colors appears in order to present a more voluminous picture (Figures 10 and 11). White contrasts with black, blue shows even more depth, and gray is a gentle transition between two opposites. The light is presented by the philosopher, and illuminates the necessary areas of the canvas. Having examined the work of Vermeer and Yamamoto, two especially prominent areas can be distinguished - the head and hands of the girl. After all, what could be more beautiful than a hardworking and intelligent woman? In part, this is a manifestation of the ideal of two artists, whom the creators have always praised in their works.



**Figure 10. Model Y3 Spring/
Summer 2021**



**Figure 11. The Music Lesson
Jan Vermeer 1662 –1665**

Thirdly, the geometry of the form of clothing. Love for volumetric forms is inherent in Japanese concepts of beauty - a woman should be natural, like a pine tree (one of the most revered trees in Japan) and beautiful in her imperfection (wabi-sabi aesthetics). Using the example of Yamamoto's model and Vermeer's painting, one can trace how the historical costume of Holland of the XVII century is gently transformed into the modern outfit of our time. A trapezoid is traced in the collection - a stable silhouette against the background of a wobbling world. The concept of beauty and stability comes, because this is what the modern world is so lacking now. Inspiration comes through a culture that has passed the test of 3.5 centuries. Fashion as a social trigger, responding to changes in society, becomes not just clothing, but an opportunity to speak out.

After analyzing the works of two artists from different eras, it is possible to see the manifestations of metamodernism, a modern concept that allows you to understand the current trend of styles. The spring/summer 2021 Y3 collection has become a meeting point for two artists from different eras to raise questions of a timeless nature. The preservation of cultural heritage is a valuable experience gained by ancestors, which helps art (including the creation of clothing) to develop in the right direction. The philosophy of existentialism is based on an intuitive perception of the world, and since there is a common basis of thinking between two artists, we allowed ourselves to draw a parallel between Yamamoto and Vermeer using an existential method, convincingly proving that their creative parallels intersect in 2021.



Figure 12. Yohji Yamamoto



Figure 13. Self-portrait by Jan Vermeer

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COMPLEX INTERDEPENDENCE IN DOMESTIC AND FOREIGN POLICY

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Abstract. *The article deals with the researches of American scientists who studied the problem of domestic and foreign policy coordination. Their scientific merit is in identifying the specifics of domestic and international factors interaction and proposing concepts for theoretical overcoming the contradictions between domestic and foreign policy.*

Keywords: *foreign policy, domestic policy, state*

Current social and political processes within the state are strongly influenced by external factors including economic interdependence, information openness, the participation of the state in the activities of multilateral international institutions, and the activity of non-traditional actors in world politics. They complicate the implementation of stable public policies, which must be coordinated in response to a growing number of factors. The state has traditionally sought to achieve an internal equilibrium in the social and political system and a stable rate of economic growth. On the other hand, in gaining strength, the state inevitably faces external pressures and attempts to limit its interests, and must accordingly spend domestic resources to secure its position in the international arena. It makes the coordination of the goals and instruments of the state's domestic and foreign policy particularly relevant.

This problem is of particular importance to Russia, as our country is facing some problems, both domestic and foreign policy (a decline in the standard of living of citizens, lack of economic growth, dependence on foreign technologies, anti-Russian economic sanctions, etc.) the solution of which requires a carefully coordinated state policy.

In this regard, research by American philosophers and political scientists is of particular interest, because it is the US that has long demonstrated

an effective strategy for its domestic development and for strengthening its global leadership. Despite the complex social and political processes now underway, the United States is no less than the hegemonic position it has assumed in the international arena.

The study of the interplay between government foreign and domestic policies began in the United States in the second half of the twentieth century. Richard Snyder proposed a new approach to explaining the foreign policy of the state. For that time, it was a revolution. Snyder refused to assign anthropomorphic properties to the state, believing that the consideration of the state as a single actor is very conditional since this «abstraction» upon detailed consideration forms the community of individuals who make decisions. In his research from questioned another fundamental in the chair of realism - «national interest» as an objective motive of foreign policy. He was one of the first to have highlighted the problem of interpreting the public interest as a subjective representation of particular political groups. R. Snyder also questioned another fundamental axiom: The rational nature of foreign public policy, judging that a leader's decision-making is based on a subjective perception of the situation.

In his study, R. Snyder classified the factors on which the choice of foreign policy decision-makers depends, identifying three categories of incentives: 1) originating from society; 2) originating from abroad; 3) generated by organizational structures in which individuals work, decision-makers. Each incentive category corresponds to its category of circumstances: 1) internal; 2) external; 3) embedded in the decision-making mechanism [1].

R. Snyder identified potentially significant factors that could influence the design and adoption of public policy decisions. He divided into two groups: internal (material, population, social and intercultural relations, internal politics, public opinion, institutions, groups, etc.) and external, i.e. [15,203].

It is important to note that Snyder has abandoned the widespread rigid division of internal and external spheres. He tried to explore the interactions and interrelationships of spheres through social, cultural, political, and institutional factors. Based on empirical analysis, the researcher identified a significant role of internal factors as a cause of external lithic decisions. Snyder's research reinforced the methodology of studying foreign policy from the perspective of the internal focus, when the state is considered not as an integral «power», but as a heterogeneous institution, the political parties, acting together with different social forces. The innovative view proposed by R. Snyder is that «foreign policy begins at home» and is formed with the participation of decision-makers, different political forces (parties, media, interest groups, the public).

Comparing the two spheres of politics, foreign and domestic, according to the criteria of motivation, role, involvement of citizens, Rosenau highlighted that the level of public involvement in external political processes differs from the internal less popular interest (in the normal course of international events) and an increased concentration of powers in the executive branch [13, 22]. J. Rosenau updated the understanding that foreign policy always starts at home and goes beyond simply reacting to external influences. The public needs of Russia are organized in the interests of the interests, and they go through a political process involving both state institutions and civil society forces. Expresses their ruling elite on behalf of the state. He noted, however, that national interest is influenced by the prevailing political culture, which defines the framework within which the elite perceives internal and external problems at this stage of society's development.

Realizing that foreign policy could not be realized without resources and needed the support of the population or individual groups in society, Rosenau suggested that the line of interaction between the internal and external policies in the field of distributional relations. The advantage of the proposed concept is the possibility of theoretically overcoming contradictions between domestic and foreign policy and of managing in a single space distributive-redistributive and regulatory public policies. In Rosenau's view, foreign and domestic policy are overlapping planes with a characteristic type of behavior that is determined by the participants' expectations: 1) access to resources, for which they compete; 2) The degree of loss to one group in the receipt of resources by another group. Rosenau has suggested that the solution to the problem is defined by the distribution of limited social characters.

J. Rosenau described the process of foreign policy formation and management as a set of interactions between elements of national systems that are interlinked with international political developments [11, 14]. Each national political system responds to both internal and external impulses. J. Rosenau identified five categories of ordered variables that define the foreign policy direction: a) idiosyncratic (personalities of politicians); 2) role-based; 3) institutional; 4) social; 5) international systemic. J. Rosenau developed a model of interdependence of domestic, social, and international relations, influenced by three trends that are also linked: 1) international development, environmental pressures on national systems; 2) The internal resistance of traditional socio-cultural and political structures that shape social identity; 3) the adaptation of domestic policies to the demands of the environment and the needs of foreign policy [5].

Each of the policies has its distinct objectives, distinct in purpose and content. The relationship manifests itself not only as a linear causality in the format of determining which policy is the priority and more determines the other - external or internal - but also in the format of the «functional interdependence». This means that foreign policy often serves internal and domestic purposes external. Synergies need to be established to ensure that the success of one track improves the effectiveness of the others [12, 376]. According to Rosenau, the meaning of policy dynamics in today's world is to continually seek a balance between internal and external, because every next stage of international relations needs to be rebalanced. Thus, the adaptive capacity of the policy system must be combined with enhanced resilience.

Thus, in the second half of the twentieth century, the ideas of the school of realism were challenged by studies dedicated to the study of the interaction of internal and external factors of the political process. Theorists have argued that the internal elements of the system largely explain the specificity of foreign policy. This is manifested in increased public support for foreign policy objectives, resource support, interpretation of actions and intentions, development of a system of goals. Kissinger in his writings spoke of the fact that internal «home» support is necessary for successful foreign policy activity, it is necessary to legitimize the policy of government apparatus and to harmonize with historical experience [3, 505].

Another American scholar, P.Katzenstein, suggested that the response of state institutions to external pressure is determined by the power of the state. He proposed a model that defines the place of each country in the coordinate system - «strong state» - «weak state» [2, 7]. In Katzenstein's view, weak states are more susceptible to external influences because they are open and fragmented. Moreover, weak States are open to social influences.

Katzenstein studied the political and management networks that form between the public and private sectors. He named them policy networks and explored in detail how they affect the foreign economic and distribution policies of the state. As a supporter of the centrist position, Katzenstein defended the concept of the integration of the state and society in the conduct of foreign policy and the development of foreign economic strategy. The philosopher found the following correlation: weak structures are more susceptible to isomorphic influences under the pressure of the stronger. P. Katzenstein, in his writings, showed the relationship between the influence of external factors, described how society creates a response that meets public needs and corresponds to internal structure (features

of State apparatus, legislative process, values, and norms implemented in political culture). The macroeconomic policy of the State cannot be understood without examining the international economy and its impact on the life of the State, and the results and consequences of that influence are determined by the role of internal structures.

As a whole, in the 70-90 years of the XX century there appeared to be a division into two theoretical currents - «state-centrists» and «sociocentrists». Despite different interpretations of the causal links between domestic and foreign policy, research by these currents has shown that today's socio-political processes can be analyzed in an approach. The Secretary-General has made some recommendations to the General Assembly that require consideration of the impact of external factors on internal affairs and vice versa. Proponents of «sociocentrist» theory tend to recognize the basic role of social forces in the conduct of state policy. Such forces may include classes, interest groups, the media, and socio-political movements. At the same time, the internal autonomy of the State was questioned. At the same time, the proponents of the «state-centrist paradigm» unveiled unilateral sociocentrism. They have shown that, domestically, the State retains autonomy and can, despite internal and external pressures, take decisions that are oriented towards the needs of the social system as a whole, rather than towards pressure groups alone [14]. The State-centric interpretation represents the State as a single entity, a salmon, capable of expressing «national interest» against the pressure of corporations and interest groups [4].

An obvious, direct clash between external and internal political motives is rare [10,5]. More often, a state has to face the need to optimize three pillars at once: domestic policy; environmental challenges; and subjective characteristics of the decision-maker, taking into account the probability of benefit-sharing and loss-sharing. Realizing this trilemma, the American researcher R. Putnam created a «two-level game» to represent international relations. This model considers internal and external parameters in relation. Based on a review of the narratives, he noted that a sustainable agreement was possible if an alternative acceptable to both domestic political forces and external partners could be found. The whole decision system of R. Putnam is called the set of winning options [9]. Extrapolating the model to other types of interactions makes it clear that policy remains sustainable only when acceptable solutions intersect at the international and domestic levels.

At the end of the twentieth century, there was a growing tendency for domestic policy to assume greater prominence and prominence as a

separate activity linked to the attainment of the key objective of the State: to achieve the well-being of citizens and ensure national security. The beginning of this process coincided with the end of the Second World War, with Germany, Japan, and Great Britain joining in the 1960s, France, and the United States joining in the next decade. The key link in this process was the achievement of the post-industrial stage of development. The transformation of internal social problems into a central point of contact with the outside world was understood by several scientists and politicians.

Thus, for example, R.Paalberg defined this process as «domestication» of foreign policy, giving it home features, that in the conditions of «industrial society» increasingly becomes a projection of the domestic economic and political situation rather than the external geopolitical situation» [8, 245] In American political discourse, even a term for this phenomenon has appeared - «going inside». This was probably due to profound changes in the construction of the world and national economies. The economic situation of developed countries required fewer physical sources of energy because of the development of knowledge-intensive technologies. The content of the intellectual product in GDP has increased, and the real production of industrial society has shifted to developing countries. This has reduced the need for raw materials. Moreover, the economic expediency of territorial rivalry, colonialism, and the use of force had become apparent.

In an open globalized economy, the role of external expansion has been replaced by the expansion of capital, services, and cultural achievements, and the sources of this expansion have become the internal reserves of society. In post-industrial societies, control over territories is lost, and control over the knowledge base and information takes its place. The rising cost of war devalues reliance on military means to achieve economic and political goals. According to F. Fukuyama, the growing role of the economy modifies the interpretation of the «national interest» of the States and orients the priorities of the State inward: «Today, the main national interest of any country is to maintain the level of labor productivity and per capita income».

Economic efficiency indicators are also an indicator of political legitimacy. All American researchers are united in their understanding of the purpose of foreign policy - to serve the welfare of the people. The government cannot maintain power in a Western democracy if it relies on militarism and outside activity to reduce costs and quality of life. T. Lowe and D.Rosenau have drawn a pattern according to which the growth of material casualties on foreign policy is accompanied by the growing importance of the internal political process with the growing involvement

of interest groups [6]. Internal agreement on the external objectives of the Government is largely determined by the effectiveness of domestic policies, particularly economic and social policies. Failure, on the other hand, diminishes the authority of the Government, reduces the political base and dissatisfaction with State policy. This can be explained by the fact that domestic policy directly affects the material interests of the population and is therefore characterized by: a) increased interest and involvement in the political process; b) strong motivation and intensity of emotions experienced (with rare exceptions, for example, concerning wars); c) Excellent information and responsibility of the population, while foreign policy is characterized by a special symbolism and indirect influence on feelings and values. Problems in domestic politics, such as large-scale conflicts, often cause international complications, divisions, and a power vacuum, which can trigger intervention. The lack of State strength and the illegitimacy of power weakens the ability to comply with treaties and the stability of foreign policy.

Thus, the relationship between internal and external public activities has several dimensions. First, the problem of the primacy, or the definition of the main course of action, and second, the solution of the problem, with the priority of one of the policies, the definition of dominant internal or external tasks. The problem that has been identified is an integral part of overall public policy-making and is inextricably linked to the distribution of efforts and resources between domestic and foreign policy objectives. Assessment of domestic and foreign policy involves consideration of the dominance of one party or the other in a particular historical period. Half a century ago the American political scientist Frank L. Kliberg discovered a cyclical rhythm in US policy from the «extraversion» - the growth of expansion, aggression for achieving external goals to «introversion» - the focus on internal problems of society. Historian A.M. Schlesinger observes on this occasion that «the relationship between the internal political cycle and foreign policy is substantial because at each phase of the internal cycle the national interest is formulated according to the values inherent in this phase». Thus, the question of setting priorities of the state policy means that it is necessary to define the primary objectives and to rank them according to their urgency and importance in a situation of conflict of interests and values.

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MANIFESTATIONS OF THE KITCHIN AND JUGLAR CYCLES IN THE INTERNATIONAL ACTIVITIES OF THE EMERCOM OF RUSSIA

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Abstract. *According to open sources, the international activities of the EMERCOM of Russia for the period from 2000 to 2019 were analyzed. The main directions of activity are highlighted, the geography of humanitarian and technical assistance in the field of forest pyrology is described. It is shown that organizational-diplomatic activity has a frequency comparable to Kitchin cycles, and information-analytical activity - with Juglar cycles. A forecast was made regarding the planned expansion of forms of international activity with the involvement of young people at the CSTO platform.*

Keywords: *socio-economic cycles, integrated security, youth, CSTO, EMERCOM of Russia.*

It is known that the socio-economic development of the population and territories is characterized by two types of dynamics: progressive and periodic. The first type is reflected in development trends with an upward or downward direction. The second type of dynamics is manifested in cycles, a number of which are named after the authors who described them. Such cycles include short-, medium- and long-term cycles of Kitchin, Juglar, Kuznets, Kondratyev. The significance of these cycles lies in the fact that they allow planning measures for the integrated security of territories ahead of time, presupposing changes in the vector of development of socio-economic, political and diplomatic relations. Our previous studies [1, 2] have shown that Kuznets' cycles, otherwise referred to as construction, migration, demographic cycles, must be taken into account when planning fire prevention measures in the region. This report examines the possibility of applying the theory of cycles to the formalization of the activities of the Ministry of the Russian Federation for Civil Defense, Emergency Situations and Liquidation of Consequences of Natural Disasters (hereinafter - EMERCOM of Russia) in the field of forest pyrology. Forest pyrology is a

special component of the complex security of the territory, dedicated to the monitoring, forecasting, elimination of forest and landscape fires, as well as the development of measures to minimize damage from natural fires (forest, peat, steppe, etc.).

The relevance of this topic, in our opinion, is due to several reasons. First, a change in the nature of wildfires. This change is due to global warming and manifests itself in several features, including the appearance of massive forest fires in more northern latitudes, the shift of fire hazardous seasons in the northern hemisphere to earlier spring months, the spread of smoke from forest fires to high northern latitudes up to the Arctic, the emergence of the phenomenon of transboundary transport large masses of atmospheric air containing elements of thought and burning from natural fires, the need to attract international forces and resources, as well as aviation technology to extinguish new types of forest fires [3]. Satellite monitoring technologies are of particular importance for the prevention of forest and landscape fires in the context of global warming, which, for their high efficiency, require the integration of international efforts in the field of remote sensing of the Earth and the detection of so-called hot spots of ignition [4].

The second reason for the relevance of the research topic we have chosen is the cyclical dynamics of the vector of international activity of Russian and foreign rescue services, which is observed in the mid-term retrospective. On the example of the international activities of the Russian Federation, it can be noted that the multipolar world provides an opportunity for the variable organization of international relations both in a bilateral format and in the format of diplomatic relations between blocs and organizations. An example of this is the relationship between specialists in the field of fire safety, implemented within the framework of the ICDO, SCO, BRICS, CSTO. At present, after a period of active interest in cooperation with the countries of the Pacific region, close attention is being paid to the possibility of expanding cooperation in the field of integrated security with European countries. This is evidenced by the materials of the Fourth International Youth School of the CSTO (CSTO IYS) on the topic: "Topical issues of Eurasian security. Protection of the Population from Emergency Situations" held on November 11, 2021 on the basis of the Federal State Budgetary Educational Institution of Higher Education" Academy of Civil Protection of the EMERCOM of Russia "[5].

The above reasons prompt us to think about further scenarios for the development of events in the field of international integrated security and to study the possibility of applying the theory of cycles to predicting further rounds of international interaction of specialists in the field of forest pyrol-

ogy.

The empirical basis for this study was the data of reports on the international activities of the EMERCOM of Russia from 2004 to 2019 inclusive, presented in the public domain on the official website of the department [6], as well as statistical data on forest fires of the EMERCOM of Russia [7], Rosstat [8], Rosleskhoz [9], International Model Forest Network [10].

As a result of the analysis of statistical and reporting data from the above-mentioned sources, the following was established. The directions of international cooperation of the EMERCOM of Russia in the field of minimizing damage from forest and landscape fires are quite diverse. The variety of forms of activity concerns the types of international activity, its geography, as well as the duration of work in each of the selected areas of activity.

We have identified five types of international activity of the EMERCOM of Russia, which were successfully implemented in the period from 2004 to 2019:

1. Development of organizational contacts;
2. Formation of open information databases;
3. Methodological assistance and support to colleagues from foreign countries;
4. Technical assistance in extinguishing forest fires, including high-tech assistance using aviation technology;
5. Training of personnel to work with GIS technologies in the format of transnational satellite monitoring of the occurrence of ignition points and the effectiveness of extinguishing forest fires.

The geography of international cooperation, according to the above-mentioned reports, was quite wide, actually covering all regions of the globe. In the format of bilateral and multilateral agreements on the provision of humanitarian assistance in emergency situations, the Russian Emergencies Ministry has successfully interacted with more than 50 countries of the world for the specified period of time. The most effective international cooperation in the field of forest pyrology was carried out in the form of participation of specialists from the Russian Emergencies Ministry in the activities of international organizations. The integration of the EMERCOM of Russia into the international professional community is carried out through the implementation of the International Search and Rescue Advisory Group (INSARAG) methodology, as well as the United Nations Disaster Assessment and Coordination (UNDAC). Russia entered the top three countries, whose emergency medical teams are included in the corresponding Global Register.

Active cooperation on an ongoing basis is carried out on the basis of such international organizations as: International Civil Defense Organization (ICDO); International Association of Fire and Rescue Services (CTIF); Commonwealth of Independent States (CIS); The Collective Security Treaty Organization (CSTO); Council of Europe and European Commission; Association of Brazil, Russia, India, China and South Africa (BRICS); The Arctic Council; Council of the Baltic Sea States (CBSS); Barents Euro-Arctic Council (BEAC); Organization of the Black Sea Economic Cooperation (BSEC); Shanghai Cooperation Organization (SCO); Association of Southeast Asian Nations (ASEAN); Asia-Pacific Economic Cooperation.

The activity of EMERCOM specialists in the activities of such an organization as the International Model Forests Network is essential. The influence of this organization extends to the circumboreal area, which has a transboundary character and includes coniferous and mixed forests of Europe, Asia, Canada. Most of the circumboreal region is located in Russia. The unique international significance of the forests of the circumboreal region lies in the fact that they include endemic genera and species of many trees, including the unique landscapes of the Alps, Pyrenees, the Caucasus, Siberia. Russia joined this organization in 1994; for 2021, the organization consists of 35 countries, 60 model forests. This is more than 73 million hectares of unique forests. Russia participates in most of the programs implemented by this organization, including the programs: "Bio-fuels", "Innovative Practices", "Soil and Water Resources", "Engaging the Local Population in Cooperation", "Development of Ecological and Cultural Tourism", "Conservation biodiversity", "Sustainability and environmental development of local communities", "Environmental processes and natural disasters". Russia's contribution to the implementation of these areas of activity varies and reaches a maximum value equal to 13.4% of the volume of world projects, on topical issues directly related to the protection of forests from fires, namely under the Soil and Water Resources program.

An analysis of the statistical data presented in the above-mentioned sources of information showed that in the activities of the EMERCOM of Russia in the field of forest fire elimination there is a certain cyclicity, which can be traced both in the activity directed to the territory of the Russian Federation and to foreign territories. In particular, it was found that the dynamics of the number and area of forest fires in the Russian Federation for the period from 2000 to 2019 is characterized by a trend in the form of an increase in indicators. At the same time, in the dynamics of the fire area indicator, a cyclicity is recorded, in the structure of which the maximum values of the fire areas are confined to 2003, 2006, 2009, 2012, 2016 and

2019, in other words, they follow each other with a certain constancy and an interval in time equal to 3-4 years, which corresponds to the duration of the Kitchin cycles. The latter, as you know, reflect the socio-economic processes in society associated with decision-making on investments and investment of finance in the development of new territories.

It is noteworthy that a similar frequency is found in the structure of the international activities of the EMERCOM of Russia. Short-term three-year activity was noted in 2004-2006 on the example of the organizational and diplomatic activities of the EMERCOM of Russia employees in establishing professional contacts with colleagues in the European Union and in 2016-2019 on the example of humanitarian aid to countries in need of technical support in extinguishing forest fires.

In 2004-2006, the organizational and diplomatic activities of the EMERCOM of Russia were manifested in the following actions. With colleagues from the European Union, the issue of creating a pan-European rapid response structure, which could become one of the components of the International Agency for Emergency Situations, was worked out. The Russian initiative to create a squadron of aircraft to carry out search and rescue operations and deliver humanitarian aid to the affected regions across Europe was presented. Cooperation with the member states of the Commonwealth of Independent States was carried out in the form of the development and approval of the Regulation on the Interstate Council for Emergency Situations of Natural and Technogenic Nature (ISC for Emergencies).

In 2016-2019, technical support to foreign countries in extinguishing natural and forest fires was carried out using aviation technology: in Portugal and Israel (2016), the Republic of Chile, Serbia, Armenia (2017), Abkhazia (2018), Bolivia (2019). Through the Russian Emergencies Ministry, humanitarian assistance to foreign countries was provided within the framework of the Concept of the State Policy of the Russian Federation in the field of international development assistance. The concept was approved by the Decree of the President of the Russian Federation dated April 20, 2014 № 259.

A longer activity of the EMERCOM of Russia in the field of international activities was recorded in such a direction as information and methodological work. This block of activity covers the time interval from 2006 to 2015, that is, it lasted about ten years, which corresponds to the Juglar cycles. As you know, the presence of Juglar cycles in the structure of socio-economic development of territories is due to the objective evolution of technological processes and their periodic modernization. For example, in 2006-2015, the Russian Emergencies Ministry cooperated within the framework of the

Partial Open Agreement of the Council of Europe on forecasting, prevention and assistance in the event of natural and man-made disasters (POA CE). The mid-term plan of POA CE activities for the period up to 2011 was approved, support was received for the further development of the Extremum system. Applications created on the basis of GIS "Extremum" make it possible to assess the consequences of earthquakes, floods, forest fires, accidents at nuclear power plants, emissions of chemically hazardous and radioactive substances, destruction of dams and breakthroughs of oil pipelines. At the same time, the creation of an **Internet platform for public access of GIS technologies** for monitoring the risks of natural and man-made emergencies was taking place; development of an automated information system of the Ministry of Emergencies of Russia - in the form of a 3-level hierarchical system of Web-slides to represent the current situation and forecast emergency situations, including wildfires [11]. Over the past five years (2015-2020), the developed system has been successfully applied during earthquakes in Neftegorsk, Iran, Afghanistan, China.

The continuation of this innovation cycle was an active implementation practice, implemented in the format of a short-term Kitchin cycle. In 2017-2020

The countries of the Commonwealth of Independent States, within the framework of the Interstate Council for Geodesy, Cartography, Cadastre and Remote Sensing of the Earth, have adopted an Agreement on the training, retraining, advanced training of specialists in the field of geodesy, cartography, cadastre and remote sensing of the Earth (26.05.2017). Thus, a course has been taken to form human resources for the era of digitalization in the field of international forest pyrology.

The presented data and their cyclical interpretation convinces of the legitimacy of the application of the basic cycles of socio-economic development of territories to the analysis, assessment and forecast of further efforts of the Russian Emergencies Ministry to develop and build up international cooperation in the field of integrated security. The already mentioned CSTO International Youth School "Topical Issues of Eurasian Security. Protection of the Population from Emergency Situations" made a decision to expand international cooperation in the field of integrated security by stepping up work with young people. Based on the chronological analysis of the international activities of the EMERCOM of Russia, it can be assumed that the organizational and diplomatic aspects of the expansion of such cooperation will take place over the next three years, i.e. Kitchin cycle, and its information and methodological support will be implemented within 7-11 years, i.e. in accordance with the Juglar cycle.

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PREVENTION OF SPEECH AGGRESSION OF YOUNGER SCHOOLCHILDREN IN THE PROCESS OF DEVELOPMENT OF COMMUNICATIVE COMPETENCE

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Abstract. *In the article, the authors analyze theoretical approaches to the concept of "speech aggression"; highlight the features of speech aggression of younger schoolchildren, the organization and content of the preventive work of a teacher-psychologist on this topic. The results of a study on the implementation of the program for the prevention of speech aggression of primary schoolchildren "My language is my friend" are presented.*

Keywords: *communicative competence, speech aggression, younger students, prevention, program, methods of prevention of speech aggression.*

Communicative competence has a special place in the Federal State Educational Standard of Primary General Education. It is focused on establishing favorable social and interpersonal relationships based on politeness, tact, and humane treatment of people.

However, school practice shows that younger students are not always able to build a constructive process of interaction. The most common form of violation of communicative competence is verbal aggression, which manifests itself in the form of ridicule, irony, rudeness of speech, offensive and offensive communication.

According to statistics, a junior student takes part in 7-11 acts of speech aggression per hour. These can be individual remarks, dialogues-disputes, accusing monologues that carry a threatening meaning. Aggressive statements are most often addressed to peers and parents, less often to other adults (teachers, acquaintances, strangers).

Speech aggression has a negative impact on the consciousness of the student, devalues the information exchange between the participants in the communication. In this regard, the need to study the phenomenon of speech aggression and the organization of its prevention among primary school students is a priority.

The analysis of psychological and pedagogical literature (E.L. Gorlova, M.V. Ivanova, M.I. Lisina, etc.) shows that the problem of organizing preventive work on speech aggression in younger schoolchildren is not sufficiently developed in scientific sources. The younger schoolchild needs the transformation of non-constructive forms of manifestation of speech aggression into constructive ones for the successful development of communicative competence, as a result of this, a research problem arises: what is the prevention of speech aggression in younger schoolchildren as an element of the development of their communicative competence? The aim of the study is to solve this problem.

The hypothesis is the assumption that the prevention of speech aggression in primary schoolchildren will be effective if a specially designed program is introduced that promotes the development of communicative competence, which is aimed at increasing reflection, empathy, tolerance and regulation of behavior.

Having analyzed the theoretical aspects of the problem of speech aggression in primary schoolchildren in the process of developing communicative competence, we came to the following conclusions:

1. The concept of "communicative competence" is actively explored in scientific works (S.G. Batyрева, I.A. Grishanova, etc.) and is understood as the integration of skills and abilities: to navigate in all the variety of speech activity, to use effective verbal means in the process of building communication, to convey information in an accessible form without distorting its content.

Communicative competence, according to G.N. Kobyakova, is the ability of a person to master and transmit linguistic material, use effective means for this, correlate them with the tasks of communicative activity and take into account the peculiarities of the interaction process, as well as the ability to organize verbal communication based on the norms, requirements and rules adopted in society [1] We are closer to the definition of the concept of "communicative competence", which was formulated by A.V. Kozlov. The author says that communicative competence is a set of individual and personal qualities of a person, which contribute to the activation of the processes of social and interpersonal communication in order to exchange information based on tolerance, politeness, humanity and tact [2].

Scientists have identified the factors of development of communicative

competence (U. A. Masharipova), structural components (O. V. Gordeeva, S. A. Zaitseva); signs of violations (T.A. Vorontsova). One of the signs of impaired development of communicative competence is speech aggression.

2. From the Latin language, aggression is translated as "movement on, offensive", therefore, speech aggression - "verbal offensive". The phenomenon of speech (verbal) aggression is a consequence of the insufficient level of formation of communicative competence. Speech aggression is a form of aggressive human behavior, which manifests itself in ignoring socially acceptable norms and rules used in the culture of speech. O.A. Filippova argues that verbal types of aggression are more dangerous than non-verbal ones. Speech aggression can be used both individually and collectively. It is aimed at deliberately causing psychological harm, moral destruction of a certain individual or group of persons. Aggression arises as a subject's reaction to frustration and is accompanied by a negative emotional state (anger, hostility, hatred, etc.). The verbal form of aggression functions on the basis of infection processes, the result of which is a mutual skirmish between the subjects of interaction [3].

3. Younger school age is a sentimental period for the formation of personality, building effective forms of interactions and relationships with people around, assimilation of acceptable forms of behavior, including speech. The psychological characteristics of the manifestation of speech aggression among primary school students include: a crisis of 7 years, limitation of the physical capabilities of the body, the study by younger students of the boundaries of what is permitted / unlawful, the need for self-affirmation, self-realization and self-defense (A.K. Osnitsky, G.Sh. Tazhudinova). Speech aggression in younger students arises as a result of the inability to competently and humanely express their feelings and emotions, to convey their own point of view to the interlocutor.

4. Prevention of speech aggression in younger schoolchildren in school conditions becomes possible thanks to:

- implementation of certain principles of work;
- implementation of the activities of a teacher-psychologist in the following areas: development of reflection, empathic abilities, tolerant attitude;
- application of concretized methods: persuasion, suggestion, corrective and preventive conversation;
- the use of special techniques: ignoring, switching attention, projecting positive personality traits through provocation and tactical doubt, a joke, bringing to the point of absurdity, partial consent, attracting "allies",

appealing to pity, delayed dialogue.

The empirical basis of the study was the MBEI "MS №17 of social development and success" in Maikop, Republic of Adygea. The study involved 48 students in grade 2. The experimental group (EG) consisted of 24 people; the control group (CG) – also 24 people.

The following empirical research methods were selected:

- Test "Do you often quarrel?";
- Test "Personal reflection of younger schoolchildren" (I.N.Semenov and S.Yu. Stepanov);
- "Questionnaire for the diagnosis of the ability to empathy" (A. Mehra-bien and N. Epstein);
- "Questionnaire for measuring tolerance" (V.S. Magun, M.S. Zham-kochyan, M.M. Magura).

Primary diagnostics showed that the respondents from the experimen-tal and control groups were dominated by a high (28%) tendency to speech aggression, a low level of development of reflection dominated (56%; 50%); boys were characterized by very low (27%; 22%) and low (36%; 33.5%) levels of development of empathic tendencies; in turn, girls' empathy was expressed at an average level (28%; 34%); among the subjects, the most common was a low level of tolerance development (44%; 38%).

These results confirmed the necessity and relevance of the implemen-tation of the program "My language - my friend", the purpose of which was to reduce the level of speech aggression of primary schoolchildren.

The program is designed for 11 academic hours, was carried out over 6 weeks, 2 times a week, each lesson lasted 45 minutes.

It included three blocks. The first block is focused on work on the devel-opment of the level of reflection of younger students, the second is aimed at the formation of empathic tendencies, and the third included exercises to increase the level of tolerance of students. The features of the mani-festation of speech aggression in primary school age, the reasons for its occurrence were taken into account; the age characteristics of primary school students are taken into account.

The following methods were used in the program:

- games (for example, "Dictionary of Kind Words", "Council of Wiz-ards", "Centipede", etc.);
- exercises (for example, "I'll come up with and draw the rules of the game", "How to be tolerant in communication?", "Who acted justly?", Etc.);
- beliefs (for example, "Friendship", "Actions", "Thoughts govern our actions," etc.);
- suggestion (for example, the clergy "You can learn to resist evil with-

out causing harm in return");

- corrective and preventive conversations (for example, "Speech culture", "Tolerance", "What is justice?").

After approbation of the prevention program, a control stage of the study was carried out using the above methods.

In the subjects of the experimental group, the high propensity to verbal aggression decreased from 28% to 17%; increased propensity decreased from 28% to 11%, average propensity increased from 22% to 33%, weak - increased from 22% to 39%.

A decrease in the number of schoolchildren with a low level of reflection was revealed from 56% to 39%, the average level increased from 22% to 33%, and a high one - from 22% to 28%.

The girls developed empathic abilities more successfully than the boys. So among boys, a very low level decreased from 27% to 10%, a low one from 36% to 18%, an average - increased from 27% to 45%, a high - from 10% to 27%. In girls, very low and low levels decreased from 29% to 14%, high increased from 14% to 42%.

An increase in the level of tolerance among the subjects was noted. The risk group decreased from 11% to 6%; low level - from 44% to 28%, medium and high levels increased from 22% to 33%.

Thus, empirically, the relevance of the program for the prevention of speech aggression in younger schoolchildren in the process of developing communicative competence was proved. After the formative stage of the experiment, the positive dynamics of a decrease in the propensity to speech aggression in younger schoolchildren of the experimental group, an increase in the level of development of reflection, empathy and tolerance were identified and proved with mathematical accuracy. In the control group, no significant changes were recorded.

So, as a result of theoretical and empirical research of the problem, the following conclusions were made:

1. To date, special attention in the education system is paid to the formation of communicative competence in schoolchildren, to reducing the negative consequences of an insufficient level of its development. The most common problem among younger schoolchildren is the tendency to verbal aggression, which is reflected in uncontrolled negative verbal behavior.

2. Prevention of speech aggression in younger schoolchildren in school conditions becomes possible due to: implementation of certain principles of work; the implementation of the activities of a teacher-psychologist in specially oriented areas (development of reflection, empathic abilities, tol-

erant attitude); the use of specific methods (persuasion, suggestion, corrective and preventive conversation; the use of special techniques: ignoring, switching attention, projecting positive personality traits through provocation and tactical doubt, a joke, bringing to the point of absurdity, partial consent, attracting "allies", appealing to pity, delayed dialogue).

3. The prophylaxis program developed and tested by us "My tongue is my friend" was implemented in the experimental group of younger schoolchildren, it turned out to be effective, which was confirmed by the methods of mathematical statistics. In the control group, where the formative experiment was not carried out, significant results were not revealed.

4. Consequently, our hypothesis has been confirmed, the goal has been achieved.

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PATIENT SATISFACTION AND QUALITY OF MEDICAL CARE

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Abstract. *The publication provides a scientific review of publications on the problem of studying patient satisfaction with the provision of medical care in the context of improving the quality of medical care. The level of satisfaction with medical services is an important component in assessing the quality of medical services provided. The results of the satisfaction survey serve as a source of information for identifying problems that are important for patients and developing organizational and managerial solutions to improve the quality of services in medical organizations and health systems.*

Keywords: *patient satisfaction, medical care, quality of medical care, organization of medical care*

The study of satisfaction with medical care is currently largely determined from the standpoint of assessing and managing the quality of medical care (QMC), medical services and related medical goods. The degree of satisfaction with medical care of patients is an important component in assessing the quality of medical services provided, while satisfaction with medical care from the consumer's point of view becomes even more important when it is impossible to completely cure or effective medical intervention [1, 2, 3].

Patient satisfaction studies were first conducted in the United States of America in the early 1950s. The studies were carried out with the aim of forming a strategy for the development of medical organizations as a whole, comparing various medical methods, medical institutions themselves and their structural units, as well as doctors [4, 5].

Satisfaction with medical care is considered as one of the criteria and indicators characterizing the quality of medical care [6, 7, 8].

According to the definition of the International Organization for Standardization (ISO), quality is a combination of properties and characteristics of a product in order to meet the existing needs of people. At the same time, the quality of a medical service is considered as a set of its characteristics, reflecting the ability to meet the patient's needs, taking into account the accepted standards for the provision of medical services, the requirements of the medical services market, in accordance with the modern level of medical science. The World Health Organization (WHO) considers the satisfaction of the population and patients with medical services one of the most important indicators of the quality and efficiency of medical organizations [9, 10].

According to a significant number of researchers, quality medical care is characterized by a number of parameters: the qualifications of medical personnel, the level of equipment of the medical organization, proper examination and treatment of patients, modern scientific and technical level, cost-effectiveness, efficiency and adequacy of medical care, compliance with its standards and recommendations, etc. Despite the different set of indicators of quality medical care offered by specialists, they all unanimously note that patient satisfaction with medical care is an essential indicator of the quality of its provision. At the same time, subjective assessments of patients as consumers make a significant contribution to the value of satisfaction, which cannot objectively assess the medical care provided due to their socio-cultural, economic characteristics, lack of information, etc. [11, 12].

A number of parameters, such as age, race, health status of patients, as well as the capacity of a healthcare facility, have a statistically significant impact on patient satisfaction with the quality of care. A positive QMC level is more often assessed by patients of the Caucasian race, of an older age, with a low income. Rural medical organizations located in areas with a low population density have higher ratings for the quality of medical care. Parameters such as the number of hospital beds in the hospital also make a negative contribution to the QMC population satisfaction indicator; a high proportion of patients born abroad [13, 14].

There are a lot of works by domestic and foreign researchers devoted to the study of satisfaction with medical care in order to assess the quality of medical care to patients, within a specific medical organization, at different stages of care, by type of medical care, in different territories, etc. At the same time, the main reasons for the dissatisfaction of patients include low equipment of the treatment and diagnostic process with medical equip-

ment, a lack of necessary medicines and uncomfortable conditions of stay in medical organizations. There is a direct correlation between the satisfaction of hospital patients and their assessment of the level of equipment of departments with medical equipment [15, 16; 17].

To assess and control the quality of medical care, patient satisfaction must be measured, as a result, it is proposed to determine the level of patient satisfaction, or the coefficient of social satisfaction, calculated as the ratio of the number of cases of patient satisfaction with the provision of medical care to the total number of cases of medical care. At the same time, the study of patient satisfaction with medical care should be carried out not only to assess and control the quality of medical care, but also to develop measures to improve it [18, 19].

In Russia, at the legislative level, the responsibility of the executive authorities in the field of health care to conduct an independent quality assessment (IQA) of the conditions for the provision of services is enshrined. This method involves the assessment of medical organizations according to a number of criteria: politeness and friendliness of staff; the convenience of providing medical services; openness and availability of information about a medical organization; satisfaction with the conditions for the provision of services, their accessibility for people with disabilities. At the same time, a special organization is engaged in collecting information for IQA - an operator, which interviews patients using questionnaires approved by the Ministry of Health of Russia to assess the quality of conditions for the provision of medical services in outpatient and inpatient settings. At the same time, such a unified approach to assessing medical organizations that differ in terms of territoriality, capacity, type, geographic location, etc. may carry the possibility of insufficient objectivity [20, 21].

It is difficult to imagine the development of a patient-centered direction in the activities of health care systems without a certain level of quality of medical care, and the quality itself can be assessed from the standpoint of the degree of implementation of the patient-centered approach, that is, the level of satisfaction with medical care. At the same time, by measuring this indicator, it becomes possible to develop and implement ways of developing medical organizations in areas that are relevant from the point of view of patients. For example, the Cleveland Clinic in the United States actively uses patient satisfaction research to develop measures for its development, as a result of which the clinic occupies a leading position in the ratings for the level of satisfaction with medical organizations [22, 23, 24].

The implementation of a patient-oriented approach from the standpoint of the organization of medical care involves the use of management prin-

ciples, in accordance with which decisions on the improvement and development of the organization have several successive stages: assessment of the initial situation and identification of problem areas; planning and carrying out activities to improve activities; measurement of the result of the accepted influences; development of further activities. For medical organizations, an effective tool for assessing the initial data and final activities is the determination of patient satisfaction with medical care using special questionnaires [19, 22, 25].

Taking into account the formation of a patient-oriented model of health-care, an important mechanism is the creation of a universal communication system that allows receiving feedback from patients by studying their satisfaction with the received medical care for the prompt solution of emerging problems [21, 26].

Patient satisfaction with the quality of care is one of the main indicators of health-related behavior. Patients, who are more satisfied with the provided medical care, continue to use medical services in the future, including a specific medical organization; comply with the prescribed rules of treatment, prevention and rehabilitation; recommend medical care to their relatives and friends, show great openness in communication with medical personnel [27, 28].

In recent decades, studies of patient satisfaction with the quality of medical care are becoming more widespread both in Russia and abroad and serve as a source of feedback and information for identifying problems important for patients and developing organizational and managerial solutions to improve the quality of services in medical organizations and healthcare systems [22, 29, 30].

Thus, the study of patient satisfaction with medical care is conditioned from the standpoint of quality management of medical care. The level of satisfaction with medical services is an important component in assessing the quality of medical services provided. The results of the satisfaction survey serve as a source of information for identifying problems that are important for patients and developing organizational and managerial solutions to improve the quality of services in medical organizations and health systems.

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FORMATION OF THE BASIS OF A BALANCED DIET FOR PRESCHOOL CHILDREN AT THE CURRENT STAGE

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Annotation. *In the article, based on the analysis of scientists' research, the principles of the formation of a balanced diet in preschool children are presented, its multifactor effect on the development of children is determined.*

Keywords: *balanced diet, the formation of a culture of healthy nutrition, children, health status.*

Currently, Kazakhstan is developing its own national system of preschool education and upbringing, based on the principles of continuity. At the same time, an awareness of the influence of historical roots including a reference to the views, judgments, and worldviews of individuals who have made a great contribution to the national pedagogical science that have taken place in the history of Kazakh preschool pedagogy, is of great importance.

The issues of early formation of children's nutrition culture remain relevant, timely and necessary to study. According to scientists - nutritionists, educational psychologists, medical workers, preschool age is one of the main stages in the formation of the foundation of health, because it is up to 7 years that a person goes through a huge path of development. It is this period that there is an intensive development of organs and the formation

of functional systems of the body, personality traits, attitude towards oneself and others. That is why it is necessary at this stage to form the skills of a healthy lifestyle culture in children.

The problems of a balanced diet for children have always been the subject of tireless attention of scientists, doctors, teachers and psychologists. V.A. Kvitkovskaya, O.A. Matalygina, N.Yu Minina, N.A. Stashevskaya and others. The questions of the organization of rational and balanced nutrition of preschool children were the object of research by A.S. Alekseeva, V.G. Alyamovskaya, I. Ya. Kon, M. V. Leshchenko and others.

According to researchers, [1] in childhood, thoughts are formed that the state of health of an adult depends on the correct organization of nutrition in childhood, which emphasizes the urgency and importance of the problem. In the works of other specialists in the field of organizing children's nutrition, it is noted that a child of 6-7 years old can and should independently assess his nutrition if adults help him [2]. Adults have traditionally been involved in the formation of a culture of healthy nutrition for children in a complex, in the process of upbringing. At the same time, it is important to take into account the physiological characteristics of the body of preschool children, which are characterized by rapidly occurring processes of biochemical maturation of various body systems and the transition to food typical for adults. This transition is characterized by a gradual expansion of the range of products and, accordingly, a change in the methods of their preparation.

In Kazakhstan, Nazipa Kulzhanova is considered one of the first theorists and organizers of preschool education at the beginning of the 20th century. In her fundamental work "Doshkol'noye vospitaniye", published in 1923 in Orenburg, she emphasizes the need to create special conditions for the early development of children by taking into account their physiology and psychology of children [3]. It should be noted that in the third section of this book "Osobennosti razvitiya 3-kh letnego rebenka" N. S. Kulzhanova notes the contradictory developmental features inherent in a 3-year-old child. With the activity characteristic of a given age, inquisitive resourcefulness, he has unstable attention, insufficient ability to generalize the information received, expresses his thoughts concisely, etc. The work indicates that at this age the child already has a selective attitude to food, prioritizing sweets. The versatility of these studies "Mektepten buryngy tarbie" ("Doshkol'noye vospitaniye"), "Ana men bala tarbiesi" ("Vospitaniye materi i rebenka") allowed them to enter the golden fund of national pedagogy. Later, they devoted their scientific research to the issues of preschool education and developed educational and methodological complexes of other famous scientists - pedagogues of the I. Altynsarin Research Insti-

tute, which are still used today [4].

At present, rational and varied feeding in the development of young children is still widely discussed among specialists in various specialties, primarily of the pediatric profile. Therefore, there remains a need to educate and advise the public on nutrition, micronutrient supplementation, food fortification and macronutrient supplementation in young children to improve nutritional status [5]. The effect of supplements on various parameters of child development is being actively studied. So, about the positive effect of yogurt on the growth of children in a study conducted in kindergartens [6].

The existing traditions and customs of the Kazakh people in the national cuisine began to form at the turn of the 19th and 20th centuries. At the same time, for a long time, the Kazakh cuisine was based exclusively on milk and meat. Of the latter, they mainly consumed lamb and horse meat, while the range of milk was somewhat richer: sheep, cow, mare and camel were eaten. It is logical to assume that due to the scarcity of the variety of vegetables and grain crops, even the most skilled chef found it difficult to come up with an extensive menu of meat and milk alone [7]. In the context of modern socio-economic and the cultural life of Kazakhstan, one of the priority areas for improving society is the spiritual revival of national traditions. Integration tendencies within the international community and increased ethnocultural self-awareness are increasingly focusing on the development of national cultures. The currently known drink kumis and other fermented milk products had their own preparation technology, there were no soups in the old Kazakh diet and there was practically no fried meat. Later, by the beginning of the 20th century, a specific feature of the Kazakh cuisine was formed - the dominance of various combinations of meat and flour products, which formed the basis of the classic national dish: beshbarmak. They consumed products from sheep and mare's milk: ayran, koumiss, kurt, irimshika, etc.

This amazing drink has not lost its popularity among researchers who continue to study its properties. Linguists, after analyzing the origin of the name of the drink, suggested that it originated more than 5,000 years ago, around the time when the first horses were domesticated by the nomads. Fats from mare's milk have been found in ancient burials. One of these belongs to the times of the Botay culture, which existed on the territory of modern Kazakhstan. In addition, kumis is an important source of calcium, essential for the strength and health of bones, joints and teeth. At the same time, when considering nutritional issues, it is important to have a good digestibility of foods that are close to the body, especially children, in the regional, ethnic aspect. However, individuality in children's nutritional ap-

proaches cannot be ignored, since the child's diet is an integrated process aimed at the formation of a comprehensively developed, socially significant personality. It is important that national dishes serve as a healthy balanced diet and introduce children to the world food culture.

As noted earlier, nutrition is an important factor in the well-being of children. However, child malnutrition is a major problem in some countries. Research indicates that malnutrition is one of the leading causes of childhood morbidity and mortality. Children under the age of five are most vulnerable to malnutrition. There is a serious concern that malnutrition is a cause of serious health problems in children that warrant proper attention. For this reason, reducing child malnutrition is tantamount to improving the health status of children. This is necessary to improve the health of the future core of societies, economic growth and development [8].

On the other hand, there is a diametrically opposite problem associated with overweight in children. The prevalence of overweight and obesity among children has increased worldwide in recent decades. The previously held belief that a difficult child meant a healthy child and the concept of "more is better" has changed radically today. For example, childhood obesity is associated with a wide range of serious health complications and an increased risk of premature illness and death later in life. In high-income countries, higher socioeconomic status is associated with better nutrition, more physical activity and less sedentary activities.

Thus, the ethno-pedagogical substantiation of nutrition is currently considered as a complex process, one of the mechanisms of which is the introduction into the diet of the techniques and methods of cooking accumulated by the people, transmitted from generation to generation and assimilated in a specific life reality. This is nothing more than the transfer of social experience, norms of individual and social behavior, traditional lifestyle and ethnic ideology. The introduction of a child to the culture of his people is in itself important from different positions, including for the assimilation of traditions in the field of nutrition. At the same time, the pre-school age is one of the favorable ones for bringing up the correct habits in children, for the assimilation of cultural traditions of nutrition, the formation of taste preferences, stereotypes of eating behavior, the formation of the principles of proper nutrition. [ten]/

Therefore, along with solving problems of an economic, technological nature, today it is necessary not to miss the educational tasks that arise in the process of organizing children's nutrition, a systematic approach to all aspects of children's nutrition, from hygiene to the promotion of a healthy lifestyle, is needed.

In this regard, we consider it necessary to form in children a holistic attitude towards their own health, mastering the skills of proper nutrition, as an integral part of a healthy image. It is important to help children understand that health depends on proper nutrition, to form knowledge about which foods are healthy and which ones are unhealthy, to bring them to the understanding that not everything tasty is healthy. To this end, efforts should be made to promote awareness of safe nutrition, the formation of a careful attitude towards stale and unfamiliar products, age-related changes in the structure of nutrition and the readiness of the child's body for this process. Educators in preschool institutions can be of great help, having a positive psychological effect on the formation of children's habits. In addition, children are more likely to follow a healthy diet if their parents / legal representatives themselves model healthy eating. [9]

Formation of the foundations of proper nutrition for a child is, first of all, the mastery of useful skills that will help him in everyday life. The foregoing determines the importance of the tasks facing doctors, teachers, and other interested specialists in improving such important determinants of health as high-quality, balanced, safe nutrition for children.

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BASIC PRINCIPLES OF DIETARY THERAPY FOR OBESE PATIENTS UNDERGOING BARIATRIC TREATMENT¹

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Abstract. *The article discusses the basic principles of diet therapy for patients undergoing bariatric treatment. In recent years, there has been an intensive increase in the number of obese patients resorting to surgical methods of treatment, the most popular of which are longitudinal gastric resection and gastric bypass surgery. However, bariatric treatment is characterized by a long period of rehabilitation, a high percentage of metabolic and alimentary disorders in the early and late stages after surgery. This category of patients has a number of features in nutrition after surgery, which is associated with anatomical and physiological changes in the GIT. The exclusion of a significant part of the stomach and small intestine from the digestive process leads to the development of a deficiency of a number of essential macro- and micronutrients in the human body.*

In connection with the above, an urgent task is to develop an integrated approach to the correction of alimentary disorders in this category of patients.

Keywords: *obesity, bariatrics, diet therapy, obesity surgery, metabolic surgery, nutritional status.*

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The prevalence of overweight and obesity on the territory of the Russian Federation naturally leads to an increase in the number of morbid forms of obesity [1]. The fundamental principle of obesity treatment is a complex conservative therapy based on diet therapy, lifestyle changes, if necessary, including drug therapy and psychotherapeutic intervention [2]. In addition to conservative treatment, there are surgical methods for the treatment of obesity, which have become widespread in recent years. The increase in the number of bariatric interventions in many cases is justified and is due to the progression of the prevalence of obesity [3].

The search for radical approaches to the treatment of morbid obesity is determined by the associated severe diseases and conditions: type 2 diabetes mellitus, osteoarthritis, arterial hypertension, obstructive sleep apnea syndrome and a number of others [4]. The goals of bariatric surgery are not only the normalization of the patient's body weight, but also the achievement of favorable metabolic effects, in connection with which the term "metabolic surgery" was introduced [5,3,6].

In morbid obesity, surgical methods of treatment are recognized as uncontested. The result of bariatric intervention is the treatment of life-threatening diseases that complicate obesity, as well as improving the quality of life of patients, restoring their ability to work, social adaptation, and reducing the risk of premature death [7,8].

However, it should be borne in mind that obesity is formed as a result of pathogenetic and clinical interactions between psychopathological and endocrine disorders. In this connection, for the effective management of obese patients, a multidisciplinary approach is required [5]. Indications for surgical treatment arise in the absence of achieving the goal of therapy after several attempts at conservative treatment of obesity or in the presence of contraindications to drug treatment of obesity [4]. The most important aspect of the problem is strict adherence to the indications for bariatric interventions and careful selection of patients for surgical treatment [9].

In recent years, there has been an intensive increase in the number of obese patients resorting to surgical methods of treatment, the most popular of which are longitudinal gastric resection and gastric bypass surgery. However, bariatric treatment is traumatic, with a long rehabilitation period, a high percentage of metabolic and nutritional disorders in the early and late stages after surgery. This category of patients has a number of features in nutrition after surgery, which is associated with anatomical and physiological changes in the GIT. The exclusion of a significant part of the stomach and small intestine from the digestive process leads to the development of a deficiency of a number of essential macro- and micronutrients in the human body [10].

In connection with the above, an urgent task is to develop an integrated approach to the correction and treatment of nutritional disorders in obese patients who have undergone bariatric intervention to prevent the development of complications, to develop effective schemes for the prevention of nutritional deficiencies and improve the quality of life in the long-term periods after surgery.

The examination technique for such patients is based on an assessment of the indicators of the clinical and metabolic status, which includes physical research methods using clinical and instrumental examination methods (physical examination, ECG, USE of the abdominal organs, EGDS, densitometry, etc.) - at least once every year. And also consultations of specialists - therapist, gastroenterologist, nutritionist, psychotherapist, endocrinologist. Laboratory research methods include:

- general blood analysis;
- biochemical blood test with an assessment of the level of indicators of protein metabolism (total protein, albumin, uric acid, urea, creatinine), lipid profiles (total cholesterol, triglycerides, HDL, LDL), carbohydrate metabolism (glucose, insulin, HbA1c), transaminases, indicators of iron supply (level of ferritin, transferrin, TIBC);
- assessment of micronutrient status (25-hydroxyvitamin D, B vitamins, vitamins A, C, iron, magnesium, calcium);
- a study of calcium metabolism and 25(OH)D levels is recommended no later than 6 months after surgery in order to correct therapy. Osteodensitometry is recommended 2 years after surgery. When osteoporosis is detected (T-score -2.5), treatment is recommended [5].

The main objective of diet therapy is to eliminate alimentary disorders caused by surgical intervention for the treatment of obesity - to prevent the development of alimentary-related complications associated with a deficiency of vitamins and minerals and to minimize muscle loss associated with reduced protein absorption. As well as further reduction of excess body weight until reaching the maximum possible reduction of health risks, improving the course of concomitant diseases and maintaining the achieved result.

The technique of diet therapy is based on adherence to a fractional diet, including up to 6 meals, with a calorie restriction of the diet by an average of 300–400 kcal per day from the normal calorie diet. In this case, the calorie content of the diet should be at least 1700 kcal/day. In specialized hospitals, the degree of reduction is determined individually, depending on the indicators of nutritional status.

The distribution of the energy value of meals throughout the day should

be more even - within 20% in the main meals (breakfast, lunch, dinner) and 15% in the intermediate (2nd breakfast, afternoon snack), as well as meals at night (1- 2 hours before bedtime) -10%. It is recommended to observe the distinction between food and liquid intake - drinks, water, etc. should be taken between meals, but at least 30 minutes before meals.

In the diet of this group of obese patients, the average protein content should be 80-90 g, fat - 60-70 g, carbohydrates - 200-250 g. An important point is the modification of the protein in terms of its qualitative composition, while 15-20% of the protein, consumed per day as part of the diet should be presented in the form of specialized food products (protein mixtures) that contain an easily digestible protein in the form of whey milk or soy isolate. In addition, mechanical grinding of meat products (as protein sources) for inclusion in main meals is necessary to increase the degree of assimilation.

The amount of carbohydrates should be on average 200-250 g/day due to products with low energy value with low and medium values of the glycaemic index.

To improve the motor-evacuation function of the gastrointestinal tract, the diet should contain a sufficient amount of soluble and insoluble dietary fiber at least 20 g/day due to the inclusion of natural plant sources in the diet [11].

It is recommended to reduce the total amount of fat in the diet to 30% of the energy value of the diet due to animal fats with a sufficient introduction of vegetable fats to ensure an equal ratio between saturated, mono- and polyunsaturated fatty acids.

It is necessary to enrich the diet with vitamins both at the expense of traditional products and dietary products enriched with vitamins, as well as the mandatory inclusion of vitamin-mineral complexes containing vitamin D, B12, calcium, iron;

Limiting the consumption of table salt is recommended to 5 g/day, which is determined by the high association of obesity with the development of arterial hypertension.

To normalize water-salt metabolism, along with limiting table salt, it is necessary to limit the total fluid to an average of 1.5-2.0 liters per day, 100-150 ml between meals.

To control body weight and reduce the risk of diseases associated with obesity, it is advisable to use specialized food products of dietary (therapeutic and prophylactic) nutrition in diet therapy.

Individualization of standard diet therapy is ensured by the inclusion of dietary (therapeutic and prophylactic), functional and specialized products

in the standard diet in accordance with the medical indications for their use [12, 1].

Diet (medicinal) foods indicated after bariatric surgery:

- products with modification of the protein component: products with a partial substitution of animal protein for vegetable;
- products with modification of the fatty component:
 - low fat foods;
- products with modification of the carbohydrate component:
 - polysaccharides (sources of dietary fiber and foods with their inclusion);
- foods fortified with probiotic cultures;
- foods containing prebiotics;
- products with modification of the vitamin and mineral component:
 - foods enriched with vitamin and mineral complexes;
 - foods with low sodium content;
- products that provide mechanical and chemical sparing of the digestive system:
 - homogenized, puree-like, finely ground products.

In complex diet therapy, it is advisable to use dietary supplements for food as sources of amino acids, vitamins, minerals, PUFA of the ω -3,6,9 family [12].

Specialized diets for this group of obese patients minimize the negative effects associated with adherence to low-calorie diets for weight loss, since any diets aimed at restricting calories are deficient in a number of vitamins, macro- and micronutrients. The solution to this problem is an urgent problem of modern dietetics, which is primarily associated with the progressive increase in the number of obese people.

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THE INFLUENCE OF PARAAMINOBENZOIC ACID ON INFLAMMATION IN DRY EYE SYNDROME

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Abstract. *To study the effect of a 0.007% solution of para-aminobenzoic acid (PABA) on the inflammatory process based on the assessment of the level of sIL-6R in the tear fluid (TF), with dry eye syndrome (DES). Material and methods. 20 patients (40 eyes) diagnosed with DES were examined. Patients received 0.007% PABA in the form of eye drops for 1 month. The content of sIL-6R in the SF was determined by the method of enzyme-linked immunosorbent assay. The control group consisted of practically healthy volunteers - 10 people (20 eyes). Results. The patients showed a higher content of sIL-6R (10974.8 ± 1228.5 pkg / ml) compared to the control group (4.6 ± 0.7 pg / ml and 0.22 ± 0.08 ng / ml, respectively). After 1 month after the start of treatment, a significant decrease in these indicators was observed in all patients in both eyes: on average, by 80.5% - sIL-6R. Conclusion. PABA 0.007% has an anti-inflammatory effect, suppressing the production of sIL-6R in TF in patients with DES.*

Keywords: *dry eye syndrome, soluble receptor for interleukin 6, para-aminobenzoic acid, inflammation*

Dry eye syndrome (DES) is one of the most common abnormalities of the anterior surface of the eyeball.. According to the accepted definition (DEWSII 2017), DES is a multifactorial disease of the ocular surface, characterized by impaired tear film homeostasis and accompanied by ophthalmic symptoms, in the development of which an etiological role is played by impaired stability, hyperosmolarity of the tear film, inflammation and damage to the ocular surface, as well as neurosensory changes [1]

To assess inflammation as one of the leading pathogenetic links of DES [2], which develops according to the principle of an “inflammatory vicious circle” [3], various laboratory markers are used: acute phase proteins, cytokines, cell adhesion molecules, proteolytic enzymes, etc. Among them are interleukin- 6 (IL-6) is a key pro-inflammatory cytokine. It is synthesized

by many types of cells, including keratocytes, which are involved in the initiation and regulation of inflammation.

Its high-affinity receptor complex consists of 2 subunits, one of which (IL-6R, or gp80) is specific only for this cytokine, and the other (gp130) - for all cytokines belonging to the IL-6 family. Unlike many other interleukins, this cytokine can activate target cells in 2 ways. The classic is the interaction of IL-6 with the gp80 / gp130 membrane complex. In an alternative pathway, IL-6 first interacts with a soluble form of gp80 (sIL-6R), which is formed by alternative mRNA splicing or is exfoliated from the cell membrane under the influence of metalloproteases, and then the IL-6 / sIL-6R complex binds to gp130. This phenomenon is called transsignaling.

It should be emphasized that usually, when a cytokine binds to a soluble ligand, a negative feedback mechanism is triggered, because the soluble form of the receptor competes with its membrane form for cytokine binding. However, in the case of IL-6, this does not happen: its soluble form acts as an agonist

The role of the soluble form of IL-6 in various eye diseases has not been adequately studied.

The aim of this study is to evaluate the effect of a 0.007% solution of para-aminobenzoic acid (PABA) on the levels of the soluble receptor for interleukin 6 (sIL-6R) in the tear fluid (TF) of patients with DES associated with diabetes mellitus.

Material and methods

The sIL-6R levels in the TF were determined in 20 patients (40 eyes) with DES. 0,007% PABA was administered in the form of 1 drop instillations 3 times a day for 30 days. As a control, biochemical studies of the TF of 10 apparently healthy individuals (20 eyes). The reflex tear of each eye was examined. Tears were taken on the 1st day of the examination and the next day after the end of the course of treatment.

Statistical processing of the data was carried out by methods of variance (ANOVA test with F-Fisher's test), variational (Student-Bonferroni's test) analysis and determination of nonparametric rank tests (U-Mann-Whitney, Z-Wilcoxon).

Results

In all patients before treatment, a significant increase in the content of sIL-6R (10974.8 ± 1228.5 pkg / ml) was recorded in the TF, compared with the control group of apparently healthy volunteers (4.6 ± 0.7 pg / ml; $p < 0.001$). By the end of the course of treatment, the patients showed a significant decrease in the content of sIL-6R (2138.0 ± 506.6 pkg / ml; $p < 0.001$) compared with the initial value. But at the same time, despite the decrease in the indicator, the content of sIL-6R remained higher than in the

control group.

On average, after treatment, the content of sIL-6R in the TF decreased by 80.5% ($p < 0.001$) compared to the initial level. At the same time, a significant decrease in the indicator was observed in all 20 patients (40 eyes) ($p < 0.001$). In 11 eyes (27,5%), the levels of IL-6 were at the levels of the control group. In the remaining 29 (72,5%) eyes, there was a decrease in the sIL-6R content from 37 to 98% of the initial level.

Conclusion

The study of the local production of cytokines and other humoral factors in various pathologies of the organs of vision expands our understanding of the features of the pathogenesis of these diseases, and also allows the use of pathogenetically oriented therapy.

The results of the present study showed that in patients with DES in the SG, the content of sIL-6R increases, which is consistent with the literature data [4,5]. The use of 0.007% PABA solution in the form of eye drops for one month significantly reduces the content of the studied markers of inflammation, which indicates a subsiding of the inflammatory process. However, the indicators normalized only in 27.5% of cases. Thus, it can be recommended to increase the duration of the course of treatment by 0.007% PABA until all clinical and laboratory parameters are completely normalized.

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REGULATORY AND LEGAL SUPPORT OF TRANSPORT ACTIVITIES IN THE REPUBLIC OF KAZAKHSTAN

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Annotation. *The article deals with the issues of regulatory support of transport activities in Kazakhstan. The authors present data characterizing the transport activity of the country. The possibilities of improving and coordinating the development of this sector of the country are analyzed.*

Keywords: *transport activity, transport service, transport, transportation, transport and logistics system.*

One of the most important methods of state regulation of road transport activities is its legal support. All currently developed and applied laws, transport rules, regulations and other regulations governing road transport activities apply to all carriers, including private ones. State support in the field of ensuring the safety of transport activities is carried out through the preparation of legislative and regulatory acts, strategic plans and development programs.

Key challenges of the XXI century, such as global energy security, depletion of natural resources, the third industrial revolution, growing social instability and the threat of a new global destabilization determine new requirements for the development of the country's socio-economic development, including the development of the country's transport system infrastructure [1].

State regulation of transport activities is carried out through legal support, licensing, technical regulation, taxation, lending, financing and pricing, implementation of investment, unified social and scientific and technical policy, control and supervision over the implementation of the legislation of the Republic of Kazakhstan by transport enterprises. In order to eliminate situations that threaten the political, economic and social stability of the Republic of Kazakhstan, as well as the life and health of people, state bodies, within the competence established by the legislation of the Republic of Kazakhstan, issue regulatory legal acts on the use of rail, road, sea, inland water and air transport, under the jurisdiction of government agencies.

A special role in determining the main directions of the country's transport system is determined and regulated by the following legislative acts: Laws of the Republic of Kazakhstan "On Transport" (1994), "On Railway Transport" (2001), "On Automobile Transport" (2003), "On Inland Water Transport" (2004), "On the use of the airspace of the Republic of Kazakhstan and aviation activities" (2010), Interstate program "Highly reliable pipeline transport" (1999), Water Code of the Republic of Kazakhstan (2003), etc.

The successful integration of the economy of Kazakhstan into the world system in the context of globalization is impossible without the development of the transport system within the country. Therefore, the development of the transport industry, in general, should be aimed at increasing the level of development of the transport system infrastructure.

If during the formation of the republic it was about the development and maintenance of the transport system, then under current conditions the infrastructure of the transport system should become a catalyst for the socio-economic development of Kazakhstan in the long term, ensure inter-regional connectivity within the country and the integration of the country's economy into the world system, meet the criteria of the present, quality and safety.

An important task of the transport and communication infrastructure is to ensure the availability and quality of transport services and the creation of "infrastructure centers" in remote regions and regions with an insufficient population density, as well as solving the issue of providing the village with the necessary transport links.

The main task of the country's territorial-spatial development is to ensure the polarized development of the country by stimulating the territorial concentration of production and labor resources in the "growth points", economically promising and favorable for life areas.

The regional policy of Kazakhstan is aimed at creating favorable conditions and factors for increasing the internal and external competitiveness of the regions, the territorial concentration of labor and capital resources in the centers of economic growth, increasing regional employment and the quality of life of the inhabitants of the republic.

Without the advanced development of all types of transport infrastructure, the implementation of new investment projects within the framework of the country's industrial and innovative development policy will be difficult.

This, in turn, poses a clear task for the transport industry to create an advanced transport infrastructure, taking into account the location of production facilities in the regions.

The priority in the development of infrastructure should be to ensure year-round access to it for all settlements and industrial and agricultural facilities. The development of infrastructure should be carried out on the basis of the widespread use of the achievements of world science and technology [2].

With the growth of economic activity and mobility of the population of the Republic of Kazakhstan, more and more attention is paid to the development of passenger transport, to improving the quality of services of carrier companies. The strategic priority in the development of passenger transportation is to increase the mobility of the population, which will require solving a wide range of problems in the field of infrastructure development, accessibility of transport services, and improving their safety and reliability.

State bodies have no right to interfere in the economic activities of transport enterprises, as well as to divert the operating personnel of transport enterprises to other work, except for cases stipulated by the legislation of the Republic of Kazakhstan.

The authorized body in the field of road transport, local executive bodies, individuals and legal entities may initiate the opening of routes for regular road transport of passengers and luggage.

To resolve issues on opening routes for regular road transport of passengers and luggage, the initiator develops a route scheme and a timetable for it and sends them to the organizers of transportation:

on regular international routes - to the authorized body in the field of

road transport;

on the routes of regular intercity interregional, interdistrict (intercity intraregional) and in cities of republican significance, the capital - urban and suburban automobile transportation of passengers and luggage - to local executive bodies of the region, cities of republican significance, the capital;

on the routes of regular urban (rural), suburban and intradistrict automobile transportation of passengers and luggage - to local executive bodies of districts, cities of republican significance.

Routes of regular transportation of passengers and baggage are organized if:

1) the throughput of highways allows for the regular movement of buses, minibuses, trolleybuses on certain routes;

2) the condition of motor roads and their arrangement meet the requirements of road safety.

When forming a route network for regular transportation of passengers and luggage by road, local executive bodies are guided by the priority of communication between settlements, villages with regional centers, and between regional centers with the regional center and other nearby cities of regional significance.

The route network being formed (except for international, urban and suburban routes) meets the following conditions:

1) the planned interval of movement between buses of duplicate routes is in time:

more than 1 hour with a duplication length of up to 150 km;

more than 2 hours with a duplication length of up to 350 km;

more than 3 hours with a backup length of up to 500 km;

more than 4 hours with a backup length of over 500 km;

2) with an average use of the capacity of buses in duplication sections of more than seventy-five percent, the time difference is reduced:

up to 10 minutes for a backup length of up to 150 km;

up to 15 minutes for a duplication length of up to 350 km;

up to 20 minutes over a backup length of over 350 km.

On the routes of regular transportation of passengers and baggage (except for international traffic), with an average annual occupancy of buses along the entire route of more than seventy-five percent, the organizer of transportation, upon the request of carriers or passengers, makes a decision on the introduction of additional timetables. Transportation of passengers and baggage according to an additional schedule is carried out by the carrier serving this route. In cases where the carrier refuses to service additional timetables or service the route by two or more carriers (on the

one hand), local executive bodies distribute this timetable on a competitive basis for the duration of the service agreement for this route.

On regular intercity interregional routes up to 300 km long, the authorized body in the field of road transport, in agreement with the local executive bodies of the relevant regions, the city of republican significance, the capital, approves the timetables indicating the regular period for carrying passengers and luggage on the free movement of buses, minibuses. Transportation of passengers and luggage on the free movement of buses, minibuses is carried out by the carrier serving this route.

When opening new intra-republican routes, coordination is carried out according to the following hierarchy:

- intercity interregional;
- interdistrict (intercity intraregional);
- suburban and intradistrict.

The authorized state body develops and approves the rules for the implementation and registration of transportation by carriers, regardless of the form of ownership, including the procedure for applying tariffs for modes of transport.

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APPLICATION OF MODERN TECHNOLOGIES AND EQUIPMENT IN THE OIL AND GAS INDUSTRY

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Abstract. *The article analyzes some modern technologies and technological equipment used in the oil and gas industry; examples of introducing innovations in this industry are given.*

Keywords: *innovation, oil and gas industry, technology, smart field.*

In the modern world, the oil and gas industry has a significant development potential. Nevertheless, there are a number of problems associated with the reduction of the return of existing oil and gas wells and the inaccessibility of promising fields. Their resolution requires the use of modern technologies and equipment. It is also possible to achieve highly profitable, economical and resource-saving production in the industry through innovation. Their implementation is focused on improving the production process at existing oil and gas fields, increasing the recovery rate of reserves and the depth of processing of raw materials, reducing losses during production and transportation.

One of the main methods used in the study of the Earth's interior is the seismic method. The essence of this method is that an artificial source excites elastic waves. Seismic receivers are designed for recording information. Then there is a thorough processing and interpretation of the data received by the devices.

Such oil and gas innovations as electrical and high-density seismic exploration have provided an opportunity to increase the number of wave sources and receivers and improve the accuracy of research [3].

An equally significant innovation in the study of the earth's interior is the method of radiation modeling, which is designed for optimal location

of excitation sources and recording equipment.

With the help of 4D-seismics, oil and gas basins with a complex structure are modeled, changes occurring in ground sediments are estimated, and the objectivity and reliability of forecasting oil and gas content is significantly improved.

The introduction of modern innovations contributes to the growth of recoverable reserves and reduces financial investment in the process of drilling oil and gas wells.

The basin modeling method reconstructs the processes of creation and change of geological layers, reveals the conditions and time of occurrence of hydrocarbons. After a thorough study of the available data, prospective sites are selected where the oil and gas field model is formed. At the final stage of modeling, the level of existing risks is estimated and the efficiency of developing non-oil and gas fields is justified [3].

The continuing decline in existing oil and gas reserves is forcing oil and gas companies to adopt new methods of extracting hard-to-recover resources. These include: sub-gas deposits, low-permeability reservoirs, carbonate and fractured reservoirs, Bazhenov deposits, Arctic shelf deposits, residual reserves of mature deposits, and high-viscosity oil [1].

Their development becomes possible thanks to the creation of high-tech horizontal and multi-barrel wells. Ramifications in horizontal wells are directed to different oil areas, which allows you not to touch formations with water or gas.

Drilling such wells using multi-stage hydraulic fracturing is another innovative development in the field of shale oil production. Cracks in the process of fracturing occur simultaneously in several sections of the well. The use of this innovation increases the potential of oil and gas drilling, as well as allows conducting research inside the well and repeated hydraulic fracturing [3].

The use of new technologies helps to increase the productivity of the drilling process in complex oil and gas wells. For efficient displacement of rocks to the surface, new methods of interval drilling mud treatment are used. This innovation helps to involve the extreme zones of layers in the process, thereby increasing the economic effect at times.

Rotary control systems are the mainstay of modern safe and precise drilling. They drill wells more than 2,000 m long with extremely large borehole waste and carefully conduct them in low-power reservoirs.

The gas method is also being actively developed, in which gas is pumped into the reservoir. It dissolves in oil, increases its volume, reduces its viscosity, and pushes it out. Such a development can not only increase the oil recovery rate, but also contribute to the utilization of associated

petroleum gas [3].

The innovative technology of alkaline surfactant-polymer flooding mobilizes oil remaining after using traditional methods of extraction.

One of the problems associated with oil production is the need for cost-effective processing of its residues and maintaining the quality of oil.

A priority area in this area is equipping production with technologies and equipment focused on processing cheap raw materials: heavy oil, components of fat and associated petroleum gas.

A new catalyst production facility is being created, and a unique solid-acid alkylation technology is being developed using a safe zeolite-based catalyst.

Catalytic cracking and catalytic reforming have become a separate area of technological development-innovations that have significantly improved the environmental friendliness and safety of high-octane gasoline production.

Innovations improve the construction of oil and gas production facilities, reduce capital investment and shorten the construction time of facilities.

Using modular systems, special equipment is delivered and the necessary technological process is organized. An example of such a system is a mobile soft steam reforming unit for the utilization of associated petroleum gas, which can be easily moved if necessary [4].

The construction of innovative facilities reduces the burden on the environment through the profitable use of associated petroleum gas, wind farms, geothermal power plants and efficient autonomous power plants. Work is also underway in this direction to improve the manufacturability of transport and pipeline infrastructure.

Creating a new generation of information systems solves the problems of optimizing planning, continuous quality control and quantity of products.

The latest IT programs store information about deposits in a single database, organize the technical schedule of their work, track its deviations and identify places that require repair or optimization of the production process.

4D technologies will allow predicting deposits and other infrastructure objects, modeling and monitoring processes at different stages of production. With the help of digital twins of oil and gas wells, asset management takes place in a round-the-clock access mode. This helps you anticipate and fix a lot of problems [2].

Progressive innovations in the oil and gas industry are becoming an integral part of the industry's development. Only new opportunities are designed to ensure high economic efficiency, technological and environmen-

tal safety of operations.

In recent years, Russia has been actively implementing innovative projects, including under the import substitution program. A number of new domestic technologies have been introduced or are currently being commercialized at Russian refineries.

Innovative is the Russian technology of hydro treating heavy petroleum raw materials on nanocatalysts. The main advantage of this technology is the almost self-sufficient processing of heavy oil raw materials, which makes it possible to obtain valuable fuel components from unattractive raw materials [4].

Some modern Russian technologies have received the status of a "national project". These projects include the technology of hydro conversion of heavy crude oil, the production of domestic catalysts for deep processing of crude oil based on aluminum oxide, and the technology of isomerization of the C7 fraction [3].

The issue of increasing oil and gas production remains relevant for the Russian oil and gas industry. The new TSA technology was tested and implemented in Western Siberia. The anionic surfactant reduces the stress at the water-oil interface, resulting in the remaining oil being released from the layers.

The polymer acts as a piston, namely: it increases the viscosity, promotes the displacement of hydrocarbons to the surface. The role of soda: in changing the electric charge of the rock, as a result of which the loss of surfactant is reduced.

Drilling remains the most expensive link in the search, development and production chain. Technologies that significantly reduce costs come to the rescue. Thus, the use of small-diameter wells reduces operating costs and capital investments by 40%, and is also more environmentally friendly. Horizontal and inclined wells are also actively used in the organization of industrial production of hydrocarbons. They help reduce the number of wells and increase oil production. Improvements to drilling equipment can reduce drilling time by more than 40%.

In the current economic situation associated with falling production levels, one of the conditions for maintaining the competitiveness of oil companies may be the introduction of smart field technologies.

An intelligent field is a set of software and hardware tools that allows you to manage an oil reservoir in order to increase the performance of hydrocarbon production, as well as increase the energy efficiency of equipment and technological processes. The implementation of this concept helps companies reduce their energy costs and leads to a cumulative re-

duction in carbon dioxide emissions into the atmosphere.

When using this technology, automated down hole equipment is used, which provides continuous collection and transmission to the surface of data on the parameters of production or injection of liquid into the reservoir in real time. The system involves the use of various intelligent sensors, as well as the introduction of physical (video surveillance, access control, firefighting) and information security systems.

"Smart" technologies provide remote access to all field equipment, allow you to diagnose its condition and configure it if necessary. An example of the use of "smart wells" is a joint project between Shell and «Gazprom». The company has more than 20 "smart" wells, the smart Field system optimizes production and reduces operating costs [3].

However, the implementation of the "smart deposit" concept would not have been possible without the use of other achievements IT: secure open data transfer protocols that provide easy integration of various types of equipment from different manufacturers; high-speed, including wireless, communication channels, and specialized software.

However, there are problems with the introduction of innovations in the oil and gas industry. One of them is the rather high cost of purchasing, further testing and testing new equipment and technologies. Another problem for companies that have decided to modernize their production facilities is signing long-term contracts and their subsequent verification by specialists. Unfortunately, because of these problems, some producers do not want to cooperate with innovators, thereby showing disinterest in the progressive development of the oil and gas industry of the economy. However, in recent years, Russian oil and gas companies have introduced about 20% of new technologies. Currently, the Russian oil and gas industry has a great innovative potential for developing new promising territories: the Arctic, Eastern Siberia and the Far East.

The use of more advanced equipment and technologies helps to increase production volumes, reduce working hours and increase capital.

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