



SCIENTIFIC RESEARCH OF THE SCO COUNTRIES: SYNERGY AND INTEGRATION

上合组织国家的科学研究：协同和一体化

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这些会议文集结合了会议的材料 – 研究论文和科学工作者的论文报告。它考察了职业化人格的技术和社会学问题。一些文章涉及人格职业化研究问题的理论和方法论方法和原则。

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哈萨克斯坦共和国适应“绿色”经济和能源转型条件
**ADAPTATION OF THE REPUBLIC OF KAZAKHSTAN TO THE
"GREEN" ECONOMY AND CONDITIONS OF ENERGY TRANSITION**¹

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对哈萨克斯坦共和国脱碳和向“绿色”经济过渡的准备情况进行了系统分析。对哈萨克斯坦共和国在新条件下运作的监管和法律框架进行了调查。分析了实施国家宣布的经济脱碳政策存在的客观和主观障碍，包括传统的经济结构；采掘业在该国国内生产总值中的重要性，公共行政组织中的任人唯亲，高度腐败以及与解决社会问题的需要相关的问题。

关键词：经济脱碳，“绿色”经济，哈萨克斯坦共和国，腐败

Abstract. *A systematic analysis of the readiness of the Republic of Kazakhstan for decarbonization and transition to a "green" economy has been carried out. The regulatory and legal framework for the functioning of the Kazakh Republic in new conditions is investigated. The existing objective and subjective obstacles to the implementation of the country's declared policy of decarbonization of the economy, including the traditional structure of the economy, are analyzed; the importance of extractive industries in the gross domestic product of the country, cronyism in the organization of public administration, a high level of corruption, as well as problems associated with the need to solve social problems.*

Keywords: *decarbonization of the economy, "green" economy, the Republic of Kazakhstan, corruption.*

Climate change, the increasing importance of environmental problems associated with the increased anthropological impact on the environment, in recent years has been a priority in the socio-economic development of many countries of the world that make voluntary commitments aimed at decarbonizing the economy and achieving carbon neutrality. This trend in the socio-economic development of countries has become particularly relevant after the "Climate Change Conference of the Parties" (SOR26) - an international conference dedicated to solving prob-

¹ The article was prepared with the financial support of the Plekhanov Russian University of Economics

lems related to climate change.

Kazakhstan's intention to join the global "green" trends is evidenced by the Doctrine of achieving carbon neutrality by 2060 adopted by the government of the country [1], the Concept of the country's transition to a "green" economy [2], the Environmental Codec of the Republic of Kazakhstan and other regulatory documents, the purpose of which is to take care of the environment, respect for nature, the development of a cyclical and resource-saving economy, i.e. It can be said that the Government of the Republic has formed a regulatory framework for the country's transition to economic growth based on reducing the anthropogenic burden on the environment.

For the successful implementation of "green" goals, the Ministry of Ecology, Geology and Natural Resources and a number of other ministries and departments have been established in the Republic of Kazakhstan. Non-governmental organizations have also appeared in the country, supporting the official course on the greening of the national economy, including the AEOC (Association of Environmental Organizations of Kazakhstan), GGlob (Coalition for "Green Economy" and Development), established in 2017, etc. [3].

The first step in the implementation of the intentions of the government of the country was the National Project "Sustainable economic growth aimed at improving the welfare of Kazakhstanis" [4], which was launched in 2021. The project provides for the formation of infrastructure for the subsequent greening of the business and increasing its energy efficiency.

Over the past decade, the country has been striving to create an ecological vector of economic development not only within the country, but also actively promotes the green agenda at the international level. Thus, the Republic of Kazakhstan initiated the Green Bridge Partnership Project, the purpose of which is the transition of Asian countries to a "green economy" through multilateral interaction between Asian and European businesses. Another example is the "International Center for Green Technologies and Investment Projects", which was created on the basis of the ASTANA EXPO 2018 exhibition and presented to international business and the world community during the "Global Challenges Summit 2018" (Astana Economic Forum).

What is the reason for such an active involvement of the Republic in the global "green" trends?

Located in the center of the continent of Eurasia, the Republic of Kazakhstan, like many developed countries, has joined this agenda, which distinguishes it from most of the resource-dependent developing countries of the world. Kazakhstan has a significant resource base, including mineral resources, which includes more than 5,000 deposits of non-ferrous (copper, zinc, tungsten, boride, lead, silver, etc.) and rare earth metals (tantalum, niobium, rare earths of yttrium and cerium

groups, etc.). Rich deposits of oil, coal, and uranium are concentrated in the western part of the country. According to confirmed reserves, the country ranks 2nd in the world in uranium, 9th in oil reserves and 8th in coal reserves [5].

The presence of a rich raw material base determined the main direction of the development of the Kazakh economy associated with the extraction of minerals and integration into the world economy through their export. The active exploitation of the country's raw material base has led to a deterioration of the environmental situation in the country, which today ranks 64th in the global air pollution index, and the country's water basin is polluted with heavy metals, phenols and other organic substances. It is enough to recall the almost disappeared Aral Sea and Lake Balkhash, which is on the verge of shallowing. It is also relevant to recall the Semipalatinsk nuclear weapons testing site that has existed for decades and the existence of nuclear waste disposal sites, which results in an increased radiation background in Semipalatinsk and nearby areas. These circumstances clearly demonstrate the reasons for the adoption of the "environmental agenda" by the Republic of Kazakhstan.

It is obvious that foreign loans and foreign investments will play an important role in the implementation of the "green" course adopted in the country. To attract them, it is necessary that conditions be created in the country that meet the expectations of creditors, and, first of all, the stability of political power and a favorable business climate. However, the January events of 2022 may negatively affect the existing investment-attractive image of the Republic and increase risks for foreign investors.

A high level of corruption component in the interaction between the state and the business sector of the economy can also become an obstacle to the implementation of the "green" course of economic development adopted by the country. As evidenced by the position of the Republic of Kazakhstan in the Global Corruption Perceptions Index compiled by the international non-governmental organization Transparency International. For ten years, the country has been "located" in the second hundred countries out of 180 covered by the study. So, in 2021 The Republic of Kazakhstan ranks 102nd, scoring 37 points out of 100 possible [6].

The fight against corruption in the country was declared by former President Nursultan Nazarbayev, who, emphasizing its importance, called it the "holy war" of the nation. But, obviously, significant progress in eradicating this evil in the country has not yet been achieved. As a reason, a number of scientists point out that the "holy war" was rather imitative in nature due to the "close connection" of state power with big business [7, p.346]. This point of view is confirmed by numerous corruption scandals widely covered in national and international scientific and journalistic publications. Other experts consider the main cause of entrenched corruption rooted in the Middle Ages, the clannishness of public administration,

which is still characteristic of many Eastern countries today, characterized by a special mentality, religious beliefs and the level of right-wing culture.

During the study of the adaptive conditions of Kazakhstan's transition to a "green" economy, it was revealed that the country's leadership is aware of the inevitability of the transition to a new vector of development, where reducing the anthropogenic load on the environment becomes the main goal for improving the health and well-being of the country's population. This conclusion is confirmed in the established regulatory framework regulating the processes of reducing greenhouse gas emissions, reducing industrial and household waste, restoring the water basin and countering desertification of the natural landscape, preserving biodiversity and reducing erosion of agricultural land, etc.

The analysis carried out and the results obtained give grounds to conclude that the Kazakh Republic has already achieved a number of positive results in the implementation of the adopted "green" course. However, for a deeper adaptation of the national economy to exist in the new economic conditions, the government of the country has yet to solve a number of urgent problems for the national economy. And this is, first of all, the differentiation of the economy and overcoming the current orientation of economic development towards extractive industries.

Another obstacle to the implementation of the stated course is the need to create and maintain an investment-attractive image of the country to attract foreign investment and expand scientific and technological exchange. It is necessary to make efforts to unite society in the fight against corruption, to overcome the negative influence of the established clans and "energy elites". The Government of Kazakhstan faces the task of reducing economic and social inequality in the country, attracting broad segments of the population to participate in the implementation of the "green" agenda.

The current direction in the development of the stated goals is the stimulation of science, the creation of technology parks for the activation of startups and the development of innovative entrepreneurship. The experience of developed countries shows that following the "green" path of development is possible only with the interaction of the state, business and science with the active support of all segments of the population.

Based on the results obtained, it can be argued that the country still has a lot of work to do to solve emerging problems and eliminate the influence of various factors (both economic and political) to promote the green agenda. An important direction in solving the stated goals should be interaction at all levels – the state, science, business, and the population.

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论心态对管理发展的影响

ON THE INFLUENCE OF MENTALITY ON THE DEVELOPMENT OF
MANAGEMENT

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随着全球化起源于十九世纪末 - 二十世纪初，管理在目前仍然保持相关性。尽管近百年来，在国民经济各领域企业的外部环境中，新的机遇和威胁不断涌现，各经济主体的优势和劣势也随着对高、创新技术和信息社会的形成，代表的思想事实上，所有管理流派都在继续积极使用。

本文分析了科学与行政管理学院、日本和俄罗斯管理系统的主要代表的科学遗产。美国研究人员和从业人员的主导作用显露出来。试图不仅从原籍国的发展水平，而且从各自民族的心态和文化的角度来解释各自学校创始人思想的本质。

关键词：管理学、管理学院、F. Taylor、H. Ford、A. Fayol、A. Morita、P. M. Kerzhentsev

Abstract. *Having originated in the late XIX - early XX centuries along with globalization, management continues to remain relevant at the present time. Despite the fact that in the external environment of enterprises in various sectors of national economies over the past century, new opportunities and threats have emerged, and the strengths and weaknesses of the respective economic entities have been transformed in the light of the demand for high, innovative technologies and the formation of an information type of society, the ideas of representatives in fact, all schools of management continue to be actively used.*

The article analyzes the scientific heritage of the leading representatives of the school of scientific and administrative management, Japanese and Russian

management systems. The leading role of American researchers and practitioners is revealed. An attempt is made to explain the essence of the ideas of the founders of the respective schools in terms of not only the level of development of the country of origin, but also the mentality and culture of the respective nation.

Keywords: Management, management schools, F. Taylor, H. Ford, A. Fayol, A. Morita, P. M. Kerzhentsev

Introduction

In the modern world, management is indispensable anywhere. Without effective business management, no enterprise, especially a large one, will be able to successfully function and develop. Even the most interesting and relevant idea formulated by economic entities cannot be achieved without proper personnel management, its motivation [1, 2] and all work processes in general.

A huge number of researchers and practitioners have made and continue to make a significant contribution to the development of management, they are looking for new ways to implement strategies, achieve the goals of subjects, minimize their costs, make employees work more efficiently, etc.

The theoretical heritage accumulated to date on the relevant issues indicates that a special role in the formation and development of management science was played not only by the features of the production cycles of enterprises in various industries, their scale, competitiveness, but also by the specificity of the mentality, culture, traditions of the countries of origin of various management schools, the conditions under which they were created, as well as personal characteristics of research scientists.

Purpose of the study – based on the evolution of management schools, to show that approaches to the organization of the corresponding process at enterprises of various industries, among other factors, depend on the peculiarities of the mentality and culture of the countries of the founders of the respective trends.

Materials and methods

The research is based on the methods of synthesis and analysis. The main materials with which the authors worked were the works of foreign and Russian authors about the features of the formation and development of various schools of management and new trends in it.

Results and discussion

The evolution of management schools testifies to two main factors in the formation and development of the corresponding science. Firstly, the main trigger for the start of research by specialists and the development of practical proposals by them are the scientific and technological revolutions of the late XIX - early XX centuries. Secondly, a special place and role among representatives of management science is given to Americans. They are the founders and mass representa-

tives of the School of Scientific Management (F. Taylor, F. Gilbert, G. Gant, G. Emerson), the School of Human Relations (F. Roethlisberg, E. Mayo, M.P. Follet, C. Barnard), Quantitative School of Management (G. Luce, J. Forrester, A. Goldberg). The only exception is the School of Administrative Management, the main ideas of which were laid down by the Frenchman A. Fayol and the British - L. Urvik and G. Church, Japanese and Russian management systems. The fact that management is of "American origin" brought to the fore for us the analysis of the creative heritage of the representatives of the respective nation.

Traditionally, the American researcher Frederick Winslow Taylor is considered to be the father of management. His ideas and principles are still the basis of successful enterprise management. One of Taylor's ideas was differentiated wages, that is, instead of equal wages for all workers, he proposed to regulate its volume depending on labor productivity. This greatly increased the motivation of employees to work better and faster in order to earn more money. In addition, he considered the qualification of workers and its constant improvement, as well as the correct and rational recruitment of workers, to be an integral part of a successful production process. One of Frederick's most interesting ideas is scientific timekeeping. He decomposed the workflow into several operations and set a time frame for them, which significantly increased labor productivity in production. He considered it equally important to separate the work of managers and ordinary workers so that the former could plan work, monitor the enterprise and evaluate the success of its functioning, and the latter perform the tasks assigned to them. He also believed that production itself must necessarily converge with science.

An equally significant contribution to the development of management was made by Henry Ford, as a person who tried to put Taylor's ideas into practice. He, like Taylor, considered one of the most important principles of motivating employees - money. Henry called this principle the "wage motive". In 1914, Ford raised his workers' wages from the usual \$2 to \$5 a day, which was shocking to his competitors. Ford also introduced three-shift work of eight hours each, in addition, the employee had a day off and paid vacation. Thanks to this, there were many people who wanted to work at the Henry Ford enterprise, even despite strict discipline. The machine king himself wrote about his subordinates: "If you require someone to give their time and energy to a cause, then make sure that he does not experience financial difficulties", "There is one rule for a business owner: to produce goods of the highest quality at the lowest prices, paying employees the highest wages". Another similarity in the positions of Ford and Taylor was that they both considered the continuous improvement of the skills of workers as an important factor in the development of the enterprise. It is worth noting that Henry selected employees based on what kind of people they are now. He did not pay attention to their past - it was not important to him. He sincerely believed that any

company should not stand still, but develop and improve all the time. Henry Ford was the first to use a conveyor belt in mass production, which greatly improved the work of the enterprise. He was the first who, in principle, began to manufacture cars using an assembly line.

Remarkable in the context of our study is the fact that the representatives of the United States retained the role of the founders of new trends in management. In particular, we are talking about the crowdsourcing method proposed at the beginning of the XXI century by D. Howe and M. Robinson as a response to the "new normal" of the development of the world economy based on the use of the Internet [3, 4]. It is important that both the system itself and its individual four elements are already actively used in practice by representatives of various fields of activity in various countries of the world, primarily those developed with a formed post-industrial information society. Another interesting method of increasing the motivation of employees of modern enterprises is gamification, also proposed by the American programmer and cryptologist N. Pelling in 2002 [5].

Assessing the high merits of the US representatives in the development of management, it is impossible not to pay due attention to the contribution of researchers (theorists and practitioners) to the improvement of approaches within the framework of the relevant science and from other countries.

One of them deservedly is the French engineer - Henri Fayol, who formulated 14 principles of management: division of labor, discipline, authority and responsibility, unity of action, subordination of personal interests, unity of management, remuneration of personnel for good work, centralization, order - a place for each worker, and each employee in his place, the hierarchy for the purpose of unity of action, management fairness, workforce stability, initiative, corporate spirit. Fayol introduced administrative methods into enterprise management. Henri believed that administrative management is a science, the knowledge of which is obtained from reflections on the successes and failures in the activities of the company. In his opinion, there are five main functions of management: organization, coordination, administrative function, planning and control. He considered it important to be not only an observer, but also an experimenter, he strove to transfer his knowledge and developments to other future managers.

Akio Morita, one of the founders of Sony, the third largest Japanese electronics corporation after Hitachi and Panasonic, made a huge legacy in management. In his works he wrote "Management is not a dictatorship. We treat the people we hire as members of the Sony family. People cannot be treated differently". In other words, Morita treated his subordinates not as ordinary workers who leave and come, but as members of one big family. At Sony enterprises, everyone worked under equal conditions, managers did not have separate offices. Managers every morning, when they told the work plan for the day, looked carefully at their subor-

dinates. If someone looked bad, they asked about it, because as Akio rightly said "... if a worker is sick, depressed or worried, he cannot work well". One of Morita's most brilliant ideas was the company's weekly newspaper, which offered new jobs at Sony. Thanks to this, people could try themselves in a new one, find a more suitable position for themselves. This saved the company from staff turnover and helped workers find their place at Sony. No less important is the fact that Morita believed that it was impossible to put all the mental burden on the bosses, but it was necessary that each worker also contributed to the development of the enterprise, so each subordinate could offer his ideas to improve Sony's activities. Akio Morita was a believer that it is better to act, to try and make mistakes from which you can learn, than to do nothing. But he considered it important not to make the same mistake twice.

As for the representatives of Russia, then, of course, Platon Mikhailovich Kerzhentsev, the founder of the national school of time management, should be included among the leading researchers in the field of management. As his main merit, one should name the focus on the organization as a whole, as the object of study. He made a huge contribution to the development of scientific management (SM) in our country, which was also worked on by O.A. Ermansky, A.A. Bogdanov, A.K. Gastev and others. He wrote "SM teaches how to achieve the maximum effect with the minimum expenditure of effort and money. SM gives us principles on how to organize work even with weak resources. SM forces us to carefully study the characteristics of the material and tools with which we are dealing, carefully consider the work of a person and deliberately apply those organizational principles that will make the work as easy as possible". Kerzhentsev singled out interrelated, but at the same time independent scientific areas within the framework of a broad SM issue: the study of a personal factor of production, a person from the point of view of maximum efficiency of his work; material factors of production; organizational methods. Platon Mikhailovich also believed that it was worth increasing not only labor productivity, but also its intensity, because this is no small important factor in the development of an enterprise.

Conclusion

The evolution of management development indicates that a colossal contribution to the creation and development of this science was made by representatives of states that differ from each other in the level and pace of their development, features of the macroeconomic model, unique in their mentality, culture and traditions [6]. In particular, we are talking about the United States, which is implementing a neoliberal approach; France, focused on the social market model of management, Japan, which belongs to the countries with the East Asian method of carrying out their internal and external economic reforms; Russia, which, in fact, is the only one in the group of developing countries, at the stage of the transitional

economy, not only recognized management as a science, but also offered its own vision of the organization of labor in its enterprises.

Recognizing the merits of all researchers, one should state the fact that the Americans are assigned the leading role in conducting relevant research. Their ideas and practical solutions corresponded to the conditions of not only the internal, but also the external environment for the functioning of enterprises and, therefore, became in demand by representatives of other states. Management developments met the key trends in the development of the national (USA) and world economy. They took into account economic processes, scientific and technological changes, psychological aspects, personal needs for creativity and self-development, etc. It is a fact that American researchers and practicing managers are focused on increasing the motivation of employees of enterprises in order to maximize the profits of the latter, which is fully consistent with the mentality and culture of the nation countries with neoliberal economies. Remaining innovators in terms of deepening scientific and technological progress in the world, in particular the formation of the information society, American specialists retain the role of updating and management ideas as a science that keeps pace with the times.

As for the French heritage, it, like in the previous case, was born in appropriate conditions and therefore has a clear social orientation and centralization, as a reflection of the role that the state has played and continues to play in the framework of the implementation of the dirigisme model and indicative planning.

In turn, the specificity of views on management processes in Japan, among other factors, was due to the following reasons. Firstly, it is an Eastern civilization with the peculiarities of building social relations and the role of the state. Secondly, this is a country that does not have minerals in industrial volumes, which initially in its development began to rely not on physical, but on human capital. Subsequently, the relevant research was continued and the Japanese became the first in the world to lay the foundations of the future information society with its main characteristic - information capital. This updated the views of the representatives of the respective nation on approaches to management. In particular, among the authors of one of the modern approaches to the organization of sales of goods and services in the era of the information society - the marketplace [7] is the name of the Japanese Hiroshi Mikitani. Thirdly, Japan is very dependent on exports, so it is important for its enterprises to produce products that are in demand on world markets. And, since its main buyers are representatives of the developed world, Japanese corporations must constantly be in the process of improving and complicating their products and services.

Based on the level of economic development, the predominance of the extractive industry and heavy engineering in the structure of the national economy, the very large scale of enterprises, the planned economy focused on the intensive

industrialization of the country, the absence of the concept of "competition" in the presence of government orders, the ideas of Russian management specialists to a greater extent were focused on the issues of increasing labor productivity and the intensity of the production process, and not on the competence and motivation of employees of enterprises, which is put at the forefront by modern theorists and practitioners [8, 9].

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对现代俄罗斯的投资：问题与解决方案

INVESTMENTS IN MODERN RUSSIA: PROBLEMS AND SOLUTIONS

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本文致力于研究现代俄罗斯的投资活动问题并寻找解决这些问题的可能方法。尤其是投资增长放缓、资本积累率保持不变等问题；投资商品的国内生产减少，对进口的依赖增加；投资分配中部门和不平衡加剧；技术发展指标恶化；降低研发成本的份额；分析了投资资金来源结构不完善。在解决这些问题的可能途径中，提出了货币政策措施，积极利用财政激励措施来刺激投资和研发，以及增加国家作为投资者的作用。

关键词：投资、投资活动、固定资产投资、货币政策、财政收益、公共投资

Abstract. *The article is devoted to the study of the problems of investment activity in modern Russia and the search for possible ways to solve them. In particular, such problems as the slowdown in the growth of investment volumes and the preservation of the fixed capital accumulation rate; reduction of domestic production of investment goods and increased dependence on imports; deepening of sectoral and territorial imbalances in the distribution of investments; deterioration of technological development indicators; reduction of the share of R&D costs; imperfect structure of investment financing sources are analyzed. Among the possible ways to solve these problems, monetary policy measures are proposed, the active use of fiscal incentives to stimulate investment and R&D, as well as increasing the role of the state as an investor.*

Keywords: *investments, investment activity, investments in fixed assets, monetary policy, fiscal benefits, public investments*

Introduction

In the context of escalating geopolitical and geo-economic contradictions and

challenges, the Russian economy faces many complex tasks. The most important of them are the acceleration of economic growth and technological modernization. The implementation of these tasks requires a large volume of investments with an outstripping growth of investments in fixed assets. However, in the investment sphere of the Russian economy, many problems have accumulated that hinder active investment activity and are waiting for their solution.

The purpose of the study is to analyze the problems of investment activity in modern Russia and propose measures that contribute to their solution

Materials and methods. He research is based on statistical data and materials of the Federal State Statistics Service, as well as on scientific publications of Russian and foreign scientists. General scientific research methods were used: analysis and synthesis, induction and deduction, a systematic approach, comparative analysis, economic and statistical analysis.

Results and discussion

Investment activity in general, as well as investments in fixed assets in Russia, remain insufficient to solve the large-scale tasks facing the economy. The national development goals of the country for the period up to 2030 provide for an increase in the volume of investments in fixed assets and an increase in capital investments by 2030 by at least 70% compared to 2020, i.e. by 5.5% annually. However, the average annual increase in investment activity in the previous period (from 2009 to 2020) was only 0.6%. In 2005-2019, the rate of accumulation of fixed capital did not exceed 22.3% of GDP, which is significantly lower than the level required for deep technological modernization in three areas: 1) breakthrough development in new markets; 2) further progress of Russian technology leaders, including state corporations; 3) modernization of companies in traditional industries [1, 2, 3, 4, 5, 6, 7].

The crises of 2008-2009, 2014-2015, as well as the crisis caused by the COVID-19 pandemic, which began in 2020, had a negative impact on the dynamics of investment activity in Russia. They caused a slowdown in the growth of the world economy, worsened the external economic situation, restricted access to foreign investment markets and capital. In Russia, in the spring of 2020, in the conditions of a pandemic, 37.2% of enterprises stopped investing completely, and 31.4% of enterprises partially [8].

The formation of the raw material character of the Russian economy since the 1990s has given rise to sectoral disparities, manifested in the dominance of the extractive industry, as well as the manufacturing industry with low processing. This sharply reduced the opportunities for other industries to access investment resources, provoked an outflow of capital from the Russian economy.

Infrastructural maintenance of the raw materials sector requires a very large amount of investment, which leads to a significant share of transport and com-

munications in the structure of capital investments. As a result, there is a shortage of investments in manufacturing industries. The bulk of the income of the fuel and energy complex is used by itself, including for further expansion of investment activities in the oil and gas industries, which increases their attractiveness to investors. At the same time, difficulties with capital investments are increasing in the manufacturing industry. Such structural imbalances hinder the technological modernization of the economy, strengthen its import dependence, and limit the opportunities for the development of digitalization and other high-tech spheres. The imbalance in the sectoral distribution of capital is evidenced by the low rate of accumulation of industrial capital, which in 2019 amounted to only 2% of GDP. In the USA, the value of this indicator in 2018 exceeded 15%.

The existing sectoral imbalances have caused territorial disparities in the investment process. The territorial structure of investments is traditionally dominated by Moscow, the Tyumen Region with autonomous districts and other regions with high incomes from commodity exports. Attempts by the federal authorities to reduce the degree of interregional differentiation with the help of budget financing mitigate the problem of social inequality in the regions, but do not eliminate the growing imbalances in their economic development.

A decrease in investment activity and low incentives to increase the output of investment goods lead to further degradation of the material and technical base of investment engineering. Meanwhile, without the restoration, loading and commissioning of new capacities of the machine-building complex, it is impossible to develop high-tech production.

Under the current conditions, the domestic demand for fundamental and applied science, R&D is decreasing, and following this, the volume of expenditures on science is decreasing, the number of research organizations and the number of their personnel is decreasing. This increases Russia's lagging behind developed countries in scientific, technological and innovative development, exacerbates dependence on technology imports. Thus, the share of imports in a number of strategic industries exceeds 50%, while in the production of machines, computers and electrical equipment it is more than 60%, in the pharmaceutical and medical industries - 55% [9,10,11]

Thus, in general, the following trends are characteristic of investment activity in Russia: 1) a slowdown in the growth of investment volumes and the preservation of the rate of accumulation of fixed capital; 2) a reduction in domestic production of investment products and an increase in dependence on imports; 3) an increase in sectoral and territorial disparity in the distribution of investments, which leads to a shortage of capital investments in key industries in the regions, deterioration of technological development indicators, a reduction in the share of R&D costs.

The share of attracted funds in the structure of investment financing sources is decreasing (from 55% in 2005 to 45% in 2019) and the share of own funds is increasing (from 45% to 55%, respectively). This is due to the reduced access of enterprises to foreign markets of investment resources in the conditions of anti-Russian sanctions and aggravation of geopolitical contradictions, as well as the high cost of credit resources [12].

The increased dependence of investment on the own funds of enterprises significantly worsens the state of their investment activities. The current tax and monetary policy leads to the fact that enterprises fall into the next vicious circle. The high tax burden does not allow them to invest sufficient funds in fixed assets and R&D, prevents them from modernizing the production base. However, it is not possible to compensate for the large fiscal burden and expand investment through commercial loans due to high interest rates for the loan. As a result, the volume of capital investments is reduced, the pace of renewal and modernization of the production and technological base is slowing down. This, in turn, reduces the competitiveness of products on world markets. As a result, there is a decrease in the number and volume of orders, as well as a reduction in capacity utilization and, ultimately, revenue. Thus, own funds are becoming increasingly insufficient to invest in fixed assets. In this situation, enterprises face the question of external financing, but it turns out to be almost inaccessible for many reasons. Firstly, there is a problem of access to budget investments, since in most cases they do not support investors directly, but only create conditions for the creation of private investment projects (infrastructure investments). Secondly, the investment risks associated with leveraged investments turn out to be too high due to expensive loans and an extremely unstable economic situation.

Please note that in foreign countries the role of attracted funds when investing in fixed assets is very large. For example, in China, a significant part of investments is carried out at the expense of public funds. In developed countries, 70-80% of the volume of external financing is made up of investment loans. For Russia, the formation of a mechanism for involving savings, primarily banking resources, in the investment process has become one of the key economic issues. Compliance with the Keynesian condition of macroeconomic equilibrium, according to which the total volume of investments should equal the total amount of savings, is more relevant than ever for the domestic economy.

The real situation in the domestic economy is far from ideal. The domestic credit market is saturated with assets, but is not interested in financing investment projects. He is more attracted to the issuance of consumer loans, because they have a shorter turnover period and higher profitability. In addition, the financing of investment projects involves significant risks on the part of both lenders and borrowers. In addition, credit conditions have been deteriorating in recent years. Thus,

the share of long-term loans for non-financial organizations in the total volume of lending is decreasing, while the share of the banking sector in financing the investment process remains almost unchanged. Thus, significant funds are accumulating in the financial sector, and the real economy is underfunded.

The high cost of debt financing remains a serious problem. Although the key rate has been gradually decreasing since 2014, the price of credit for enterprises remains very high. Abroad, the real lending rate is significantly lower, which contributes to an increase in financing of investment projects of enterprises at the expense of credit funds. According to the World Bank, in 2019, the real interest rate in the United States was 3.3%, in Italy - 1.9%, in Japan - 1.6%, while in Russia - 4.8%. An additional increase in investment, which is necessary to increase the rate and rate of accumulation, would be possible if well-thought-out administrative and regulatory measures were applied to stimulate the flow of bank capital into fixed capital investments.

The following problems have accumulated in the financing of investment activities of Russian enterprises, waiting for their solution: 1) The imperfect structure of investment financing sources, the strong dependence of enterprises' capital investments on their own investment funds, which significantly complicates and restricts investment activities, especially in a crisis. 2) Insufficient budget financing of investments that help attract private capital through the implementation of infrastructure projects. 3) The existence of barriers preventing an increase in the share of bank investment loans in the total volume of investments. Such barriers include high interest rates, banks' disinterest in long-term lending, significant uncertainty and high risks in the technological sphere, as well as in the economy as a whole.

Effective public policy is required to solve these difficult problems. In particular, changes in monetary policy are needed to boost investment activity in the country. According to domestic experts, the Bank of Russia should abandon the inflation targeting regime, which significantly slows down investment activity, and switch to measures to support economic growth. To this end, it is necessary to begin reducing the amount of funds raised on deposits of the Bank of Russia and the purchase of its securities. It is also proposed to use the targeted credit issue of federal loan bonds to increase the money supply in the economy, which will expand the access of economic entities to financial resources for investment [13].

It is considered expedient to reduce the volume of investments in foreign assets and direct these funds to the Russian economy based on changes in the net international investment position. Such a measure becomes especially relevant in the context of increasing foreign policy and foreign economic pressure on Russia, since foreign assets can be blocked at any time. According to Russian scientists, the funds obtained in this way will be sufficient to maintain the volume of invest-

ments in the domestic economy at the level of 30-35% of GDP for three years [14].

In addition, changes in fiscal policy are needed, providing for the expansion of fiscal benefits to support investment activities and R&D. This will not only help overcome stagnation in the Russian economy, but also increase the stability of the budget system due to the growth of the tax base for future periods. Such an effect, in particular, could be given by the following measures: 1) The creation of a special tax regime for enterprises that design and manufacture high-tech products, including those operating within the framework of the National Technology Initiative. This will increase the attractiveness of venture projects by reducing a number of investment risks. 2) The return of the previously canceled investment benefit, which provides for the exemption of enterprises from taxation of part of the tax base, provided that funds are invested in the expansion and modernization of fixed assets for production purposes. 3) Introduction of a flexible system of tax credits for R&D expenses, which contributes to the transition of industry to higher technological structures. 4) Creation of an effective system at the regional level to support scientific research and innovation activities to increase investment in R&D [15].

These measures, if applied consistently and competently, can significantly increase investment activity in the country. According to IMF calculations, a 1% reduction in the tax burden on industrial enterprises ensures an increase in investment from 2.6 to 14% [16].

It should also be taken into account that in the conditions of the crisis caused by the pandemic, there is a strong increase in investment risks. This is also facilitated by the high technological uncertainty that has been increasing in the world over the past decade. In this regard, business interest in private investments is currently declining in all countries, and the share of investments in GDP is decreasing. The only way out of this situation can be the activation of the state as an investor, turning it into an "investor of last resort" [17, 18, 19, 20, 21].

According to foreign experts, even in developed countries, at present one has to choose not between public and private investments, but between the availability of investments and their absence [22, 23, 24]. In Russia, this alternative is more relevant than anywhere else. Therefore, it is the Russian state that should assume the function of increasing gross investment, and it has already begun to implement it. Thus, the additional demand for domestic machinery and equipment arising during the implementation of national projects contributes to the increase in investments. From 2015 to 2019, the financing of import substitution projects from various sources in industry alone amounted to more than 2 trillion rubles. In national projects, 6 trillion rubles are provided for machinery and equipment, of which 3.2 trillion rubles are allocated for Russian engineering products.

Conclusion

The origins of many problems of investment activity in modern Russia are connected with the raw material model of development of its economy, formed since the 1990s. Under the influence of this model, mechanisms have been formed in the economy that prevent an increase in investment activity and the achievement of the necessary growth rates of investments in fixed assets. The situation is getting worse as a result of financial crises, anti-Russian sanctions, the pandemic crisis, as well as unprecedented foreign policy pressure on our country. Meanwhile, investments are one of the key factors of economic growth, the most important condition for technological modernization in Russia.

In order to increase investment activity and increase investments in fixed assets, serious changes in monetary and fiscal policy are needed, in particular, the use of credit and tax incentives for investors. In conditions of high technological uncertainty, as well as the pandemic of socio-economic instability that has intensified as a result of the crisis, it is extremely necessary to activate the state as an investor. It is public investments provided for in national projects that can give an impetus to improving the situation in the investment sphere of the country.

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医学知识产权对象评价的一些特点
**SOME FEATURES OF INTELLECTUAL PROPERTY OBJECTS
EVALUATION IN MEDICINE**

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医疗机构知识产权评估问题的相关性是基于当前医学领域与新医疗技术的开发、法律保护和实施相关的重大变化。专利仍然是主要的权利保护形式之一，验证专利所有者在医学上的专有权、署名权和优先权。个性化手段的发展有助于专利所有者即使在专利有效期届满后也能保持其开发的盈利能力。商标有助于保护所有人的权利，具有无限效力，具有重要意义。通过商标和专利同时保护所有者权益，药物评价达到最大。

关键词：评价问题 维权 医疗技术 药品商标 专利对象

Abstract. *The relevance of the intellectual property evaluation problem in medical organizations is based on the current significant changes in medicine field associated with the development, legal protection and implementation of new medical technologies. Patenting still remains one of the major forms of right protection, verifying the patent owner exclusive right, authorship and priority in medicine. The development of individualization means helps patent owners to maintain their developments profitability even after the expiration of patent validity. Trademark helps to protect the owners rights and has a great significance because of unlimited validity. The medicament evaluation becomes maximum when combining the owner right protection simultaneously through trademark and patent.*

Keywords: *evaluation problem, right protection, medical technologies, medicament trademark, patenting object.*

The basic requirement for the formation and development of a competitive market in any country is the expression of the intellectual property object value

through the determination of its price, i.e. in monetary form [1]. The relevance of the intellectual property evaluation problem in medical organizations is based on the current significant changes in medicine field associated with the development, legal protection and implementation of new medical technologies.

The features of patenting intellectual property objects in medicine are duration and high cost of their research, development and implementation. The main types of expenses can be acquisition costs of property rights to the patenting object, its production start and development, sales organization, legal and other types of protection, marketing, risk insurance of implementing projects using it or their profitability [2].

Generally the patent owner rights in medicine are realized within a short time period. In view of the emergence of new competitive products on the market, receiving a profit becomes more and more problematic. In the case when the invention is not protected by a patent at all, there is a danger of its copying by competitors, especially if it turns out to be effective and would be in demand.

Thus, the problem of what exactly to patent and in which countries it would be resolved must be solved already when creating an object of patenting. Herewith many factors would be taken into account. For example, when developing a drug, it would necessary to patent it in countries with a developed pharmaceutical industry and large market.

Problems of having funds to pay for an expensive complex of medical research in accordance with the requirements of the patenting country, application documentation preparing, patent fees and patent attorneys services are faced when patenting an object of intellectual property. Generally developers limit patenting to the host countries territory. Moreover patenting an intellectual property object in other countries does not always provide strong legal protection and making a profit possibility. All these factors influence the patentable objects evaluation. For example, the value of a trademark would be higher when selling in many countries markets, but at the same time patenting and implementation would be much more costly.

Medicaments are most inventions in medicine. It can be first medical usage of a known substance as a medicament, producing method of a finished dosage form, obtaining the substance active principle or a pharmaceutical composition. The list of inventions is presented in ascending order of their legal protection grade, on which depends the final value of patenting object.

When it is impossible to determine the producing method from the final product, there would always be the possibility of another production method appearance. In this case, the existing patent for the substance production method would not be respected. The possibility of such patent infringement would not exist only if product structure or composition is too difficult or even currently not possible

to determine. For example, it is difficult to control and identify a patent infringer in cases of medicament usage method, treatment method, diagnostics patenting.

The patenting object evaluation also depends on the patent validity, which in Russian Federation is twenty years and can be extended for another five years. Since the patent validity starts from the applying date, and generally the process of creating and medical research of an intellectual property object takes at least ten years, the owner has very little time left for his rights commercial usage. For example, in the case of medicament development, an active principle application can be made immediately after the discovering of properties, testifying the possibility of original medicament creating. The applicant may initially indicate not one substance, but a substance series with the same types of biological activity. Then one substance with the best characteristics is selected from the patented series. It can help preventing the possibility of competitors medicament creation based on any of the claimed series substances. An application is made for one substance that had passed all the necessary research after obtaining permission for medical usage.

The new medicament creation consists of several expensive, laborious and time-consuming stages. A search for new pharmacologically active substances is done primarily. On the next stage their properties and effects are studied in details during preclinical and clinical studies. Then the registration of the drug is carried out. Either permit for its medical usage is obtained. The owner needs to set up production, compensate all costs incurred and make a profit for the rest of the patent validity [3].

Many medicaments are produced and continue to be in demand for a long time, even after the patent expiration date. Moreover, after the long period of setting up production and medicament marketing, is reached top profit received. But since in most cases the patent validity for such objects of intellectual property is expiring, it becomes possible to produce "generics", i.e. non-original medicament without patent protection. As a result, most of the medicament production profit is received not by developer and patent owner, but by "generics" producers. Accordingly, the current patent validity for intellectual property objects is economically insufficient for the medicine field. After the patent expiration one of developer further action ways may become the usage of individualization tools.

The mark of individualization for a medicament may be its product name, registered as a trademark. Consumers begin trademark recognition and than subsequently it becomes one of the buyer's choice. The consumer becomes proud and feels satisfaction from the trademark prestige, advertising it by informing other people. A well-established trademark can even provide new products with a better marketing. The trademark main function is consumer's choice of goods and services from different producers. The trademark exclusive right becomes an owner property for unlimited time. He is only required to pay fees on time.

In Russian Federation medicament can be produced exclusively under the assigned, approved and registered mark. A special expertise of a new medicament is carried out before assigning a mark. It excludes the appearance possibility of another medicament with a sign or designation similar to the one already registered from the point of confusion in writing or pronunciation.

A trademark of a medicament is registered and refers to one substance. But when registering the mark, the active principle chemical name may not be referred. Accordingly, the developer or producer gets the right to the mark, but not to the substance. In practice, due to the fact that a trademark and a patent are different kinds of intellectual property protecting, may take place cases when outsiders become owners of trademark by applying for the usage of a new medicament as a trademark. Such outsiders were not medicament developers, but in future the right to use medicament name by developer can be realized only by buying a license from the trademark owners. The developer must have a fixed right to register the name. Also must take place simultaneous registration of patents and trademarks of new medicaments. The possibility of selling or assigning rights to a trademark without the rights to the designated products would also be forbidden. The possibility of situation when patent and trademark for a medicament belong to different owners affects both the patent and trademark value.

When a brand is leading in a certain market sector, it can achieve maximum profit. For example, in stages of introduction and growth the original medicament trademark value is greater during the period of patent protection for the active substance or method of production.

A brand with a longstanding stable market position has a greater value than a brand with recently gained position. The market in which the trademark operates is evaluated in terms of consumer needs changing. The less change gives more highly rated trademark. Depending on presence in domestic or international markets, the value vary from international to domestic and local trademarks.

The success of future trademark development is valued according to the level of staying modern ability, attractiveness and growth in the field of application [4]. For example, in the case of primary registration of an extended set of indications for medicament usage or prevention and treatment of diseases methods and making directions in instructions and methodological manuals based on evidence-based clinical studies, the usage area of such objects would have a base for growth. A trademark management important index is mobility, i.e. flexibility of financial and human resources repartition which gives the investments efficiency growth.

When evaluating a trademark may be also taken into account such indicators as:

- trademark market originality and it's dynamics;

- condition and expansion forecast of product markets and services marked with a trademark;
- changing company's products prices correlation;
- changing of competing companies similar products prices;
- level of product scientific and technical development;
- presence of similar products;
- similar products participation proportion in local and international markets in dynamics;
- stability of product payable demand;
- availability, possibility and terms of trademark registration in other countries;
- other features depending on production, trademark, product specific.

Despite the high cost of intellectual property objects developing in medicine and the duration of necessary research, patenting still remains one of the major forms of right protection, verifying the patent owner exclusive right, authorship and priority. The development of individualization means helps patent owners to maintain their developments profitability even after the expiration of patent validity. The quality of medical care is constantly improving due to patenting. Trade-mark helps to protect the owners rights and has a great significance because of unlimited validity. The medicament evaluation becomes maximum when combining the owner right protection simultaneously through trademark and patent

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公民非法定罪康复程序中的精神损害赔偿，根据俄罗斯刑事诉讼法承担刑事责任

COMPENSATION FOR MORAL DAMAGE IN THE PROCEDURE FOR THE REHABILITATION OF A CITIZEN FROM UNLAWFUL CONVICTION, BRINGING TO CRIMINAL LIABILITY UNDER RUSSIAN CRIMINAL PROCEDURE LAW

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非法和/或不合理的定罪、作为被告的参与、针对特定人的刑事案件的启动会对一个人的整个未来生活产生负面影响。一个被法律宣告无罪的人必须忍受与所发生的事情有关的深刻心理创伤，因此法治国家的任务是制定有效措施，不仅旨在恢复物质上的伤害，而且不减少道德上的伤害。遭受调查或司法错误的人。本文致力于分析俄罗斯法律制度中的精神损害赔偿措施及其在调查和司法当局的实际活动领域中的实施。

关键词：康复；精神损害赔偿；正式道歉；驳斥媒体诬告

***Abstract.** Illegal and/or unjustified conviction, involvement as an accused, initiation of a criminal case against a specific person has a negative impact on the entire future life of a person. A person acquitted by law has to put up with the deep psychological trauma that arose in connection with what happened, therefore the task of the rule of law state is to develop effective measures aimed at restoring not only the material, but no less moral harm to a person who has suffered from an investigative or judicial error. The article is devoted to the analysis of measures of compensation for moral harm in the Russian legal system and their implementation in the practical field of activity of the investigative and judicial authorities.*

***Keywords:** rehabilitation; compensation for moral damage; official apology; refutation of the false accusation in the media*

An illegal or unfounded accusation entails physical and moral suffering: a person who comes face to face with the state machine of criminal prosecution feels fear, loneliness, confusion and absolute defenselessness. Colleagues, friends, spouses and even the closest relatives turn away from a person. This negative experience remains forever in the psyche. No rehabilitation measures can restore the

situation that existed before the "mistake" of justice. Federal legislation is aimed at the maximum compensation for damage, which is only possible in this difficult situation.

Article 136 of the CPC RF provides for four options (forms) of compensation for moral damage. About everything in order.

I. making an official apology by the prosecutor. The law does not provide for either the status of the prosecutor who is obliged to apologize (district or regional), nor the content requirements, nor the procedure. Based on common sense, it can be assumed that the official apology should express regret, as well as contain information about the erroneous nature of the accusation. An official apology is a mandatory form of compensation for moral damage and must be carried out regardless of the will of the rehabilitated. In practice, this obligation is not always fulfilled, often it is not fulfilled in time - in the period from six months to one and a half years from the moment the right to rehabilitation arises¹. Quite often prosecutors apologized only after a court decision on the obligation to issue a formal apology. Paragraph 19 of the Decree of the Plenum of the Supreme Court of the RF dated 29.11.2011 №17 "On the practice of application by courts of the norms of Chapter 18 of the Code of Criminal Procedure of the Russian Federation regulating rehabilitation in criminal proceedings"² fixed the provision according to which the court assigned the execution of the obligation in the form of an official apology to the prosecutor appropriate level, if the question of an apology is brought before the court by the rehabilitated person. Prosecutors took this provision as a kind of exemption from the obligation to apologize on their own. By Resolution of the Plenum of the Supreme Court of the RF № 6 dated 02.04.2013 this paragraph was changed³.

In the event of a decision to apologize, the rehabilitated person is sent a letter with a text reproducing art. 136 of the CPC RF, which ends with the phrase "we apologize on behalf of the state".

II. publication by the media of a message about rehabilitation under the following conditions:

1. If information about the criminal prosecution (in any procedural form) of the rehabilitated person was previously published in the press, distributed on radio, television or other media (for example, located on the Internet, social networks, etc.);
2. If the rehabilitated person himself or his close relative (in the event of

1 Brester A.A. Legal obstacles in the implementation of the right to rehabilitation in the Russian criminal process // State and law 2015. №9. P. 47.

2 Bulletin of the Supreme Court of the RF. 2021. N 1.

3 Resolution of the Plenum of the Supreme Court of the RF №6 "On Amendments to Certain Resolutions of the Plenum of the Supreme Court of the Russian Federation" dated 02.04.2013 // Russian newspaper. April 05, 2013

his death) presented the relevant requirement. There is another option: if the state body that made the decision to recognize the right to rehabilitation, instructed the relevant media to publish it. The notice must be published no later than 30 days from the receipt of the request or instruction.

III. sending, at the request of the person rehabilitated by the court, the prosecutor, the investigator or the interrogating officer, within 14 days, a written report to the place of residence, work or study about the acquittal of the person or the illegality/groundlessness of the suspicions. The purpose of the norm is to "justify" a person in the eyes of his neighbors, colleagues, fellow students, the administration of the employer or educational institution, since criminal prosecution, especially if it was associated with deprivation of liberty, cannot be hidden at the place of one's activity. A message from a competent state body restores a good name and prevents situations of any negative attitude and infringement of the interests of the rehabilitated person, so that the fact of erroneous criminal prosecution is not an obstacle to further positive life.

IV. compensation for non-pecuniary damage in monetary form, which is possible only by a court decision issued in civil proceedings. The rehabilitated person must file a claim for compensation for moral damage to the court at the location of the body that carried out the criminal prosecution, or at the place of his residence. At the same time, the statute of limitations does not apply to claims for the protection of personal non-property rights. The court considers the claim in the manner prescribed by the civil procedural legislation of the Russian Federation. Prior compensation for property damage does not affect the resolution and amount of compensation for moral damage.

When resolving a claim, the court must take into account the following circumstances:

- Duration of criminal proceedings against the rehabilitated;
- Measures applied to him (for example, whether a measure of restraint related to deprivation of liberty was applied);
- The presence of moral and physical suffering;
- The degree of these experiences;
- Negative consequences for physical and mental health, in what they were expressed.

The norms on compensation for moral damage to the rehabilitated came into force after March "01", 1996 and are not retroactive. Claims for compensation for physical and moral suffering that were caused before this date are not subject to satisfaction, except in cases where the legal relationship falls under the law on the rehabilitation of victims of political repression and other special laws.

Features of compensation for non-pecuniary damage in monetary terms can be reduced to the following:

1. the presence of non-pecuniary damage is presumed due to erroneous criminal prosecution, which is enshrined in part 1 of art. 133 CPC RF, rehabilitated is required to prove only the amount;

2. the rehabilitated person must justify the amount by calculation, but it is fundamentally impossible to do this;

3. the amount of compensation depends on the discretion of the judge, based on a conditional unspoken bar for such cases, on the personal qualities and experience of the judge himself;

4. the duration of the period from the moment the decision on rehabilitation comes into force to the actual receipt of funds: it takes time to schedule a court session, several court sessions, since the Ministry of Finance of the Russian Federation and the prosecutor do not agree with the amount of the requirements, it often becomes necessary to request documents from a criminal case, which are sent to law enforcement agencies, in addition, the Ministry of Finance of the Russian Federation in most cases automatically appeals the decision - as a result, civil proceedings can last about a year.

It is possible to use either one of the forms of compensation for moral harm, or a combination of them. Despite the detailed legislative regulation, the judge of the Sverdlovsk Regional Court E.M. Khaziyeva notes that the sums of money collected in favor of the rehabilitated persons are incomparable in size with the amounts collected in similar cases by the European Court of Human Rights⁴. At the legislative level, the question of the need for a normative establishment of the amount of compensation awarded was understood (for example, 1,000 rubles per day for criminal prosecution in the absence of preventive measures; 5,000 rubles per day for criminal prosecution when choosing a preventive measure in the form of a written undertaking not to leave; 15,000 rubles), but this bill was not adopted due to the lack of an economic base⁵.

The Russian Institute of Rehabilitation in the event of illegal/unjustified criminal prosecution includes a number of measures aimed at restoring the honor, dignity, good name of the injured person. It seems that in their totality, the measures indicated in this article are sufficient to compensate for moral damage. At the same time, it seems that in order to form a respectful attitude towards state power among citizens, it is required at the level of legislation to introduce fixed amounts of money aimed at compensating for moral damage to the rehabilitated, since at present, in practice, these amounts are, relatively speaking, symbolic.

⁴ Khaziyeva E.M. The problem of unification of the practice of determining the amount of monetary compensation for moral damage in the course of rehabilitation // Russian judge. 2021. № 11. P. 6.

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适应性运动作为残疾人康复和社会适应的工具

ADAPTIVE SPORT AS A TOOL FOR REHABILITATION AND SOCIAL ADAPTATION OF PERSONS WITH DISABILITIES

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本文介绍了组织适应性运动的方法、遵守体育活动监管基本教学原则的重要性以及评估残疾人身心状态动态和社会化水平的综合研究 失能。

关键词：适应性运动，残疾人，体力活动

Abstract. *The article presents approaches to the organization of adaptive sports, the importance of compliance with the basic pedagogical principles of regulation of physical activity and comprehensive studies to assess the dynamics of physical and mental state and the level of socialization of persons with disabilities and the presence of disability.*

Keywords: *adaptive sports, people with disabilities, physical activity.*

Adaptive physical culture and adaptive sports have firmly occupied one of the leading places in the life of society, allow us to successfully implement measures for physical rehabilitation and social adaptation of persons with disabilities and the presence of disability. Various aspects of adaptation of persons with disabilities are important – physical, mental and social. The peculiarities of mental adaptation of persons with disabilities are determined by a complex of social and intrapersonal factors, therefore, understanding the mechanisms of mental adaptation of athletes with disabilities is necessary both to restore and improve their mental health and quality of life, and to optimize the competitive training process [7]. Adaptive sports contributes to the upbringing of personality and the formation of such behavior, which significantly expands its functioning not only through the formation

of self-service skills, but also by increasing the level of social orientation, entry into society, since sports activity requires a person to accept both the rules that define our daily life and the rules that set a number of restrictions (rules of the game and competitions, sports regulations, etc.) [3].

In addition to psychological aspects, participation in sports movement contributes to the activation of many body systems, motor correction and the formation of a number of necessary motor compensations [1]. This is an essential factor of an individual's social adaptation. The main task of adaptive sports is not so much the highest achievements, as overcoming disability, rehabilitation and social adaptation of people with disabilities.

The process of self-socialization into society and organized motor activity occurs in persons with disabilities due to the activity of preserved analyzers and the level of residual health [9]. For example, with defects of the musculoskeletal system, this is due to the restructuring of muscle tone, in particular, the compensatory function of the foot and reflex tonic tension of muscle groups involved in maintaining the vertical stance of the athlete [2; 6]. Maintaining the balance function can be provided with hearing loss due to a preserved vision analyzer [4; 5; 8], and in the blind - due to proprioceptive sensitivity [10].

In this regard, it is necessary not only to adhere to the basic pedagogical principles of regulating physical activity, but it is also advisable to use comprehensive pedagogical control, which allows taking into account the specifics associated with the peculiarities of the state of various body systems of persons with disabilities. In this regard, we assessed the dynamics of the physical and mental state and the level of socialization of these individuals.

Material and methods of research. We have conducted research in the functional diagnostics laboratory of the Sports Medicine and Physical Rehabilitation Department (Ural State University of Physical Culture). The research involved 22 athletes with various types of pathology: musculoskeletal system, nervous system, hearing and vision. They are engaged in various sports (table tennis, sledge hockey, chess, swimming, basketball). A comprehensive assessment of various body systems included several methods. The assessment of coordination abilities was carried out using the software and hardware complex "Stabiloplatfom Measure ST-150". Assessment of tolerance to hypoxia and hypercapnia – breath-holding test on inhalation and exhalation. Assessment of heart rate variability – the "Centaur" system, self-assessment of psychological and physical condition – the SF-36 quality of life questionnaire (assessment of integration effectiveness was used as a criterion for the success of training).

The results of the study. For basketball players, exercises were selected that require the involvement of a large number of preserved muscle groups or the largest of them, using feedback simulators. The following pedagogical approaches were

applied: at the general preparatory stage of the preparatory period, small-group classes on training devices were included using the variable-interval method of local exposure (alternating performance of various exercises with regulated rest pauses, from 5 to 15 repetitions; in one approach, the studied muscle group is under load from 2 to 40 seconds) for the development of strength abilities of the upper extremity belt and trunk muscles; the ratio of basketball training and simulators is 2:1. The use of technical means contributes to the formation of athletes' structure of motor skills and physical qualities characteristic of competitive activity. The results of the study showed the effectiveness of the proposed pedagogical approach, which was expressed in an increase in the level of the functional state of athletes according to the assessment of heart rate variability (an increase of 10% of the total power of the spectrum due to high frequency waves), as well as an increase in speed-strength abilities (a decrease in the speed-strength test from 7.5 ± 0.85 seconds before the study to 6.65 ± 0.7).

During the stabilographic study of the equilibrium function in amputees and persons with cerebral palsy, we revealed a mismatch in the activity of the visual and motor analyzer, which is compensated by an increase in the length and speed of movement of the common center of mass with a temporary decrease in the receipt of visual sensory information; in dynamics, a decrease in energy consumption was observed when maintaining the equilibrium function.

In swimmers with amputated limbs, we determined an increase in the parameters of breathing tests by 1.5-2 times (on inspiration from 40.2 ± 2.6 to 68.4 ± 1.9 seconds and on exhalation from 27.8 ± 2.4 to 45.3 ± 1.8 seconds).

In the whole group of athletes, an increase in the level of social adaptation on the SF-36 scale was revealed: an improvement in the physical component from 30.8 ± 2.3 to 53.9 ± 1.4 points, and the psychophysical state from 51.7 ± 4.8 to 70.0 ± 1.4 points.

Conclusion. Adaptive physical culture and adaptive sports are an important component of physical rehabilitation and social adaptation of persons with disabilities and the presence of disability. The literature most often points to such reasons that limit the ability to engage in adaptive sports: the multiplicity of sports and functional classes, the difficulty of selecting loads, the lack of theoretical data on the ontogenesis of physical qualities of persons with disabilities, the unavailability of sports facilities. We have shown that it is necessary not only to adhere to the basic pedagogical principles of regulating physical activity, but it is also advisable to use comprehensive pedagogical control, which allows us to take into account the specifics associated with the peculiarities of the state of various body systems of persons with disabilities and gives us the opportunity to assess the dynamics of physical and mental state and the level of socialization of these persons.

The conducted studies have shown the presence of pronounced positive dy-

namics in the activity of various body systems (according to the assessment of the balance function and heart rate variability), psychological state and the level of social adaptation.

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培养中国学生俄语语音能力的创新教学方法
**INNOVATIVE TEACHING METHODS TO DEVELOP CHINESE
STUDENTS' ABILITY TO LEARN RUSSIAN PHONETICS**

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摘要：本文针对对外俄语教学中中国学生俄语发音的热点问题进行分析。语音能力被认为是外国学生掌握一门新语言的基础，不良的听觉和发音技能使学习和交流变得困难。本文以中国学生俄语课堂教学过程为基础，总结阻碍中国学生成功发展俄语语音的主要原因，并以创新教学方法来呈现教学材料，以提高其培养中国学生俄语语音技能的有效性。

关键词：俄语语音，中国学生，对外俄语，俄语作为外语的教学法，正音法

Abstract. *This paper analyzes the hot issues of Chinese students' pronunciation on Russian when teaching. Good phonetic skills for foreign students are considered to be the foundation of learning a new language, and poor auditory and pronunciation skills make learning and communication difficult. Based on the Russian classroom teaching process for Chinese students, this paper summarizes the main reasons that influence Chinese students to learn Russian pronunciation, and helps Chinese students effectively learn Russian pronunciation skills based on innovative teaching methods.*

Keywords: *Russian phonetics, Chinese students, Russian as a foreign language, teaching method of Russian as a foreign language, pronunciation*

When teaching Russian pronunciation to native Chinese students, it is found that the teaching aids and textbooks used lacked sufficient information. For example, ordinary text materials were difficult to present correct Russian pronunciation, and it was difficult for us to find materials for automatic pronunciation.

When Chinese students learn Russian pronunciation, they will be disturbed by the pronunciation of their native language, resulting in some mispronunciation, inability to pronounce, similar pronunciation, etc. When teaching Chinese students Russian pronunciation,:

Teachers should be students oriented, understand the Chinese background, the

Chinese pronunciation system, and help students practice pronunciation according to their actual conditions.

Teachers should reflect teaching, language rhythm, stress, intonation, etc. in the actual social context, not only pay attention to the pronunciation of a single syllable, but also put into oral practice[3].

The traditional classroom lacks attractive and vivid teaching methods, so students encounter many difficulties in autonomous learning. The following innovative methods can be applied to the Russian as a foreign language classroom for Chinese students when learning Russian pronunciation:

1. Strengthen the visual mode: In the Russian phonetic teaching, teachers should use visual means such as charts, tables, pictures, etc. to strengthen the pronunciation teaching effect.

2. Strengthen the auditory mode: In the Russian phonetic teaching, teachers should let the learners listen to and imitate Russian continuously to strengthen the background of the sounds heard.

3. Strengthen tactile mode: There is a strengthening tactile mode. For example, the teacher can describe how the sound is generated between the vocal organs, and the teacher can also let the students touch the vocal organs of the body with their hands, thus helping the students feel the characteristics of a certain sound.

4. Action mode, that is, the movement of the hands and the body strengthens the pronunciation practice. For example, the rise and fall of the hand is used to indicate a high or low pitch.

5. Game Mode: Games are a very effective way to teach Russian. There are rich types of games, including competition, teamwork, and individual response. Game mode plays a very important role in teaching Chinese students Russian pronunciation.

For example, learn to sing Russian songs together, debate in groups, read tongue twisters quickly, role play, etc. The game mode can stimulate the enthusiasm of students, so that students can master the pronunciation ability of Russian unconsciously in a relaxed atmosphere and cheerful activities, even in the fierce competition.

6. T.P.R. Body Language Teaching Method

James Asher, professor of psychology at San Jose State University in California, USA, proposed Total Physical Response, or T.P.R. for short, which refers to the teaching method in which people use body behavior to express language, and at the same time closely interact between body behavior and language, and teach foreign languages through body movements. [1]

Effective learning requires the active participation of multiple senses. This applies not only to general learning, but also to learning Russian pronunciation. With the addition of more senses, the learning efficiency is high. The less senses

are involved, the lower the learning efficiency. Compared with traditional Chinese classrooms, in which teachers mainly teach and students mainly listen, the whole-body response method can grab the attention of students at once, attract students to participate in activities, and learn Russian pronunciation in a real experience, which aims to help students understand Russian pronunciation and communicate in Russian, not to correct mistakes made by students in the learning process. This is beneficial to help students to be less nervous, but to study in a relaxed environment.

The T.P.R teaching method is divided into five steps in the specific teaching process.

(1) The teacher speaks out the instructions and does demonstration actions, and the students listen and observe.

(2) The teacher speaks out the instructions and does demonstration actions, and the students follow along.

(3) The teacher speaks out the instructions, but does not demonstrate actions, and the students follow the teacher's instructions.

(4) The teacher demonstrates actions and ask students to repeat the instructions.

(5) Students speak out the instructions, and other students execute the instructions[2].

In addition, teachers should establish students' self-learning and self-testing systems, such as the "micro-lecture mode", in which teachers screen learning materials, which are presented in multimedia forms, including charts, tables, pictures, videos, and movies. Teachers can also use modern educational websites to design animations by themselves, in order to make self-directed learning more effective according to course needs, improve students' participation, and formulate self-testing systems suitable for students' levels, so students can get timely feedback in the learning process.

Conclusion

Innovative multimedia and multi-sensory teaching technologies play an important role for teaching Chinese students Russian pronunciation. Teachers must have good educational and teaching skills and superb information technology if they want to efficiently apply multimedia teaching tools in teaching. Only in this way can information technology and classroom teaching be combined, and educators must keep pace with the times, have the courage to explore, and constantly improve their own level, in order to carry out effective classroom teaching.

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使用教学游戏作为向学龄前儿童介绍民族文化的一种手段
**THE USE OF DIDACTIC GAMES AS A MEANS OF INTRODUCING
PRESCHOOL CHILDREN TO ETHNOCULTURE**

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这篇文章谈到了让孩子们熟悉他们祖国的传统的重要性，以及在学龄前就灌输对祖国、自然和文化的热爱的必要性。文章介绍了一些在学龄前举行的民间游戏。

关键词：教学游戏，民族文化，学龄前儿童教育，发展。

Abstract. *The article talks about the importance of familiarizing children with the traditions of their native land, about the need to instill love for the Motherland, nature, and culture of their people already at preschool age. The article introduces some folk games held at preschool age.*

Keywords: *didactic game, ethnic culture, education of preschoolers, development.*

One of the current activities of a modern preschool organization is the creation of favorable conditions for the socialization of the individual in a multinational society, the introduction and improvement of the process of ethnocultural education, the search for new technologies for introducing preschoolers to the values of ethnic culture [7].

Childhood is not just a stage of a person's age development, but a phenomenon that influences the development of the culture of mankind at all stages of life and self-awareness of a preschooler and primary school child, during which childish features that distinguish a child from an adult dominate in the psyche and behavior of a person. The uniqueness of human childhood lies in the fact that during this period of life there is a laying and formation of a person's personal potential: cultural, cognitive, moral, artistic, aesthetic, communicative, character is formed, the

future creative orientation of the individual is determined. All types of cultural and leisure activities are creative [3, p.5].

In the modern world, the problem of ethnic revival is a significant event. This applies to the history of culture of any nation in the socio-philosophical aspect. As a result, there is a need to preserve the ethnic uniqueness and originality of the ethno-cultural phenomenon, the tolerance of each ethnic group.

The issues of using ethno-cultural traditions, folklore as educational means were raised in the works of V.F. Afanasiev, E.F. Vertyakova, G.V. Vinogradova, G.N. Volkova, A.Sh. Gashimova, N.E. Elikbaeva, G.E. Yesima, A.E. Izmailova, Z.G. Nigmatova, K.Sh. Nurlanova, S.E. Nurmuratova, V.I. Sukhanova, Ya.I. Khanbikov.

According to the scientist G.T. Tavadova, "Culture is a complex concept that refers both to material (food, clothing), social (organization and structure of society) phenomena, and to individual behavior, reproduction, organized activity (religion and science). Culture is everything that is created by mankind. Culture is a specific way of organizing and developing human life, represented in the products of material and spiritual labor, in the system of social norms and institutions, in spiritual values, in the totality of people's relations to nature, to each other and to themselves. Culture can fix the way of life of an individual (personal culture), a social group (for example, the culture of a class, group, stratum), a socio-ethnic community (ethnic culture, national culture) or the whole society as a whole".

A.B. Afanasyeva gave the following definition of the concept of "ethnoculture": "ethnoculture is a set of traditional values, attitudes and behavioral characteristics embodied in the material, spiritual, social life of an ethnic group, formed in the past, developing in historical sociodynamics and constantly enriching ethnic culture in various forms of self-realization of people".

According to M.O. Shavayeva "ethnoculture is presented primarily as a set of those cultural elements and structures that have ethnic specificity [5].

These elements include:

- language;
- territory;
- national identity;
- ethnic identity;
- ethnic psychology;
- stable intergenerational continuity;
- traditions, customs, norms, system of values.

Interaction is one of the most important conditions for the successful development of any ethnic culture and for its maintenance in full".

By definition, E.F. Vertyakova, "ethnoculture is the culture of a particular ethnic group, which finds its expression in a certain ethnic self-awareness of material

and spiritual values, manifested in moral and aesthetic norms, in the way of life, clothing, housing, cuisine, social attitudes, etiquette, religion, language, folklore and the psychological makeup of the ethnic group.

The study of the customs of the Chechen people is carried out in extracurricular activities in preschool institutions. Thus, students learn the traditions of the life of their ancestors. Making crafts for folk holidays with their own hands, children are involved in the ethno-cultural process.

In the first place in the ethnocultural development of junior schoolchildren is arts and crafts. It is the arts and crafts that is one of the richest sources of the formation of the spiritual side of the personality. The created samples of folk art play a huge role for the current generation, not only as a product of activity, but also allow us to assess the level of development of the mentality, ideals and values of a particular ethnic group.

A.R. Enikeeva considers the ethno-cultural development of the individual as "a process of spiritual formation of the individual through the assimilation of socio-historical experience through appeal to folk traditions, folklore samples".

Views on play in Russian psychology during the 1930—1940-s were not uniform. The Russian teacher and psychologist P. P. Blonsky (1884—1941), recognizing the priority importance of the game in the development of a preschooler, reduced the game to work and art, denying the presence in it of some unique, proper game content. Classifying various forms of activity, which are denoted by the term "game", P. P. Blonsky singled out the following types of it: 1) imaginary games: manipulations of impulsive origin in infants and the mentally ill; 2) building games: building art of the child; 3) imitative games: manifestations of art in the behavior of the child; 4) dramatization: the dramatic art of the child; 5) outdoor games: dramatization, in which running plays a large role; 6) intellectual games: experimental research or dramatization options.

Summing up, P. P. Blonsky argues that "two very important problems are hidden in the overly general problem of play — labor and art in preschool age" [1, p. 27].

In modern psychology, S. L. Novoselova proposed to consider three classes of games: games that arise on the initiative of the children themselves, games on the initiative of adults, and ethnic, traditional games. The first class includes the following types: amateur games (amateur plot and director's games, experimentation with natural objects and phenomena, with animals, with toys and other objects). These games are defined by S. L. Novoselova as a kind of practical form of reflection of the child about the natural and social reality surrounding him.

Games based on the initiative of adults include educational and leisure games. S. L. Novoselova classifies educational games as didactic, plot-didactic, mobile, educational (subject) didactic games, as well as games with rules. For leisure

games: intellectual (chess, checkers, etc.), fun games, entertainment, theatrical, festive carnival. The initiative of adults is focused on the stage of teaching children and does not exclude the independence and further activity of the children themselves in the games of this class. The third class unites folk games determined by the historical initiative of the ethnos. This includes ritual, training and leisure games. The study of archaic forms of the game allows us to understand the development of the main lines of game activity — the formation of symbolism and rules [1, p.87].

Play, from Vygotsky's point of view, is not the predominant activity in pre-school age. In basic life situations, the child behaves diametrically opposite to how he behaves in the game. But the game creates a zone of proximal development of the child. In play, the child is always above his average age, above his usual behavior, above himself, this is, as it were, the “ninth wave” of development. Therefore, the game is the leading activity in preschool age. Vygotsky emphasizes the dual plan of the affective flow in the game: the depicted experiences of the role-playing character can be opposite to the real experiences of the child (he cries like a patient and rejoices like a player). Thus, Vygotsky singles out an imaginary situation as the central moment of the game. This conscious imaginary determines the double plane of consciousness of the playing child, the mediation of his behavior by the imaginary plane. This understanding formed the basis of the theory of D. B. Elkonin, a student and follower of Vygotsky, who studied mainly the highest, most developed form of children's play, namely role-playing. The role-playing game expresses, first of all, the desire of the child to participate in the life of adults, which cannot be realized directly, due to the complexity of the tools of labor and their inaccessibility to the child.

Ethnographic studies by D. B. Elkonin showed that in more primitive societies, where children at a very early age can take part in the work of adults, there are no objective conditions for the emergence of a plot role-playing game. The child's striving to participate in the life of adults is directly and immediately satisfied there: starting from the age of 3—4, children master the means of labor or work together with adults, and do not play. These facts allowed D. B. Elkonin to draw an important conclusion: role play arises in the course of the historical development of society as a result of a change in the place of the child in the system of social relations. Therefore, it is social in origin and in nature. Its emergence is connected not with the action of some internal, innate instinctive forces, but with the quite definite conditions of the child's life in society. D. B. Elkonin (1904—1984) The role-playing game is defined as "an activity in which social relations between people are recreated outside the conditions of directly utilitarian activity"¹. At the same time, the primary emotionally effective orientation in terms of human activity is carried out in the game. In the mental development, D. B. Elkonin identified

four aspects for which the role-playing game is of decisive importance:

- it develops the motivational-needs sphere;
- in a game, a child overcomes cognitive egocentrism;
- the game affects the development of mental actions;
- in it, a significant restructuring of the behavior of the child takes place: it becomes arbitrary [5, p.19].

"Mastering the national culture, the spirituality of one's people, enriching it with the culture of the peoples living together, orienting the child to culture as a value will allow him to further understand world culture. Only such a broad view of the culture of one's own people, its perception in the context of larger cultural processes can become the basis for the formation and development of a creative person, allowing her not only to passively contemplate the national culture, but to make her own individual contribution to it, to be included in the culture-creating process." (F.F. Kharisov) [4, p.4].

Folk games have a great influence on the education of the mind, character, will, develop moral feelings, physically strengthen the child, create a certain spiritual mood, interest in folk art. Also, games are a universal means of forming relationships between adults and a child and between children. They contribute to the development of communication skills, spatial orientation, speech, broadening one's horizons, clarifying ideas about the world around them.

The folk game – is a game that is implemented on the principles of voluntariness, spontaneity under special conditions of agreement, popular and widespread at a given historical moment in the development of society and reflecting its characteristics, undergoing changes under various influences: socio-political, economic, national. The folk game, being a phenomenon of folk culture, can serve as one of the means of introducing older children to folk traditions, which, in turn, is the most important aspect of educating spirituality, forming a system of universal values; in the current situation of social development, an appeal to folk sources, to the past is very timely [8]. The folk game contributes to the development of the necessary moral qualities in children of older preschool age, always in conjunction with qualities related to the physical, mental, labor and other aspects of culture. A wide variety of games can be used to form a culture of communication in older preschool children. Thus, including the folk game in the educational process, the educator unobtrusively, purposefully introduces children into the world of folk culture, teaching children the culture of communication. The peculiarity of the folk game as an educational tool lies in the fact that it is included as a leading component in folk traditions: family, labor, family, festive and gaming, and others. This allows an adult to unobtrusively, purposefully introduce children into the world of folk culture, ethics,

and human relations. It is no coincidence that the gaming experience of older preschool children certainly includes a variety of folk jokes, game counting rhymes, folk mobile, comic and other games with peers and adults. Folk outdoor games affect the education of the will, moral feelings, the development of intelligence, speed of reaction, and physically strengthen the child. Through the game, a sense of responsibility to the team is brought up, the ability to act in a team. At the same time, the spontaneity of the game, the lack of didactic tasks makes these games attractive "fresh" for children. Apparently, such a widespread use of folk outdoor games ensures their safety and transmission from generation to generation. There is a lot of humor, jokes, competitive enthusiasm in folk games; the movements are precise and figurative, often accompanied by unexpected funny moments, tempting and beloved by children, counting rhymes, draws, and nursery rhymes. They retain their artistic charm, aesthetic value and constitute the most valuable, undeniable game folklore. The main condition for the successful introduction of folk outdoor games into the life of preschoolers has always been and remains a deep knowledge and fluency in an extensive game repertoire, as well as the methodology of pedagogical guidance. The educator, creatively using the game as an emotional-figurative means of influencing children, arouses interest, imagination, achieving active performance of game actions. Folk games in combination with other educational means are the basis of the initial stage of the formation of a harmoniously developed personality, combining spiritual wealth, moral purity and physical perfection. This is the relevance of the topic of my work. Folk game as a form of national identity. Each nation has its own culture (holidays, ceremonies, rituals, folk game culture, etc.) Through the folk game, you can identify (recognize) folk culture. Each nation has its own norms of behavior, its own cuisine, inventory, clothing, etc.

The game develops a person: sense organs, thinking, logic, intelligence, physiology, coordination, etc.

Through the folk game, one can identify (recognize) folk culture. Each nation has its own norms of behavior, its own cuisine, inventory, clothing, etc.

Folk games captivate and have a calming effect even on the majority of hyperactive children, help to open up "clamped" and insecure children, with the help of folk melodies and movements, you can remove negativity, fears, fear, reveal feelings and emotions. Creating a favorable creative atmosphere - folk music, costumes, animal hats, attributes - all this in the game sets the children to create an individual depicted image.

The development of the child goes from movement and emotion to the word. Therefore, it is quite natural that it is easier for preschoolers to express their feelings and emotions through the plasticity of their bodies. Particularly interesting

and expressive plastic images arise under the influence of music. Folk works of different moods and character stimulate the development of the child's fantasy and imagination, help to creatively use plastic expressiveness. You can help your child to relax and feel the possibilities of his body with the help of a variety of dance and movement exercises and games.

Folk games allow you to solve the following **tasks**:

- Introduction to folk values and customs
- Ability to perform game images
- Improvement of all mental processes
- Improving physical qualities and health
- Personality formation and taste development
- Formation of the spiritual sphere, patriotic feelings

In our work we use the following **methods**:

- verbal;
- visual;
- practical.

Verbal method:

- stories about the game, its rules;
- explanation of the meanings of ancient words;
- conversations with elements of dialogue;
- questions - answers;
- memorization of the text of folk games,

Visual method:

- viewing illustrations for games;
- examination of objects of ancient utensils, furniture;
- examination of costumes;
- showing presentations.

Practical method:

- holding games;
- production of hats, headbands, attributes for games;
- holding holidays and entertainment;
- consultations for parents;
- consultations for teachers.

As a technique for educating children in a sustainable interest in folk games, the following is used:

- acquaintance with the best examples of folk gaming musical creativity;
- personal example when learning games;
- an example of a child when creating a game image;
- use of costumes, attributes.

Work on introducing children to folk games begins at the age of 2. At this age,

children are mainly attracted to **fun games** ("Horned Goat", "Ladushki", etc.) and some **sports games**, such as "Lovishki" and "Hide and Seek". In the 2nd junior group, **natural games** ("Spider", "Magpie", etc.), **dramatic** ("Hare", "Dream") are added to them. And already in the middle group we use all types of folk games. As for the types of folk games, at the younger preschool age, round dances and part of the games of round dances - processions are used, and at the older preschool age, folk games of all types are offered to children.

The work done has shown that folk games are interesting and relevant at the present time, despite the fact that there are a fairly large number of temptations in our technocratic age. Children play with great pleasure, and most importantly, with benefit, because the melody of the song connects the movements of children with one rhythm, coordinates them, cheers up, develops physically, and brings joy. They form a stable, interested, respectful attitude to the culture of their native country, create an emotional positive basis for the development of spiritual and patriotic feelings: love and devotion to the Motherland. Games cause active work of thought, contribute to the expansion of horizons, clarify ideas about the world around us, improve all mental and mental processes, stimulate the transition of the child's body to a higher level of development [9].

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教师在教育数字化转型中的角色和职能

**THE ROLE AND FUNCTIONS OF A TEACHER IN THE CONTEXT OF
DIGITAL TRANSFORMATION OF EDUCATION**

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本文专门讨论教育的数字化转型，以及教师在这一过程中的作用。考虑了社会向数字经济转型条件下现代教育变化的特征。揭示了教育数字化转型的预期成果，实现了教师数字化转型的需求，提出了数字化教师的主要能力清单。

关键词：数字教育环境，教师能力，专业发展，教师培训，外语能力

Abstract. *The article is devoted to the digital transformation of education, the role of the teacher in this process. The features of the change in modern education in the conditions of the transition of society to the digital economy are considered. The expected results of digital transformation of education are revealed, the need for digital transformation of a teacher is actualized, a list of the main competencies of a digital teacher is proposed.*

Keywords: *digital educational environment, teacher competencies, professional development, teacher training, foreign language competence.*

The transition to the digital educational process significantly transforms the professional activity of a teacher. Education goes beyond classrooms, the number

of students who study remotely increases [1]. Digital technologies are radically changing the content of the subjects taught and the form of their presentation: by 2023, the country should switch to a system of digital educational and methodological complexes that will replace traditional textbooks. The elements of this electronic system will be:

- cloud servers with a constantly expanding database of educational materials;
- educational games and simulators;
- universal access to high-quality online courses from the best teachers and professors in all disciplines;
- search engine filters that will provide links to high-quality educational resources;
- electronic assessment and feedback system between students, parents and teachers;
- tests, lesson plans and other sources necessary for the teacher to study.

In the era of accelerating technological changes, the digital society requires the teacher to be "flexible": in addition to using a traditional textbook, to attract new methods and technologies, experiment with the organization of the educational process, responding to the interests of students, to provide freedom of choice to students. At the same time, the role of the teacher is reduced to positioning himself as:

- the organizer of the activity;
- tutor;
- consultant;
- partner;
- an expert;
- the organizer of reflection.

A teacher is a master who is professionally engaged in educational and teaching work. This profession is noble, as well as difficult and requires from a person who has devoted his life to it, constant creativity, tireless work, study and thought, striving for knowledge, great spiritual generosity, love for children, boundless loyalty to the cause. She has a great influence on the society in which he lives, and no other person can have a deeper influence than the influence of the teacher.

The role of the teacher as the main provider of knowledge has been declining lately. It's just that there is more and more information, and it is becoming more diverse, and children have access to it no worse than a teacher. Therefore, his role should change, but not only in the direction of education, as is often suggested. Most likely, the teacher should become the organizer of work for each student. That is, he must understand exactly what each of his students needs. What new formats of work should be offered to him, which textbooks should be selected, which courses should be recommended. This is exactly the place that, in my opin-

ion, a teacher should take, and it is much more difficult than just coming to hold a class, asking for a task, and so on. Instead of working with students, it is necessary to constantly work with the new opportunities offered by the emerging digital environment [1].

Let's consider the new roles of a modern teacher, which include innovative ideas and approaches in his educational and psychological-pedagogical activities. There are many opinions on the problem of tutoring. A tutor is a mentor, an intermediary, a person who teaches to solve problems independently (translate them into tasks); this is a position that accompanies, supports the process of self-education, individual educational search; a culture that has been formed in history in parallel with the culture of teaching and learning. However, tutoring in the modern conditions of the development of the education system acquires a broader meaning. A tutor accompanies a person in his mastery of the methods of new activity and appears in the educational space of the school as a result of his appointment and assignment to a certain group of students, or as a result of the choice of a tutor by the student himself.

The education system has completely changed - nowadays being a teacher means not only being an assistant in the difficult process of getting an education; it means being a creative and talented "guide" who accompanies students in all aspects of learning. The main features of the introduction of digital pedagogy are reflected in various works by I. V. Robert, O.A. Kozlov, V.A. Kastornov [2]. In modern conditions, we are talking about the digital transformation of a teacher, that is, a comprehensive transformation of a teacher's professional activity based on the capabilities of modern digital tools and the digital environment.

Modern teachers should pay more attention to new teaching methods, which will make learning more enjoyable. Along with the changes, new expectations have emerged regarding our schools and colleges. Currently, education should teach its students how to get information and how to choose and use it correctly. In our age of high-tech development, a teacher must have a number of knowledge and skills, the need for which is dictated by time itself: he must own a computer, use an interactive whiteboard mobile, be able to design and create electronic educational resources, develop educational content. The main technologies in the conditions of modern education are: adaptive learning; distance learning; virtual reality; gamification; micro-learning; chatbots; cyber proctoring [3].

The information society generates a "digital generation", which, according to the theory of generations, is called "generation Z". It is necessary to build the professional and pedagogical activity of a digital teacher, which should not be of a traditional nature [4].

The leading functions of a teacher in the conditions of digital transformation are:

- designing forms, teaching methods, working materials, as well as diagnostic and formative assessment tools, and on this basis creating a local educational environment of a specific training course, saturated with developing opportunities;
- designing scenarios of training sessions based on diverse, dynamic forms of organization of educational activities and the optimal sequence of the use of digital and non-digital technologies;
- designing and organizing situations of educationally significant communication in an online format;
- organization of individual and group independent, project, distributed network activities of students in a digital educational environment;
- formation and development of critical thinking in the process of searching and selecting information in the digital environment;
- integration of various digital generation living spaces;
- virtual and real, support of the student's development in the real social and professional world;
- constant constructive interaction with other teachers working with the same student (study group, project team).

It is very important that the digital educational process is not chaotic and is carried out on a scientific and methodological basis, which is digital pedagogy - a new pedagogical direction, the science of organizing the learning process in a digital economy [5].

For most professions and specialties of the modern digital world, creativity is a necessary component, the development of which is a serious problem of the educational system, starting from preschool and ending with professional and higher education. It should also be borne in mind that project activity is widely used in vocational education and covers all subject areas, integrating knowledge of all subjects that are necessary to create new ideas or projects [6].

In the digital educational process, many traditional functions of a teacher are losing their significance: "knowledge carrier", informant, explaining, controller, censuring for non-compliance with requirements, etc. In general, in digital education, as in many other branches of the digital economy, multi-profile, "convergent" professionals will become increasingly in demand [7].

Teachers work in a constantly moving stream. In order to remain effective for the educational process, educational organizations need to improve the qualifications of teaching staff, paying special attention to improving the digital competence of teachers. Practitioners with experience of participating in various social, industrial, and business projects will be in demand in the digital educational process of vocational education and training more than traditional "mono-professional" teachers.

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用交际法教汉语学习者
**TEACHING CHINESE LEARNERS THROUGH THE
COMMUNICATIVE METHOD**

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本文展示了汉语教学哲学及其将读写能力、文化和语言学与语言学习联系起来三个陈述。详细介绍了关于识字的第一个立场。论文指出，这些论文构成了通过交际方法进行汉语教学实践的基础。介绍了交流方法：任务和程序、文本阅读和理解、转录、分析、课程推荐。

关键词 交际，方法，汉语，读写能力，相同视频，交际方法

Abstract. *The paper shows the philosophy of Chinese language teaching and its three statements linking literacy, culture, and linguistics with language learning. The first position on literacy is presented in detail. Theses that form the basis of the practice of teaching Chinese through communicative methods are noted. Communicative methods are presented: tasks and procedures, text reading and comprehension, transcription, analysis, recommendations for classes.*

Keywords *communication, method, chinese, literacy, identical video, communicative methodology*

This work is based on the author's ideas about communicative teaching for learners of the Chinese language, which I would like to use in the framework of master's programs. The author's ideas were formed while reading the relevant literature [1] and other sources [2-5] given at the end of the publication. The work is based on the philosophy of teaching, which contains the author's ideas about the roles of the teacher and student and effective approaches to teaching Chinese as a foreign language. The philosophy of teaching is underpinned by three statements that explain how to link culture, literacy and linguistics to language learning.

Clause 1 on literacy interprets the process of acquiring Chinese literacy. Some literacy issues useful for this study are discussed in [2,3]. Position 2 is about culture. Here, a literal comparison of apologetic expressions in Chinese and Russian is given to emphasize the importance of introducing a culture of communication into language learning. Position 3 - linguistic. Here there is a focus on the needs

of students in the academic and social language in the study of a foreign language.

The main theses of the philosophy of teaching are: 1) teacher feedback to meet student needs for effective learning, 2) factors that influence student motivation, and 3) authentic materials that support communicative and task-based learning. These theses form the basis of the practice of teaching Chinese by communicative methods [1,4].

We will take a closer look at the first point, which forms an idea of the impact of literacy in the first mother tongue, which lays the foundation for the development of literacy in the second language. This allows a better understanding of how phonological and morphological awareness, interlingual transfer, motivation and socio-cultural factors influence the degree of understanding of the material by students. All this in general will allow you to choose learning strategies that will help students master the Chinese language in the process of communication.

Literacy is seen as a process involving reading, writing and thinking about printed or electronic texts in two different languages. It should be noted that the development of literacy is not limited to the development of text interpretation; social factors also play an important role in the development of literacy. This interaction with people, the influence of teachers and classmates, who play an important role in the development of literacy. In addition to sociocultural factors, other factors that affect students' ability to learn to read and write are important: 1) general phonological similarities and 2) students' motivation [2].

Phonological comprehension is a sine qua non for the development of literacy due to its primary connection with word recognition and refers to the understanding that spoken words are composed of smaller sound units. To understand what is read, it is necessary to determine the intonation and phonemes of a word in order to recognize its meaning. When reading, students must decode a range of visual symbols and try to understand their meaning. Moreover, reading implies audio-visual interaction, regardless of whether the reader reads aloud or silently. Even if the reader is silent while reading, he still mentally reads aloud. However, decoding skills are not a guarantee that a student will be able to read well.

Hieroglyphs are the basic unit of Chinese writing, which contrasts sharply with alphabetic writing systems. Unlike Russian, Chinese is not an alphabetic language, so phonological literacy in reading Chinese is a completely different skill. The pronunciation of a word does not automatically mean its meaning. Readers of a Chinese text need to refer to the context of a word in order to understand its meaning [3]. Therefore, it becomes clear the importance of the communicative methodology for learning the Chinese language, which we will discuss below [1, 5].

Tasks and procedures

Before carrying out all procedures, the teacher-researcher gets to know the

students in detail, as a result of which the students will behave naturally in the presence of the teacher, which will help when working in a group. The teacher, who speaks Chinese and Russian, will discuss the lesson plan with the students in advance and inform them that they will be asked to read a 10-15 page bilingual storybook with pictures. However, the name of the storybook will not be announced in advance. To minimize the influence of prior experience and learning, the teacher will ask the students what books they have read and bring a book with which the students are unfamiliar. These bilingual storybooks have the same content in Chinese and Russian. There will be no more than twenty words on each page. Students will be given two tasks: reading the text and understanding the text.

Reading text

All participants will be asked to read aloud a bilingual storybook, first in Chinese and then in Russian. Chinese can be written in traditional or simplified characters. In China, people read and write in simplified characters, while in Taiwan they use traditional characters. Therefore, Chinese texts with traditional or simplified characters will be provided depending on how well students cope with the task, or this can be used to further complicate the task.

Understanding the text

After the task of reading the Chinese text, the teacher will ask three questions in Chinese. These questions will concern the questions "who", "why" and "how", for example, the questions "Who was in the story?", "Why did Kolobok run away?" and "How can a fox deceive a wolf?" Similarly, the same questions in Russian will be asked after reading the Russian text, which will not cause any difficulties for the students, but will help them to compare the two languages.

Transcription

All oral assignments will be recorded using a voice recorder, so that the stories read by the students will be transcribed verbatim.

Analysis

Students' statements, both in reading and in answering questions, will be examined in terms of word choice and sentence structure. Based on the encoded data, three indicators in Chinese and Russian will be calculated: (1) correctly pronounced words when reading, (2) recognized words when reading, and (3) the number of words used in answering questions.

Thus, when students read story books, the percentage of correct pronunciation and word recognition in Chinese will be calculated. In addition, the percentage of words used by students in Chinese when answering the teacher's questions will be counted. As a result, the teacher analyzes the correctness of pronunciation, word recognition and the length of the students' statements in Chinese.

After conducting an independent analysis of reading in Chinese and Russian, the teacher will compare the results. By comparing the percentage of correct pro-

nunciation, word recognition, and utterance length of students in Chinese and Russian, the teacher will infer students' ability to be literate in both Chinese and both languages. Obviously, the results for the Russian language will be much higher than for the Chinese language, but it will be methodically correct to perform the comparison so that students can compare everything. The data will be summarized in a table showing the percentage of correct pronunciation, word recognition and sentence length in Chinese and Russian. Thus, for each student, results on six indicators will be presented.

Recommendations

In order to provide clear input and implement a communicative approach in the classroom, some mistakes and shortcomings should be avoided. For example, offering too many translations instead of allowing students to immerse themselves in Chinese. It is necessary to avoid situations when a communicative approach is used to teach grammatical knowledge, but this does not imply communication itself. Students should not rely too much on grammar, because this does not contribute to the natural acquisition of the language.

It is often necessary to work in small groups to complete some tasks that require communication with each other, such as creating a dialogue or interviewing different people. This will allow each group to be listened to to solve different problems or provide additional instructions to help students complete assignments. Working in small groups will help reduce student anxiety as they learn from each other.

Authentic materials should be used, and various videos such as Chinese films, songs, food videos, and so on, should be played before the lesson to create an atmosphere for students to travel to China. These videos need to be coordinated with the lessons. Useful vocabulary from these videos will always be useful to students or it can be related to their projects.

For example, when the moon festival is approaching, a moon cake making video is selected to help students learn what moon cakes are and how they are related to Chinese culture.

Finally, it is necessary to create an environment in which errors are not a big problem. When students make a mistake, start feedback with encouraging words such as "okay" or "I like what you say" before giving precise answers. It is necessary to make students understand that mistakes are actually a stepping stone to improvement, and not an obstacle [5].

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外语教学中使用交际法的难点与双语学生的认知优势
**THE DIFFICULTIES OF USING THE COMMUNICATIVE METHOD
AND THE COGNITIVE ADVANTAGE OF BILINGUAL STUDENTS IN
TEACHING A FOREIGN LANGUAGE**

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文章展示了语言学习中交际方法的本质、重要性和特点，以及中国学生学习外语（例如俄语）所固有的困难。文章介绍了双语者的概念和对学习外语很重要的认知优势。提供一些专门为双语学生制作的非无聊活动和提示。

关键词：交际、方法、读写能力、交际方法、双语

***Abstract.** The article shows the essence, importance and peculiarities of the communicative method in learning languages, the difficulties inherent to Chinese students in learning a foreign language, for example, the Russian language. The article introduces the concept of a bilingual person and cognitive advantages that are important for learning a foreign language. Offers some non-boring activities and tips made especially for bilingual students.*

***Keywords:** communication, method, literacy, communicative methodology, bilingualism*

Currently, it is becoming popular to study in Russian universities for foreign students. First of all, this is due to the opportunity to study Russian with native Russian speakers in the appropriate language environment. Chinese and Russian education systems differ in many ways, so Russian teachers have difficulty in choosing teaching methods for Chinese students. Currently, in Russia, when teaching Russian as a foreign language, teachers mainly use the communicative method. The method takes into account some ideas of communicative linguistics and the concept of personality development in intercultural dialogue. The purpose of training is to master a foreign culture in communication with representatives of this culture. A feature of the communicative method is the approximation of learning to real communication in Russian. However, difficulties arise for Chinese students who cannot understand and reproduce many structures of Russian speech

due to the peculiarities of their native language, despite the fact that teachers try to choose topics that are interesting to their students. The language concept of the communicative method is based on some ideas of communicative linguistics.

1. Communication of students is considered as a chain of speech acts, which are elements of speech activity. Any speech act has a two-way nature. If at least two people take part, then it is expected that it will be a dialogue, not a monologue. A monologue is part of a dialogue, so any speech activity does not consist of separate statements. These statements are interdependent and each has its own meaning only in context. The context helps to understand the indirect meaning of the remark, which can be directly opposed to the literal one. It is difficult for foreign students to understand and reproduce some speech acts due to the lack of knowledge about the culture and rules of communication, that is, the conceptual foundations of any language.

2. The expediency of any speech act is governed by speech intention. It is very difficult for Chinese students to choose and reproduce this or that speech intention. This is due to poor knowledge of the conceptual apparatus of the Russian language. As a psychological justification for the communicative method, an activity-oriented approach to learning is used. The formation of the subject of activity occurs in the process of mastering a communicative skill in Russian. Students are participants in the educational process. Their motivation is one of the most important components of an activity-oriented approach to learning. The main problem in teaching Chinese students is the need to communicate in Russian and the motivation to study Russian culture. If there are only Chinese students at the university, then they only communicate with each other and speak only their native language. Although students are eager to study the culture of Russia, some universities do not have the opportunity to do so. The personal-activity approach assumes the maximum consideration of the national, age and psychological characteristics of students. However, it is impossible for Russian language teachers to take into account all the characteristics of students associated with the characteristics of the Chinese education system. Written exercises play a big role there, little attention is paid to tasks for understanding and discussing texts or problems. Chinese students are not taught to discuss problems in class. Therefore, it is necessary to teach students to think, ask and answer questions "why?". This is quite difficult to do when teaching a foreign language. In this regard, some methodological principles of the communicative method in teaching the Russian language are not taken into account. There is another problem here. There are no tests to identify the qualities of Chinese students necessary to implement all the principles of the communicative method. Here the personal experience of the teacher and his skills are of decisive importance.

The use of the communicative method in teaching a language is currently very

important, since the main goal is to develop students' skills in solving typical communicative tasks in all areas of communication. Therefore, in order to achieve the educational goal, the communicative method can and should become the main one, despite the difficulties.

However, it has been found that so-called bilingual or bi-lingual students have significant advantages in learning languages. There are quite a lot of bilingual people in the world, according to some estimates, about 50% both in the far abroad and among the CIS countries. In the CIS, this has developed historically, since knowledge of the Russian language, confident command of it along with the national one, was everywhere in the republics of the USSR. Bilingualism has its own interesting features, cognitive benefits such as stronger multitasking skills, creativity, and working working memory.

A bilingual is a person who is fluent in two or more languages. Bilinguals can be divided into two categories: simultaneous and sequential. The first begin to learn two languages from birth or up to three years, and consecutive bilinguals learn the second language later.

One of the key benefits of bilingualism is the acquisition of literacy, and the reason has to do with metalinguistics. Bilinguals develop metalinguistic skills at an earlier age [1]. Therefore, they are better prepared to perceive the structure of words. This helps bilingual students develop the phonological awareness skills needed to prepare for reading more quickly.

Another advantage of bilingualism, which contributes to the development of literacy, is a wider vocabulary [2]. Bilingual learners typically encounter more words in both languages than those who only speak their mother tongue. For this reason, bilinguals are more likely to learn the equivalent of any word they pick up in the opposite language. They are familiar with a large number of words from their vocabulary and writing words and learning the alphabet is easier. In addition, they will be predisposed to writing more complex vocabulary words.

In university and beyond, bilingual students have many unique strengths. It is usually a stronger working memory and attention span [3] that can lead to both academic and behavioral success, as well as a stronger learning environment in a particular classroom.

Bilinguals also outperform monolinguals on tasks requiring executive control [10]. This refers to self-discipline, perseverance, and other skills that help students achieve their goals. Combined with the higher abstract thinking skills that these students develop, bilingual students often have the intelligence and motivation to complete complex tasks. And the benefits are not limited to academic achievement. Bilingual students show more creativity, which can bring both satisfaction and success. They are also better at multitasking and conflict resolution, skills that benefit not only themselves, but also their teammates. The cognitive benefits of

bilingualism support learners throughout their lives [5].

Literacy and language are always developed in a cultural space. No study has shown that English-only or Russian-only literacy is better, and most do better in bilingual classrooms. Biliteracy is the ability to read and write in two or more languages. Although it may seem strange, a student may well be bilingual but not biliterate. Although language development provides metalinguistic skills, bilinguals may not learn the spelling or grammatical rules of a language on their own. But since many reading skills can be transferred to others, students who read or begin to read in both languages are better at literacy [6]. The more lessons they receive in phonological awareness, vocabulary memory and other metalinguistic skills in both languages, the faster they will learn to read. However, without proper training, their literacy in one language may become slow or even non-existent. Even small things like teaching bilingual students vocabulary or having them read books in both languages they speak can help them become bilingual [6].

Thus, the benefits of bilingualism, including for overcoming the difficulties of communicative methods, include strengthening: 1) executive thinking skills; 2) working memory and attention span; 3) abstract thinking skills; 4) multitasking; 5) conflict resolution skills. Simultaneous bilinguals have these benefits longer, consecutive bilinguals acquire them quickly when learning a second language. The cognitive benefits also go beyond socioeconomic status or other cultural factors, suggesting that any level of bilingualism is profoundly positive.

You can offer some fun reading activities and tips tailored specifically for bilingual learners. The use of thematic orthographic units is especially useful. For example, there might be a section on animals with words like "bear" and "dog" to help bilingual students contextualize new vocabulary words. In addition to classroom instruction, offer private lessons and home reading books to reinforce any weaknesses and encourage family and family involvement. If possible, give students reading assignments in their first and second languages. Consider any significant differences between the student's native language and the language spoken in the classroom, if they differ. Once your students have developed basic literacy skills, ask them to practice reading aloud in front of a partner. Not only will students be able to correct each other's mistakes, but they may also feel more confident reading with a peer.

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数据可视化作为未来建筑师培训的重要能力

DATA VISUALIZATION AS AN IMPORTANT COMPETENCE IN THE TRAINING OF FUTURE ARCHITECTS

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Wu Chen

本文处理从数据阵列中提取有关选定主题领域的知识的问题，以及解决与建筑师-城市规划师活动相关的问题的细节。在信息活动的实施中使用视觉图像的权宜之计得到了证实：从数据到信息，从信息到知识。使用象形文字作为可视化工具的权宜之计也得到了证实。

关键词：数据、信息、知识、架构、可视化、象形文字。

Annotation. *The article deals with the problem of extracting knowledge about a selected subject area from a data array and the specifics of solving the problem in relation to the activities of an architect-urban planner. The expediency of using visual images in the implementation of information activities is substantiated: from data to information and from information to knowledge. The expediency of using hieroglyphic writing as a visualization tool is also substantiated.*

Keywords: *data, information, knowledge, architecture, visualization, hieroglyphs.*

One of the main goals of modern education is to prepare a future specialist with a set of qualities that would allow him, taking into account the requirements of the labor market, his own capabilities and needs, to effectively compete and realize his potential.

As practice shows, university graduates in their professional activities will have to solve two types of tasks:

- tasks that allow relatively simple formalization and implementation using a traditional set of software tools, such as those provided by Microsoft Office;
- poorly formalized tasks, which, as a rule, do not allow the use of well-known software services for their solution.

In this case, it was necessary to independently refine and analyze the data in-

cluded in the condition of the problem. A feature of this activity is the fact that it is necessary to analyze the so-called. "Big data" (Big data).

The term "big data" refers to data that is so large, dynamic, or complex that it is difficult or impossible to process it with traditional methods.

The fact of the need to store large amounts of information and the organization of access to them has existed for a long time. However, the concept of "big data" only gained currency in the early 2000s, when analyst Doug Laney formulated the current basic definition of big data as three V [2].

Volume. Velocity. Variety.

Until recently, the "three V" described the phenomenon of big data with sufficient completeness. However, the development of the digital economy society requires the addition of this description. For this purpose, four more parameters were introduced.

Veracity. Variability.

Visualization. Value.

Big data strategy is evolving in different directions. There are two main approaches:

- intellectualization of the digital environment, including the educational one, which allows to cope with the growing volume and variety of data;
- a change in the educational trend associated with the need to develop the skills to analyze big data and extract from them information that is significant for professional activity.

The significance of working with such data is such that the rating of professional demand for IT technologies for 2020 shows that a data processing engineer is in demand by more than 50%, while a back-end developer (software and hardware part of the service) is in demand only by 39%.

On the other hand, according to the HSE, only 13% of modern specialists are ready for analytical work with big data.

Working with big data is of great importance in the work of an architect-urban planner. For example, in order to determine the most advantageous place for the construction of a commercial facility, for example, a store or a cafe, it is necessary to analyze a very large number of a wide variety of factors: traffic flows, communications, the functional purpose of nearby structures, existing pedestrian routes, etc. etc. Reducing the number of analyzed factors can give an inadequate model and, accordingly, reduce, sometimes very significantly, the economic effect of the designed structure.

Analyzing a large amount of data is not an easy task. It is necessary to find effective tools for analyzing this data that are accessible and understandable to architects.

At the moment, there are a certain number of mathematical methods for ana-

lyzing big data. However, these methods ultimately run into the interpretation of the results, which is quite a difficult task.

One of the promising ways to analyze big data is to rely on visual images, which is a more adequate expression of the architect's figurative thinking.

At the same time, a common approach to visualization and creation of visual images is very important.

The first of these approaches proceeds from the fact that the surrounding world is seen as a set of different disparate data, from which some integral structures must be formed, which are associated with some knowledge. This process is carried out as follows.

Identification of the semantic component in data arrays, i.e. obtaining certain information on the basis of data depends largely on assigning the correct name, as well as a number of other factors, for example, on how this data is processed. The resulting "meanings", i.e. "information", allow the subject to carry out a variety of activities, since it is the meaning that determines its purpose and result. However, this activity may not be effective if the set of meanings does not form a system, as a result of which individual actions may contradict each other [3].

To ensure the effectiveness of activities, the available information must be brought into the system, i.e. make knowledge.

The visuals used in this approach help extract information from data and combine it into knowledge about a given subject area. Mastering the methodology and tools for creating such visual images should be included in the information training program for future architects.

It is advisable to supplement this technique with another approach to creating visual images, also aimed at solving the same problem - the activity of an architect-urban planner in the conditions of "big data".

This approach, on the contrary, comes from a certain integrity, which is divided into separate parts. In this case, hieroglyphic writing can become a means of visualization.

In Chinese, as in other languages, there is the term "universe, the universe." However, it should be noted that in Chinese it consists of two characters [yu zhou], where the first character [yu] is translated as "roof", and the second [zhou] means "beams, rafters" [1]. Thus, a building, a house, a structure is initially conceived as a kind of integrity. Further complication of the hieroglyph will be the surroundings of this building, i.e. crushing this integrity, which allows you to see this building in the real world.

These two approaches complement each other and serve the same purpose - to help the activity of the architect - urban planner in the conditions of big data. In this case, it is expedient to include them in the content of information training for students-future architects.

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奥林匹亚斯：她形象中的神话符号
OLYMPIAS: MYTHOLOGICAL SYMBOLS IN HER IMAGE

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在古代资料中，可以追溯到对亚历山大大帝母亲的负面看法。这种形象的形成受到来源特征的影响：作者的非希腊血统，后期作品的写作，对马其顿风俗习惯的误解，以及性别方法。这部作品的目的是考虑她传记中已知事实中的一些神话符号，这将使对她的现代观念进行调整成为可能。该研究使用了古代历史传统的方法和方式。历史主义原则、一致性原则、分析和综合的一般哲学方法辅以特殊的方法：比较历史法和回顾法。这项研究的新颖之处在于作者试图展示神话图像和符号对希腊史学的影响，尽管该时代固有的理性主义思想。作为研究的结果，作者得出结论，神话意识在古代作家的作品中留下了印记。亚历山大大帝的生活中充斥着神话，所有与他亲近的人也都落入了神话思想的领域。因此，在资料中，王后的形象不仅被极大地扭曲，而且被赋予了神话特征。

关键词：马其顿、奥林匹亚斯、菲利普二世、亚历山大大帝、神话传统、象征。

Abstract. *In ancient sources, a negative tradition of perception of the mother of Alexander the Great can be traced. The formation of such an image was influenced by the features of the sources: the non-Greek origin of the authors, the writing of works in later times, the misunderstanding of Macedonian customs and mores, and the gender approach. The purpose of this work is to consider some mythological symbols in the known facts from her biography, which will make it possible to make adjustments to modern ideas about her. The study used methods and approaches traditional for ancient history. The principle of historicism, the principle of consistency, general philosophical methods of analysis and synthesis are supplemented by special ones: comparative historical and the method of retrospection. The novelty of this study lies in the author's attempt to show the influence of mythological images and symbols on Hellenistic historiography, despite the ideas of rationalism inherent in the era. As a result of the study, the*

author concludes that the mythological consciousness left its mark on the work of ancient writers. The life of Alexander the Great was overgrown with myths, and all people close to him also fell into the sphere of mythological ideas. Therefore, in the sources, the image of the queen is not only greatly distorted, but is endowed with symbols characteristic of myths.

Keywords: Macedonia, Olympias, Philip II, Alexander the Great, mythological tradition, symbol.

Olympias - the mother of Alexander the Great - went down in history as a strong personality, a ruthless and vindictive woman. A similar image was created through the efforts of ancient writers who did not understand some of the actions of this queen and condemned her for actively interfering in politics, management, i.e. purely male spheres of activity. The biased attitude of the sources was complemented by mythological symbols, which exacerbated the negative perception of Olympias. Although the ideas of rationalism became widespread in the Hellenistic era, myth-making had a strong influence on the writers of antiquity, because any significant historical figure eventually acquired legends [1, p. 39]. The dominance of myth in people's lives was facilitated by the fact that the myth is closely connected with the figures of heroes, and the hero gave stability to life, created reality instead of a chaotic state [17, p. 84]. Naturally, the focus of attention of ancient authors was the figure of her famous son Alexander, but people who were close to him, and without whose mention the narrative would be incomplete, also fell under the influence of legends about the conqueror.

Plutarch in "Comparative Biographies" gives a lot of material about the childhood of the great commander and about the role of Olympias in his upbringing, about the influence of the queen. But having set out to show the character of the hero, the author collected a variety of material, including gossip and anecdotes. Diodorus Siculus in his "Historical Library" devoted a lot of space to the Eastern campaign and the struggle between the successors of Alexander, in which Olympias of Epirus also took part, but, unfortunately, the books devoted to the period after the death of the king have been preserved rather fragmentarily. Justin's version is inconsistent, he is too fond of dramatic scenes and unusual behavior of the characters [2, p. 128–129]. The queen is mentioned by both Quintus Curtius Rufus in his "History of Alexander the Great", and Arrian in the "Anabasis of Alexander", but the authors were more interested in military history than in the personality of Olympias. In addition, all sources share a gender bias. After all, the behavior of Olympias did not fit into the stereotype of perception of a woman that had developed in Greece and Rome. The role of a woman was to be reduced to the birth and upbringing of heirs, politics was the lot of exclusively men. Everything that went beyond the scope of public ideas gave rise to rumors, and over time contributed to

the formation of a mythological image.

The modern literature on Olympias is rather scarce. As a rule, here we have the same approach as in the sources, the authors limited themselves to brief mentions of Alexander's mother in the works dedicated to her great son [3, 4, 5, 6, 7, 8, 9]. The situation was changed by the monograph by Elizabeth Donnelly Carney [2]. In this study, the historian highlighted the main issues of the queen's biography: origin, marriage, her political role in Epirus and Macedonia both under Alexander and after his death, examined the origins of the negative assessment of the personality and activities of Olympias of Epirus in the writings of ancient authors.

The purpose of this study is to consider some of the mythological symbols that are present in the known facts from the life of the queen. The mythological context will allow us to take a different look at her deeds and at the image traditional for historiography.

According to the mythological tradition, in the story about the hero there is always a woman - a representative of another world, the mistress of the "underworld", whose appearance and abilities go "beyond" the profane world. But other-worldliness is usually recognized by symbols.

In the image of Olympias, such symbols are also present - despite the years, she retains her beauty and attractiveness, although she is lonely (typical features of a mythological personality). Indeed, in Macedonia she is surrounded by rivals and enemies for her husband's attention. Relations between the spouses were rather cold. Olympias was unhappy in her family life [8, p. 52]. And after the son went on the Eastern campaign, she remains alone. And after 323 Olympias, actually alone, was forced to fight against the conspiracy of her main opponents - the son of Antipater, Cassander, and the wife of Philip-Arrideia Adea-Eurydice.

Serpent traits in myths are usually shared by almost all villains. There is also a story about Olympias with the mention of a snake. The story of the sleeping snake that frightened Philip (Plut. Alex. 2), according to one version, appeared later, when Alexander began to consider himself the son of Zeus [2, p. 26]. The legend was supposed to justify his divine origin (Plut. Alex. 3), but the creator of this myth was not Olympias (Arr. IV. 10. 2). The queen was a member of the Dionysian cult (Plut. Alex. 2), it was in religious matters that the social position of a woman was manifested, but the Bacchantes, girded with live snakes, with thyrsus in their hands and ivy wreaths over their loose hair, remained an unforgettable symbol of the beautiful wildness dormant in the depths of the human soul [14, p. 113]. The participation of a woman of her position in Dionysian rituals (Plut. Alex. 2.6), discord in the relationship between husband and wife, and later Alexander's claims to divine origin contributed to the formation of the myth of the connection between Olympias and Zeus in the best traditions of Greek mythology. Contact with another world and the appearance of a snake on the bed of the queen is a symbolic

indication to the reader of a negative perception of the event.

A role that is not typical for women can be traced in many actions: she does not follow moral standards and the dictates of conscience too much. On the contrary, her actions bear the imprint of fury, uncontrollable, unbridled anger.

Suffice it to recall the prehistory of the murder of her husband, Philip II. The king was killed by one of his bodyguards - Pausanias. But the authors hint at a possible conspiracy (Plut. Alex. 10.4) organized by Olympias. The main argument in favor of this theory is the burial of Pausanias, arranged by the queen (and having no consequences for her): she herself buried the murderer of her husband and put a golden wreath on Pausanias [8, p. 52]. From a mythological point of view, she again comes into contact with another world, going beyond, or rather "beyond" the familiar world. There is no doubt that the death of Philip was for Alexander and Olympias, an extraordinary success [9, p. 308]. But they were hardly involved in the murder, because the physical elimination of the king could have resulted in the opposition and numerous external enemies [7, p. 115]. One had to be very confident in one's own strengths and the support of supporters in order to decide on such a drastic step. However, Olympias, who lived a few months before the assassination of Philip in Epirus, could hardly have had such a support.

It is known from sources that Olympias played a key role in the death of Philip's last wife, Cleopatra, and her child (Plut. Alex. 9–10; Just. IX.7.12; Paus. VIII.7.5). In our time, the killing of an infant is perceived as an atrocity, but the Greeks were rather indifferent to the death of young children. Moreover, contemporaries were not surprised by the actions of the queen, because, as a rule, children were killed if their family was doomed to death, and the Argeads themselves did not escape this fate. The ancient authors were not outraged by the very fact of the elimination of Cleopatra and the baby, but they clearly pointed to the guilt of Olympias. As you know, after the death of his father, Alexander eliminated possible contenders for his power, in particular, his cousin Amyntas and Attalus, Cleopatra's uncle, herself and her son. It is characteristic that the last three belonged to the Argeads, so the murder of members of their own clan subsequently did not fit well into the heroic image of Alexander. Speaking about the death of Attalus (Diod. XVII. 2), historians give a justification for the need to eliminate him, they mention Aminta in passing, and the death of a young stepmother and half-brother required explanation. Therefore, Cleopatra appears as an innocent victim, although she was not one [2, p. 45], the death of her and the child becomes an act of violence, the benefit from which historians attributed to Olympias, the motive for the action is the jealousy and revenge of the rejected woman [10, p. 30]. Thus, we are dealing with another symbol that marks the villain, i.e. another mythological manifestation about her is formed, by emphasizing her frantic, otherworldly essence.

After the death of Alexander, the queen returns to Macedonia to protect the

rights of her young grandson to the throne. If Olympias lived to the time when her grandson could lead an army and become the real ruler of Macedonia, she would be almost 70 years old. Most likely, she did not expect that she would live so long, so she tried at least to eliminate the obvious threat to the life of her grandson [2, p. 73]. From such a statement it follows that the queen deliberately went to her death in order to ensure the reign of her grandson. In this case, we have both the heroic motive of sacrifice and the heroic model of behavior in the last minutes of life (Diod. XIX.51.2; Just. XIV.6.9-12). The victim, traditionally, acts as the ultimate form of the sacred, which allows us to attribute this phenomenon to the order of the mythological [12, p. 83], more precisely, to mythocontent phenomena [13, p. 35]. The phenomenon of sacrifice always has an additional socio-political meaning, and since it is included in the history of the whole country, it becomes part of something sublime, great [12, p. 85].

Thus, although the rationality of ancient authors was firmly rooted in historiography, it could not replace or displace the irrational components of culture: feelings, emotions, experiences. Indeed, in reality, human existence is imbued with both meaningfulness and impulsiveness [15, p. 102]. Olympias did great things in the eyes of the Greek (male) world, although she did nothing beyond what was customary in those harsh times, as other rulers did. The sources that have survived to this day were written at a time when mass consciousness operated with mythological images for a long time [16, p. 119]. The free and unusual behavior of Olympias, her active role in politics were incomprehensible and, therefore, unacceptable to ancient authors. They greatly exaggerated the significance of her actions, and, perhaps unconsciously, endowed the queen with symbolic, mythological characteristics that reinforced the reader's negative perception of her image.

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非洲后殖民过境：协同方法

AFRICAN POSTCOLONIAL TRANSIT: A SYNERGETIC APPROACH

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这篇文章致力于非洲后殖民发展的文化和历史变迁。这篇文章的目的是提请注意转折点（“分叉点”）以及这一发展的新文化和文明吸引因素。从社会协同的角度考虑了非洲大陆后殖民历史的关键因素和过程——西方（追赶）发展模式的危机、全球非洲身份形式的发展、人口流动 世界宗教（基督教和伊斯兰教）的中心到撒哈拉以南地区，非洲文化和宗教复兴的轨迹汇合。

关键词：非洲后殖民和全球文化历史过渡、社会协同、后殖民非洲发展的分岔点和吸引子

Abstract. *The article is devoted to the cultural and historical transits of the post-colonial development of Africa. The purpose of the article is to draw attention to turning points ("bifurcation points") and to new cultural and civilizational attractors of this development. The critical factors and processes of the post-colonial history of the continent are considered - from the standpoint of social synergy - the crisis of the Western (catching up) model of development, the development of forms of global African identity, the movement of demographic centers of world religions (Christianity and Islam) to the sub-Saharan region, the convergence of the trajectories of the African cultural and religious renaissance.*

Keywords: *African post-colonial and global cultural-historical transits, social synergy, bifurcation points and attractors of post-colonial African development.*

The turning points and shifts in modern African history attract the attention of domestic and foreign Africanists in the context of expectations and prospects for the completion of the decolonization of the African continent. According to the rules of the discourse of national liberation that took shape in the XX century, the largest historical turning point in the destinies of African peoples comes down to the events of the middle and second half of the XX century, when African countries acquired the status of independent nation-states. But the transition of African

states from colonialism to independent (original) African modernity turned out to be a much more complex and diverse process than could be imagined at the beginning of the post-colonial era. The gain of political independence not only did not close the agenda for the decolonization of the continent, but significantly updated the list of its topics and problems. The new agenda today includes not only the most difficult issues of achieving economic independence and preserving the sovereignty of African states, but also the problems of deep decolonization of African cultures and African mass consciousness: the decolonization of the African cultural heritage of values and the "decolonization of minds" - the liberation of African identity from the image of the oppressed and indistinguishable in its suppression of a person ("subaltern"). (The agenda of critical changes in the transitional nature of modern African history has been actively discussed recently in Russian African studies [1, p. 10-17; 2, p. 5-14; 3, p. 130-137; 4; 5, p. 251 -253]. But can the new post-colonial transitions, from the discrediting of the Eurocentric model of catch-up modernization to the development of global forms of African identity and religious revival, really be considered turning points, watershed phenomena of a historical scale?

The global historical context of Africa's postcolonial transit

The general and broadest framework of African transitivity goes beyond the continent, is formed and determined by the transitivity of modern world changes, the development of global cross-border ties and interactions - social, cultural and political transfers. The global world is on the path of a historical transition to new forms of world relations, including contacts and regular cultural exchange between civilizational regions of the world. One of the most important driving forces of this process is the development of information and social networks, which are beginning to have an increasingly global and decisive impact on the course and direction of world processes. Networks become the basis or an important factor in the self-organization of social groups and communities in all spheres of life, including the sphere of formation and promotion of new cultural values. The prerequisites, ideal models and the corridor of opportunities for global development are actively influenced by the global post-industrial transit - the formation of a new technological basis for cultural and civilizational processes that significantly accelerate the "historical time of the flow of political, social, economic and other processes of transformation of the entire spectrum of relations in society" [6, p. 74-75]. Simultaneously with the technological revolution, a global religious revival becomes a new factor and an ideal framework for world civilizational transitivity - "the return, by definition of S. Huntington, of the sacred foundations for the organization of society" and "the rejection of failed modernization" according to Western models [7, p.139]. The global nature of the transit of the "new religiosity" is given by "the formation of confessional communities in the modern global

geospace, "parallel" to the societies of the national-state type" and fed by global migration flows: "these communities come into conflict with the secular legal and social norms existing in the state and, in Ultimately, they are trying to replace the legitimate foundations of the state with their value-confessional system" [8, p. 3]. In Africa, a person's belonging to a religious community is increasingly determined by his personal choice, and not by belonging to a particular state or ethnic community, although ethnic identity remains relevant, especially in rural areas [8, p. 477].

"Bifurcation points" of African postcoloniality

The global scope of the processes of African transition takes African societies far beyond their local and historical limitations, including the limitations generated by the era of colonialism: the artificial borders of states and the arbitrary association of peoples in them, often far from each other in language and culture, perception as universal European cultural and political norms, the Europeanized type of ruling and intellectual elites, etc. Despite the scale and multidimensionality of cultural differences between the subregions and regions of Africa, the unstable, transitional state of African cultures, the transitional era of their history: between traditions and modernity, resistance to innovations and their acceptance, sustainability and rapid unforeseen changes (cultural chaos), loss and restoration of cultural heritage.

Social synergetics in its broad understanding of the transitivity of history as a close relationship between chaos and order, stability and instability of development can make a significant contribution to the understanding and study of possible historical turning points of the African post-colonial era. Broad opportunities for the application of this approach are opened up by the complex and tense paths of self-determination of African states and societies, African confessions and diasporas in relation to the new realities of global and regional (African) development, which have been unfolding since the end of the XX century. In terms of a synergistic approach, we are talking about the phase transition of post-colonial Africa from projects for the further development of the continent along the lines of Western civilization to a new path to the future, which will belong to Africans, growing out of their cultural heritage and the unity of the global African world. The fact of this shift, its scale and tension is evidenced by the transition from the end of the XX century to a number of a number of states of the continent through critical states (bifurcation points) of disequilibrium and unpredictability of their further existence. The formation of numerous geopolitical bifurcation points clearly marked the situations of major and unpredictable conflicts and wars in the SSA region at the turn of the XX-XXI centuries: the escalation of the ethnic conflict in Rwanda into the genocide of the Tutsi people, the escalation of the civil war in the Democratic Republic of the Congo (against the dictatorship of S. S. Mobutu),

in interstate conflicts that led to the destabilization of the entire sub-region of Central Africa, the creation in the early 1990s of the "stronghold" of international Islamism in the Sahara-Sahel zone, etc. The confrontation between the authorities and protesters acquired an unpredictable character in its consequences. movements in 2010-2011 in the countries of the Middle East and North Africa.

But social "bifurcation points" play an equally significant role at the level of everyday existence, the socialization of hundreds of millions of the African population. Hunger, poverty, the growth of unlimited violence in many areas of private and public life (including family and home life), the criminalization of social activities in an atmosphere of complete impunity for crimes make social behavior of people unpredictable and often catastrophic in its consequences, create conditions for the accumulation of negative heritage of armed conflicts [9, p. 103-130]. The extreme disequilibrium and unpredictability of conflict and post-conflict social systems in Africa is evidenced by extreme gaps and fractures in the socialization of gender groups and communities: on the one hand, the formation of a generation of young people who do not have a full-fledged school education and normal prospects for professional employment, but who are accustomed to violence, widely and often involved in armed conflicts (the phenomenon of "child soldiers"), and on the other hand, the activation of women, their increasing participation in the socio-economic life of their countries and the region as a whole.

***Changing attractors of African development.
African cultural and religious renaissance***

From the standpoint of the synergistic approach, the question of the African peoples' choice of new historical paths of postcolonial development, oriented towards African values and ideals, and within this framework alternative to the model of dependent, catching up development, acquires a more significant substantive character. The loss of stability and controllability of most of the states of Tropical Africa, as well as the protracted Arab crisis, if not completely destroyed, then at least discredited the attractor of the "nation-state". The place of the processes of national-ethnic consolidation of these states by the 90s of the last century was taken by a fairly stable trend of territorial self-determination of large ethno-cultural and religious communities (the experience of Ethiopia, Sudan, Nigeria, South Africa and a number of other countries).

But "explosive" in its meaning and possible historical consequences, the process of changing the attractors of African development also affected the area of "modernization transit" as a whole, as a "crossroads" of movement into modernity. Undoubtedly, the basis and to a large extent the driving force of African economic development remains the export-oriented type of development dependent on the leading economies of the world with the help of foreign capital and technology.

In the culture of the African business and ruling elite, the ideal of the detribalized African, who breaks with traditional ("tribal") institutions and structures, has been preserved. The process of Westernization today is wide and at the level of mass, urban culture, especially among young people. But society cannot refuse to preserve the foundations of its (original) cultural identity. The attractor of modernization is increasingly becoming a combination of the imperatives of movement into modernity with the ideal, requirement, norm of preserving cultural continuity. In African history, the principles and values of the ideology of Afrocentrism act as an organic and purposeful driver of endogenous modernization as a combination of modernity and cultural heritage. The first concept of the African Renaissance - the achievement of targeted cultural, economic and intellectual renewal of the countries of the continent on the basis of African values was proposed by the Senegalese public figure and scientist Sh.A. Diop, who developed this idea in a series of essays written between 1946 and 1960. The President of the new Republic of South Africa, T. Mbeki, gave this idea a broader and more specific meaning of The African Renaissance's contribution to achieving true independence of the continent and in the future - to world global processes. The propaganda of the concept of the African Renaissance, which began in the late 1990s, contributed to the establishment of its postulates and requirements in post-colonial discourse and the ideology of Afrocentrism.

As a cultural image, an attractor of independent African development, the concept of the African Renaissance was included in the program "Agenda - 2063: The Africa We Want" proclaimed in 2015 by the leaders of the African Union. The program gives the main priority to the inclusive socio-economic development of the continent, continental and sub-regional integration, democratic governance, peace and security of African countries. At the same time, it is easy to see that the main goal of the project is to create a reliable basis for understanding the 21st century as the "African century" in the world, goes beyond solving the interrelated problems of socio-economic and political development, striving for the political and economic unity of the continent and is associated with the realization of the ideal of the African Renaissance as the most attractive area of expectations of Africans around the world [10]. This means that the project of action of the African Union is acquiring the direction of not only socio-economic, political, but also civilizational transit: the assertion of the principles and values of a higher universal order, which prevails over local restrictions and contradictions, overcomes territorial boundaries and determines the path for further historical development of the order of cultural and civilizational community.

At the same time, the huge geopolitical dimensions and pronounced geocultural heterogeneity of the African macro-region make it very problematic to develop adequate political, cultural and civilizational principles and mechanisms for a uni-

fied arrangement of its space. In terms of historical conditions and prerequisites for the African civilizational transit, the civilizational status of the traditional cultures of the ASA remains a problem (with the exception of the cultures of Ethiopia and Madagascar recognized as special local civilizations). Can these cultures - for all the distinctiveness of their heritage, values and institutions - be considered as a special regional civilization?

The problem of African post-colonial transit is raised to a new level of complexity, cultural and cognitive relevance by the processes of moving to Sub-Saharan Africa of the demographic centers of the main world religions - Christianity and Islam, the division between their adherents of the confessional space of the region with a general rise in piety and eschatological expectations of large masses of the African population. At a new level of religious self-determination of African peoples (in fact, at the level of a phase transition in the processes of the impact of religion on society and the processes of civilizational development), the ideological and cultural phenomenon of the African Renaissance is increasingly moving closer to the phenomenon of religious revival, which actualizes issues of interfaith dialogue, religious integration and mobilization of diverse population groups.

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The study of new post-colonial transits of African development: from the crisis of the Eurocentric model of catching up modernization to the phenomena of the development of global forms of African identity and religious revival, allows us to conclude that these shifts are a turning point in the modern history of Africa. At the level of scientific assumptions, a historical (prognostic) hypothesis, we can talk about the transformation of the transitional processes of African post-coloniality into a relatively stable macro-regional civilizational transit, capable of, if not overcoming, then limiting, significantly weakening in the long-term historical perspective the processes and results of the political and religious split, ethnic separatism.

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总结时文本的词汇和语法转换的一些方法
SOME WAYS OF LEXICAL AND GRAMMATICAL TRANSFORMATION
OF THE TEXT WHEN SUMMARIZING

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文章探讨了报刊刊物在文摘过程中的文本重构和转换方法。法国研究人员开发的抽象教学方法与我们国内的方法有些不同。这篇文章的目的是让法语作为外语的教师熟悉法国方法学家的发展。

关键词：抽象；摘要-摘要；主要文本；次要文本；阅读类型；媒体文本策略

Abstract. *The article discusses the methods of reformulation and transformation of the text of newspaper and magazine publications in the process of abstracting. The method of teaching abstracting, developed by French researchers, is somewhat different from our domestic one. The purpose of the article is to familiarize teachers of French as a foreign language with the developments of French methodologists.*

Keywords: *abstracting; abstract-summary; primary text; secondary text; types of reading; media text strategies.*

Summarizing a text is a useful exercise from various points of view: this type of work encourages you to read the text, highlighting the main idea, and requires the ability to convey the main thing from what you have read very briefly. To acquire these skills, you need to learn to isolate the main ideas of the text and understand them, then be able to reformulate them in your own way, while maintaining their original meaning.

To reveal and reformulate the main ideas of the source text, French researchers [5] offer four strategies for summarizing:

- 1) view the text to determine its compositional features;
- 2) after the first superficial / introductory reading, formulate the main idea / problem of the text;
- 3) after repeated reading - select and structure relevant information;
- 4) reformulate, i.e. express in their own way, in other words and expres-

sions, the main ideas of the text.

The four strategies presented here are prerequisites for a correct summary of the text. These steps should not be neglected.

Let's consider each of these stages in more detail, setting them out in our translation.

First strategy – is an introductory or superficial read. This preliminary acquaintance is necessary for *compositional analysis*, i.e. identify sections of the source text (chapters, sections, subsections, paragraphs), as well as to identify other ways of *highlighting information* (numbering, internal headings, different fonts and printing methods), which help determine the main ideas of the primary text. Other text elements such as illustrations, tables, texts and highlighted information are also very helpful.

Second strategy is aimed at highlighting the main idea of the text during the first reading based on its revealed structure:

- indicate the author who wrote the text (this will be the subject of a potential sentence);

- indicate the main thing in the information conveyed (this will be the predicate of the potential sentence), using verbs such as *dénoncer*, *présenter*, *dévoiler*, *révéler*, *critiquer*, *expliquer*. Such verbs will help express the point of view of the author of the text.

Third strategic step – is reading with a pencil in hand for marking up the primary text:

- write out important information that helps to divide the text into parts. Each part of the text (paragraph, chapter, section) is in principle a semantic unity;

- you should choose a division type based on the length of the original text, for example:

- division into paragraphs for short articles;
- division into sections for articles over 10 pages;
- division into chapters for larger works.

- each of the parts should be summarized in one sentence or phrase, drawing up, as it were, a detailed plan; in this way one can follow the train of thought expressed in the original text.

Fourth and final step – is an attempt to reformulate the information of the primary text for the purpose of an abstract presentation of its content. To summarize the source text without using the principle of simple copying, one should restate the main ideas of the original *without having the text in front of one's eyes*. This exercise allows, among other things, to avoid quoting a passage in quotation marks. The quote does not quite correspond to the principle of conciseness of the abstract-summary, which is usually built by compressing the source text. The key words of the text should be preserved and the focus should be on the wording of

the phrases, which should be different from the wording of the primary text.

Let's consider how these strategies work on the example of training abstracting of some publications from French periodicals [1; 3; 4; 6].

The summary should not express your own point of view, but focus only on what the reading of the text gives. A well-written summary presents only the point of view that is expressed in the abstracted text. To write a proper summary, you should focus on the main idea and information of the source text and state everything according to the logic of the source text and very briefly. Let us give as an example two abstracts-summaries of articles from the newspaper *Le Devoir* [5, p.11].

Identifying the main ideas of the text is one of the basic principles of abstracting. To express the main provisions of the primary text, when summarizing, sentences should be constructed in such a way that the subject and denotes the main ideas set forth in the article. In the abstract-summary, turns should be avoided, where the subject designates the author of the source text.

For example, instead of: *L'auteure* fait remarquer **que seule une ferme volonté politique** peut assainir l'environnement alimentaire des école... you should write: **Seule une ferme volonté politique** peut assainir l'environnement alimentaire des écoles.

In the first formulation, the main emphasis is on the *author*, and the main idea is expressed in a subordinate clause. In the second, the main attention is given to a *strong political will*, which in the original sentence is the main idea of the text.

Another tip: use the pronoun *on*. However, it is not recommended to abuse this pronoun. It is also preferable to use the present indicative, which is convenient for third person narration. Here is an example of a summary summary:

(1)Résumé: «**Attention ! Zone... de fast-food**» [1].

Selon une étude menée par Yan Kesten de la Direction de la santé publique de Montréal, les restaurants-minutes **sont** particulièrement nombreux autour des écoles de quartiers défavorisés: les risques d'y croiser ce type de commerce y **sont** 30 fois plus élevés qu'ailleurs. Sur une carte de la région montréalaise réalisée à partir de données recueillies en 2005, **on** observe des commerces de restauration rapide à moins de 600 mètres des écoles primaires et secondaires situées dans ces quartiers. De plus, les options « santé » telles les épiceries ou les fruiteries y **sont** rares, sinon inexistantes. La situation **est** moins alarmante dans les quartiers plus aisés, mais tend néanmoins à se dégrader. Seule une ferme volonté politique **peut** assainir l'environnement alimentaire des écoles, et ainsi contrer les problèmes de santé liés à une consommation précoce et excessive de malbouffe [2, p. 12].

We see that the highlighted (*in boxes*) elements that are the subject of sentences are the main topics covered in the text. Verbs (*in bold*) are in the present tense.

According to the content of the reviewed text, it is proposed to use neutral

vocabulary or vocabulary that is evaluative in nature. When summarizing, you should, as it were, put yourself in the place of the author of the publication in order to correctly convey the main message of the author in the summary text, using:

- or adjectives, adverbs and nouns with a negative connotation;
- or words that have a positive connotation;
- or neutral words and expressions, as, for example, in an objective description or scientific argument.

Regardless of whether you agree or disagree with the point of view expressed in the text of the publication, it is recommended that you avoid expressing your own opinion.

Finding connections between different ideas of the resume source text is another indispensable step in creating a resume abstract. At the same time, in the secondary text, the logic of the internal connection between individual thoughts should repeat the logic of the primary text. It is necessary to use logical connectors (*car, en effet, pour cette raison, par ailleurs*) and relative clauses (for example, relative clauses for explanation and adverbial clauses introduced by conjunctions and allied words: *puisque, comme, même si, alors que, bien que, si*) to express these internal connections.

Here is a sample resume-standard, where such strategies for working with text are used [5, p. 17]:

(2)Résumé : «**Distracts, les cyberdépendants?**» [3].

Selon plusieurs études, les personnes *dépendantes* des technologies de la communication courent le risque de développer un problème de déficit de l'attention et d'hyperactivité. Utilisés de manière *excessive*, les téléphones intelligents, tablettes tactiles et autres ordinateurs donnant accès à Internet diminuent en effet la capacité de concentration de leurs utilisateurs, alors qu'en principe, **ils** devraient les rendre plus performants. L'utilisation *immodérée* de ces écrans, **qui** fonctionnent en permanence dans une majorité de cas, a également des effets *négatifs* sur la qualité du sommeil. Pour ces raisons, la *surconsommation* des ressources offertes par Internet diminue la productivité des personnes au travail, ce qui occasionne des coûts sociaux importants et des pertes de revenus au Canada et aux États-Unis.

The evaluative vocabulary in the summary (*underlined*) draws the reader's attention to the potential dangers of the Internet; the pejorative-negative coloring of the vocabulary is therefore fully justified.

Logical connectives (*en effet, alors que, pour ces raisons*) and subordinate clauses denote internal connections in a text.

For example, instead of: Utilisés de manière excessive, les téléphones intelligents, tablettes tactiles et autres ordinateurs donnant accès à Internet diminuent la capacité de concentration. **Ils devraient rendre leurs utilisateurs plus performants**(in primary text)... resume should be written: Utilisés de manière ex-

cessive, les téléphones intelligents, tablettes tactiles et autres ordinateurs donnant accès à Internet diminuent la capacité de concentration, **alors qu'en principe, ils devraient rendre leurs utilisateurs plus performants.**

In the second phrase, the use of the subordinate clause introduced by the allied combination **alors que** shows the opposition in two parts of the sentence; this opposition is also emphasized by the use of the adverb **en principe**.

You should strive for conciseness of expression, trying to make sentences shorter.

Firstly, it is necessary to use pronouns (personal, relative, demonstrative, possessive) instead of individual nouns or their groups in order to achieve brevity in the summary text. For example, instead of: L'utilisation immodérée de ces écrans a également des effets négatifs sur la qualité du sommeil. **En effet, ces écrans fonctionnent en permanence dans une majorité des cas...** you should write: L'utilisation immodérée de ces écrans, **qui fonctionnent en permanence dans une majorité de cas**, a également des effets négatifs sur la qualité du sommeil.

In the second version of the phrase, we see two ways of simplifying:

- the relative pronoun **qui** avoids the repetition of the noun **phrase ces écrans**;
- the relative clause establishes a causal relationship between the parts of the sentence: *since the screens are constantly working, they have a negative effect on sleep.*

Secondly, it is recommended to replace some clauses with more concise word groups. So the clauses introduced by the allied words *parce que, lorsque ou quand*, as well as other types of clauses, can be replaced by shorter constructions.

For example, instead of: Selon plusieurs études, les personnes **qui sont dépendantes des technologies de la communication** courent le risque de développer un problème de déficit de l'attention et d'hyperactivité... you can write: Selon plusieurs études, les personnes **dépendantes des technologies de la communication** courent le risque de développer un problème de déficit de l'attention et d'hyperactivité.

We see that the subordinate clause is replaced by an adjective in the second version of the phrase.

Summarizing all the above, we can conclude that in the French method:

- 1) four strategies are proposed for summarizing;
- 2) it is prescribed to avoid turns where the subject designates the author of the source text;
- 3) it is indicated that neutral vocabulary or vocabulary that is evaluative in nature should be used;
- 4) it is emphasized that one should avoid expressing one's own opinion;
- 5) it is customary to use logical connectors(*car, en effet, pour cette raison, par ailleurs*)

6) it is recommended that the subordinate clauses introduced by the allied words *parce que, lorsque ou quand*, as well as other types of clauses, be replaced by shorter constructions.

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俄语委婉语：教育词典中的定义和描述问题
**EUPHEMISMS OF THE RUSSIAN LANGUAGE: PROBLEMS
OF DEFINITION AND DESCRIPTION IN THE EDUCATIONAL
DICTIONARY**

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本文讨论了日常委婉语和社会政治委婉语的语言文化潜力，以便在语言文化词典中呈现此类信息。作者提出了在教育语言文化词典词条结构中使用参数语言文化情境（LCS）和价值向量的问题。

关键词：委婉语，日常生活，社会政治，LCS，价值论载体，语言文化学

Abstract. *The article discusses the linguocultural potential of everyday and socio-political euphemisms in order to present this type of information in the linguocultural dictionary. The authors raise the question of using the parameters linguocultural situation (LCS) and the axiological vector in the structure of the dictionary entry of the educational linguocultural dictionary.*

Keywords: *euphemism, everyday life, socio-political, LCS, axiological vector, linguoculturology*

The issues of euphemism in both Russian and Chinese linguistics have not been considered with the necessary attention for a long time. That is why euphemisms, with a few exceptions, were not included in explanatory dictionaries, and until recently there were no euphemism dictionaries. Thus, in Russia during the Soviet era, this topic was studied mainly in the historical aspect, in particular in the works of L. A. Bulakhovsky, B. A. Larin and A. A. Reformatsky. The situation began to change in the last decade of the XX century, when works appeared devot-

ed, in particular, to the methods of forming euphemisms in the Russian language, the goals and means of euphemization.

The relevance of this topic is due to the fact that, despite the existence of numerous works on euphemism, most of the issues in the study of this phenomenon remain debatable. Disagreements relate to the definition of the concepts of taboo and euphemism, ways of forming euphemisms, the place of euphemism among related linguistic phenomena. In addition, in modern Russian linguistics there is still no clear definition of the concepts of euphemism and euphemism, as a result of which this problem requires further, both practical and theoretical development.

Meanwhile, euphemisms play an important role in linguistic communication. First, let's consider what definition Russian scientists give to the concept of euphemism. In the explanatory dictionary of S. I. Ozhegov, euphemism is defined as "a word or expression that replaces another, uncomfortable for a given situation or rude, obscene, for example, "not smart" instead of "fool"" (Ozhegov 1978: 831). In the "Dictionary of Linguistic Terms" O.S. Akhmanova "euphemism (antiphrasis) is a trope consisting in an indirect, covered, polite softening designation of an object or phenomenon" (Akhmanova 1969: 608).

In turn, the Chinese scientist Wu Jiazhen writes that "euphemisms are words or expressions that are neutral in meaning and emotional load, which are used in a specific linguistic context, when people want to avoid obscene or inappropriate statements, or cannot speak about something directly." (Wu Jiazhen 1982:26).

Considering the definition of euphemism by Russian and Chinese scientists, we can conclude that the main feature of euphemisms is their "subtlety" and "neutrality", they are used as a substitute for not quite polite and vulgar words and expressions that the speaker intends to avoid in order to soften his statement.

Euphemisms are found in various fields, in the monograph "Semantics and Pragmatics of Euphemisms" the leading specialist in the linguoculturological direction in linguistics M.L. Kovshova subdivides the sphere of use of euphemisms into two main areas: 1) everyday-domestic and 2) socio-political. According to M.L. Kovshova, everyday euphemisms describe the life of a person in his intimate, family sphere and the sphere of daily activities (Kovshova 2007:90).

The founder of the St. Petersburg phraseological school B.A. Larin believed that the category of everyday-domestic euphemisms is characterized by "restriction to the range of ideas and the field of human physiology and anatomy, as well as the use primarily in colloquial speech" (Larin 1977: 101). According to the study by V.P. Moskvina, everyday-domestic euphemisms include those euphemisms that are used when one does not want to call by a direct name something unpleasant, physically disgusting, in particular, various end products of the human body's metabolism (Moskvina 2007: 166). L.P. Krysin in the article "Euphemisms in Modern Russian Speech" speaks of euphemisms as a way to more politely name

an object or action in order to avoid "communicative conflicts and failures" and not to create a "feeling of communicative discomfort" in the interlocutor (Krysin 2004:58).

Summing up, we can say that everyday-domestic euphemisms are used in the areas of everyday activities and personal life (including human physiology and sexual relations), in order to reduce the vulgarity of expressions in everyday communication. For example: *ждать ребенка* instead of *беременность*, *красные дни* instead of *менструация*, *ушёл в лучший мир* instead of *умер*, 眠花卧柳 [mián huā wò liǔ] – *спать среди цветов*, *ночевать в ивах* instead of *проводить ночи в публичных домах* etc.

Russian linguists, studying everyday-domestic euphemisms, distinguish such topics and areas of activity as 1) "diseases, names of medical institutions (*ходить под себя*, *желтый дом* and etc.); 2) shortcomings, vices of people — cheating, stupidity, drunkenness, drugs, smoking (*сесть на иглу*, *глотать колеса*, *лыка не вязать* and etc.); 3) death and related phenomena (*дышать на ладан*, *старушка с косой*); 4) finance: position, actions related to them, names of money (*золотой телец*, *капустя*); 5) physical properties of a person (*дама бальзаковского возраста*, *христова невеста*); 6) punishment, guilt (*меч Фемиды*, *запечных дел мастер*); 7) curses, curses, nicknames (*послать на три (русские) буквы*); 8) names of certain parts of the body, and related processes (*филейная часть*, *одно место*, *инструмент*); 9) nudity (*в чем мать родила*, *в костюме Адама (Евы)*); 11) physiological departures (*критические дни*, *попудрить носик*); 12) sex life (*ночные бабочки*, *слабовата на передок*, *заниматься любовью*); (Mikhailova 2003:14). None of these topics has been developed in modern dictionaries.

In the practice of translating euphemisms, the following dictionaries are often used: "Dictionary of euphemisms in the Russian language" by E.P. Senichkina (DERL) (Senichkina 2008: 464), "Chinese Euphemism Dictionary" Zhang Gonggui (Zhang 1996: 267). "Dictionary of practical euphemisms" Wang Yajun (Wang 2005: 426). These dictionaries include both everyday-domestic euphemisms and socio-political euphemisms.

Unlike everyday-domestic, socio-political euphemisms have attracted the attention of linguists, as a new phenomenon, quite recently. These "euphemisms are constantly involved in the renewal of the Aesopian language, which, when discussing sensitive topics, *allows you to create an ambiguous statement* that protects against etiquette, ethical, ideological and legal risks and provides an opportunity for interpretation (Kovshova 2019: 38). These units are the most common way to hide true political intentions. When it comes to unpleasant socio-political issues, such as international relations and unpopular government measures (raising the retirement age; carefully concealed condemnation of the actions of so-called "colleagues"; raising prices), softer and more incomprehensible expressions are

needed.

Linguists define socio-political euphemisms in different ways. M. L. Kovshova identifies two groups of socio-political euphemisms: euphemisms of power and euphemisms of the people (Kovshova 2007: 320). According to L.P. Krysin, socio-political euphemisms are used to describe such social vices as crime, drug addiction, alcoholism, poverty (Krysin 1994: 38). E. V. Kiprskaya suggests that socio-political euphemisms camouflage negative phenomena in the economic, political and social spheres (Kiprskaya 2005:125). V. A. Novoselova believes that participants in political discourse often use socio-political euphemisms to avoid communicative conflicts, to disguise the real state of affairs, to hide the true meaning of certain undesirable phenomena occurring in society (Novoselova 2015: 40).

Thus, socio-political euphemisms have a number of characteristics that differ from everyday-domestic ones: if avoidance and politeness are the main functions of some euphemisms, then the main function of socio-political euphemisms is the function of hiding, camouflaging reality.

In political journalism, social "euphemisms are actively used by journalists when covering such topics as the economy, the activities of power structures of a domestic and foreign policy nature, military conflicts, public relations" (Novosyolova 2015: 41), for example *непопулярные меры, изменение ценовой политики, освобождение цен, либерализация цен* (price increase); *скромная должность* (low paying job); *силовой вариант решения проблемы* (outbreak of hostilities); *сохранять территориальную целостность* (send troops and start hostilities); *Вера Михайловна* (capital punishment).

With the help of euphemistic expressions, journalists tend to soften the statement, veiled by the semantic content of the context (Novosyolova 2015: 53), which subsequently creates difficulties for foreign students in understanding and translating news texts.

Despite the fact that in China and Russia there are several common dictionaries of euphemisms, there is still no educational linguocultural dictionary of socio-political euphemisms, which affects the understanding of these constructions in a foreign classroom.

In Russian, socio-political euphemisms can be divided into the following thematic groups: war, economy, poverty, crime, politics, politics (Pisarskaya 2016: 25), almost the same groups exist in Chinese. Combining socio-political euphemisms in the dictionary by thematic semantic (ideographic) groups allows readers to quickly and easily find the necessary units.

It is worth noting that in the Dictionary of Euphemisms (DERL), the author gives only the lexical meanings of euphemisms, but does not give examples or descriptive cultural explanations. However, without a minimum understanding of the historical situation, it is impossible to adequately convey the meaning of

euphemism. In other words, in order to semantize these units, it is necessary to understand and reflect in dictionaries the situation in which this unit appeared.

Among the euphemisms denoting such a thing as "price", in Chinese euphemism dictionaries there are those that express the meaning of "price increase". For example, 活物价 *moving price*, 腾跃 *soaring price*, 调价 *price adjustment*. However, most of these units are ancient Chinese expressions, they are closely related to the ancient way of life, and very few of them are used in modern China.

With the rapid development of China's economy, the Internet has become an integral part of people's daily lives. Among them, online shopping and electronic payments have become the main mode of consumption, which has led to the emergence of many socio-political euphemisms for prices on the Internet. For example, 白菜价 *at the price of cabbage*, 跳楼价 *price jumping from a tall building* and 清仓 *warehouse liquidation* to indicate the lowest price; 秒杀 *kill instantly*, 抢福利 *snatch the benefits*, 炸了 *bomb* to indicate promotions and discounts with a limited duration; 宠粉 *spoil the fans* indicates that merchants sell something to their fans at low prices; 米 *rice* instead of Chinese yuan. This is a euphemism used by some online merchants to replace the yuan in order to avoid government regulation such as taxation; 砍一刀 *cut with a knife* and 拼单 *group purchase* means spending with friends in exchange for additional discounts in online shopping. However, these emerging euphemisms are not systematically included in educational dictionaries. In other words, the phenomenon of socio-political euphemisms in modern Chinese has not yet attracted the attention of Chinese linguists.

In addition, Chinese cultural background can be misleading for Russian students when they perceive Chinese socio-political euphemisms. For example, the *white sword* in the Chinese language and culture is a symbol of war, as white usually means death and terrorist acts in China. However, in Russian culture, white symbolizes nobility, religiously lofty aspirations. Similarly, in the world, a *white house* is usually considered a palace, but in ancient China, white also symbolized poverty, and a *white house* symbolized a poor dwelling.

To describe euphemisms in educational linguocultural dictionaries, we used **not only the generally accepted ways of interpreting** set phrases, such as: a heading unit; interpretation, including the obligatory minimum of encyclopedic information; kultural commentary containing a mythological stereotypical idea of the subject of description in the Russian mentality; a zone of set expressions with a core component, with an explanation of motivation and semantization of units; zone of etymological characteristics; illustration area; zone of the translation analogue in Chinese, but **we also suggest using** such a parameter as the linguocultural situation of the emergence of the unit, abbreviated as LCS. L.G. Chap-aeva believes that "the cultural linguistic situation is formed by all manifestations of a person's spiritual activity, but first of all, by socio-ideological and worldview

processes and their refractions in the language" (Chapaeva 2007: 14). A whole block of stable units (such as: *European values, freedom of speech, public opinion, political consensus, human rights, civil society*), cannot be semantized without introducing additional parameters. In the usual explanatory dictionary, without encyclopedic information, it is practically impossible to explain the change in the axiological vector of the unit. It seems that the results of the analysis will allow expanding the description of stable phraseological units of a euphemistic nature to expand the article of the linguoculturological dictionary by introducing into the description parameters 1) the parameter of the linguocultural situation and 2) the parameter of describing the change in the nature of the axiological vector.

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语言情境的共时性和历时性方面
**SYNCHRONIC AND DIACHRONIC ASPECTS OF THE LANGUAGE
SITUATION**

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文章反映了语言现象的同步和历时方面的问题，被认为是所有理论语言学的关键问题，实现了语言分析的同步和历时方法的相关性问题。

关键词：语言情境，多语制，双语制，历时性，同步性，社会语言学，认知语言学

Annotation. *The article reflects the issues of synchronous and diachronic aspects of linguistic phenomena, recognized as the key issue of all theoretical linguistics, the problem of the correlation of synchronous and diachronic approaches to the analysis of language is actualized.*

Keywords: *language situation, multilingualism, bilingualism, diachrony, synchrony, sociolinguistics, cognitive linguistics.*

In the context of the changed cultural and historical paradigms, the problem of the language situation at the present stage of development of the science of Russian and other languages seems to be very relevant. The change in the socio-economic life of society leads to a close study of the issue of the language situation, the education of a linguistic personality with its ethno-, socio- and psychological characteristics, capable of feeling language as the highest gift, national and at the same time universal human value.

Nowadays, the term of sociolinguistics “language situation” has turned out to be the most used terminological designation to explain the state and features of the functioning of the modern Russian language against the backdrop of the life of a certain society in certain socio-political, economic, cultural conditions.

Historically, in Kazakhstan, the language of interethnic communication has become the Russian language, which is spoken by the vast majority of the population, regardless of nationality. It is a link between all peoples living in the republic. The multi-ethnic diversity of the population requires the formation

of mechanisms for coordinating the interests of various groups, the creation of conditions for the development of ethnic cultures and languages.

In the country, the problem of the functioning of the Russian language and its relationship with other languages is considered from the standpoint of the performance of socially fixed functions within the country and at the interstate level. On the territory of Kazakhstan, a situation of bilingualism (bilingualism) naturally arose, which has both general and specific features. It is this concept that is functionally relevant and therefore the most discussed on the pages of linguistic literature, since it is closely related to extra-linguistic problems that a separate linguistic community lives in the countries of the post-Soviet space.

A distinctive feature of modern research on the study of the language situation of an exoglossic nature is that it, as a rule, is considered on the basis of synchronous material and appears as a synchronous category of sociolinguistics. The need for such an application of this category in the metalanguage of science, designed to explain the nature and features of the functioning of various modern languages, is objectively justified, because linguistics in the second half of the twentieth century. and the beginning of the twenty-first century. Considerable attention has been paid and continues to be paid to the social nature of the language as a means of communication, thereby expanding the ideas of native speakers of the corresponding language about it as a phenomenon closely related to the history of the people [1].

An analysis of works on the history of the Russian literary language revealed an expansion of the boundaries of the category of "language situation", when this concept began to be applied to the state of the language and its connection with society in a historical perspective. Thus, the productivity of such approaches was revealed in explaining the language situations of different periods of history, in particular the Russian language. During this period, the works of A.I. Gorshkova, V.V. Kolesova, B.A. Uspensky, F.P. Filina and others, in which, from a sociolinguistic position using the key concept of a language situation as a specific sociolinguistic category, scientists try to explain the specifics of the functioning of the Russian language at different stages of its development in diachrony, synchrony.

For the first time, the term "linguistic situation", as an expression of the category of diachrony, was freely and reasonably used in his monograph "The Origins and Fates of the Russian Literary Language" by F.P. Filin, who examined the linguistic situation of Ancient Russia, the Petrine era, etc. All these questions turned out to be legitimately posed due to the very specific history of the Russian language, which is closely connected with the history of the closely related Old Slavonic language that came to Russia at the end of the 10th century. It is precisely the complex relationship between these two closely related languages that has sharply

posed the problem of their correlation at the structural and functional level for historians of the Russian language.

Historical linguistics of the XIX-XX centuries. at different times offered a different understanding of the linguistic situation at the most important moments in the history of the Russian language, which served as a simultaneous criterion for highlighting individual historical sections that signaled qualitative changes within the language itself. In particular, a purely genetic view of the relationship between Russian and Old Slavonic gave grounds for some researchers to speak of bilingualism in Ancient Russia.

However, already in the middle of the twentieth century. a different approach was discovered in the interpretation of the language situation in antiquity. It was especially clearly presented in the works of V.V. Vinogradov, who during this period distinguished not two closely related languages, but two types of one language, taking as a basis for considering the language situation of that time a functional principle that made it possible to see the distribution of language flows of native and "alien" languages depending on their purpose, a function that, in turn, it was often determined by extralinguistic factors that influenced the functioning of the language in a given synchronous slice [1, p. 32].

Proceedings of V.V. Vinogradov prepared the perception of the Russian language from the standpoint of sociolinguistics, which developed the problems of the language situation on the material of the language situation of the Russian language in its synchronous state. It was during this period that Russian linguistics turned to the major problem of the sociolinguistic description of the state of the Russian language, where the object of study was the synchronous state of the Russian language, associated with the middle of the twentieth century, and the language situation appeared to researchers as a synchronous situation, and the category itself, called the term "language situation" , also acted as a category of language synchrony.

However, functional approaches to the study of the Russian language in synchrony more and more fully highlighted the essential nature of the category "language situation", which was defined as the performance of the functions of all available forms of the existence of a language in all spheres of social activity under certain social conditions of life of a given people [2]. These social conditions, in essence, already laid the foundations for a diachronic view of the language situation at different stages of the development of the Russian language, the formation of a truly universal and idioethnic picture of the world, since the language of a person is the means of transmitting a conceptual picture of the world, and this ultimately leads to a linguistic picture of the world. and the formation of the concept of "language situation" [3]. This statement is consonant with the provisions of L.K. Zhanalina about two directions that have become more active in the last decades

in the analysis of the language situation and information: functional and cognitive. The first of them is characterized by analysis with the aim of reconstructing concepts, ideas, emotions, feelings; the second is the reconstruction of cognitions [4].

The principle of historicism, developed in the nineteenth century. the previous science of the Russian language, made it possible to create a methodological basis for the perception and explanation of the language in retrospect, to apply the concept of the language situation and to explain the features of its development at various points in history.

In this regard, the first used by F.P. Filin in a historical study of the Russian language, this sociolinguistic concept received a kind of second life and made it possible to give an objective interpretation of the state of the Russian language at the junction of separate synchronous sections of its history [5]. This was facilitated primarily by such a feature of an intralinguistic nature as the dynamics in the structure of the language in its various subsystems, which initially manifests itself in single facts of deviation from the existing norms for the use of language units, the latter then, through accumulation, turn into quantitative changes, and quantitative changes according to the well-known law dialectics have the ability to turn into qualitative ones. It is precisely this, evolutionary in its essence, property that any language possesses, on the diachronic axis of which revolutionary explosions occur when quantity turns into quality.

On the other hand, this process, as a rule, is supported extralinguistically, by the social sphere of the functioning of the language, by those external conditions that characterize any society on the long path of its historical development and which lead to a change in cultural and historical paradigms, which in turn have an external impact on internal processes of the language. Together, having collided at a certain point, such a combination of internal and external factors leads to an explosion and the replacement of one synchronous slice with another, which also changes the linguistic situation on the diachronic axis of the history of the Russian language [1, p. 32-33].

The concept of "language situation" as a term of sociolinguistics, most often applied to the description of the synchrony of a certain language, appears not only as a synchronous category, but also as a diachronic category, as evidenced by the fact of its use not only in scientific research on the Russian language, but also in educational literature, which reflects the issues of the interaction of the Russian language with other languages, takes into account the mentality of a particular people.

In the linguistic situation, an infinite variety of conditions finds expression in which man acquired knowledge about the world - the natural features of the people, their social structure, historical destinies, life practice, etc. All this in a

certain way determines the features of the functioning of the language and the content of the mental space.

Researchers have repeatedly argued that the development of the concept of "language situation" in cognitive linguistics undoubtedly contributed to the deepening of theoretical ideas about the hidden mechanisms of language communication, about the general patterns of human intellectual activity. The language turns out to be intricately intertwined with knowledge about the world, and a person also brings opinions, beliefs, and personal characteristics into his speech activity. Therefore, the focus of linguists now is not only on issues related to the structures of knowledge representation and the objectification of these structures in language units, but also on the language situation in synchrony and diachrony, since cognitive science from the very beginning is closely related to the study of the language situation.

The theoretical level of modern linguistics and the humanities in general, the significant advances in semantics make it possible to raise and resolve the issue of expanding the research field of linguistics within the framework of the cognitive aspect of linguistic material, which directly depends on how solid those synchronous and diachronic constructions on which they are based.

Thus, if we generally characterize the concept of a language situation in the totality of its properties, then it finds its most complete realization in science in defining it as a category of synchronous-diachronic.

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俄语和汉语中疑义语义的语言表达方式
**LINGUISTIC MEANS OF EXPRESSING THE SEMANTICS OF DOUBT
IN RUSSIAN AND CHINESE**

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在本文中，怀疑的语义被认为是主观模态的核心含义之一，它位于可靠性/不可靠性的量表上。比较了俄语和汉语中情态概念的定义。研究了两种语言中表达这种语义的主要词汇和句法方式，并揭示了两种语言中所描述方式之间的差异。

关键词：怀疑语义，主观模态，表达主观模态的语言手段，多系统语言

Abstract. *In this article, the semantics of doubt is considered as one of the core meanings of subjective modality, which is located on the scale of reliability/unreliability. The definitions of the notion of modality in Russian and Chinese are compared. The main lexical and syntactic ways of expressing this semantics in two languages are investigated, and the difference between the described ways in the two languages is also revealed.*

Keywords: *semantics of doubt, subjective modality, linguistic means of expressing subjective modality, multisystem languages.*

In scientific linguistic studies of the mid XX – early XXI century, the center of language learning shifts towards anthropocentrism, since a person's personality has a significant impact on a particular study of various linguistic phenomena. Being an independent complex system, language is created by a person and functions for the sake of a person; it cannot be isolated from a person, since it is closely connected with thinking and consciousness, moral and spiritual life, culture; language is not just a tool for communication between people, it is also a means of reflecting the surrounding world and oneself in this world.

One of the most important categories reflecting the vision of the world surrounding a person to reality is the category of modality, since it expresses various types of correlation of the statement and the attitude of the speaker to the reported. In modern Russian studies, this category is to some extent affected in the studies of such scientists as V. V. Vinogradov, A. V. Bondarko, G. A. Zolotova, V. Z. Panfilov,

E. V. Paducheva, G. Ya Solganik, N. D. Arutyunova, etc. It is customary to define this category as one of the anthropocentric functional-semantic categories, which reflects various types of the speaker's relationship to the content of the statement and the correlation of the statement with the surrounding reality.

Compared to the Russian language, in modern Chinese linguistics, studies of the category of modality do not have a long experience of studying, linguists use the terms "tone", "intonation" and "modality" as synonyms, between which there is no clear boundary.

For the first time, an attempt to describe the category of modality in Chinese was made by Wang Li (王力), who believed that "in every utterance there is an emotion of the speaker, which is expressed with the help of intonation and auxiliary words (mainly modal particles), the ways of conveying emotion are called tone" [8, 15]. In his assumption, tone is considered as a way of expressing emotionality, and this "tone" already indirectly reflects the category of modality.

In modern Sinology, the concepts of "intonation" and "modality" are often identified, and He Yang (贺阳) defines this category as "the subjective knowledge of the speaker, reflected in statements and expressed using grammatical methods" [8, 17].

It should be noted that some linguists distinguish between these synonymous terms. And in the XXI century, the term "情态" was introduced to replace the English word "modality", which means "modality" in the system of European languages. Tang Tinchí (汤廷池) believes that the category of modality is "the speaker's point of view or attitude to the content of the statement, while highlighting the following main meanings of modality: judgment about truth, knowledge, desire, degree of desirability, probability, necessity, and others" [8, 18]. According to Lu Chuan (鲁川), this category is considered as "the speaker's judgment and evaluation of objective events based on his subjective approach and his subjective opinion" [8, 19].

According to Wen Suolin (温锁林), "there are two components in the expression of modality: the component of the speaker's subjective cognition (cognitive modality) and the component of emotions, facial expressions. This category is often expressed with the help of introductory words, other functional words and the reverse word order of the sentence" [9, 22]. Accordingly, two types of the category of modality are distinguished: cognitive modality (epistemological), reflecting the knowledge of the speaker in statements, i.e., expresses the meanings of the definition of the situation, assumption, possibility, necessity, permission and desire of the speaker; expressive modality, which is an accompanying component of the indication of modality and is expressed using facial expressions and intonations.

According to Cui Xiliang (崔希亮) the category of modality has three varieties: "direct modality that creates a connection with the subjective attitude of

the speaker to the statement and is expressed with the help of intonations; event modality, which reveals the main property of the situation in statements, expressed by modal adverbs, modified verbs; modality of possibility, desire, duty, expressed by modal verbs" [12, 20].

Thus, the question of the category of modality in Chinese remains open. Among the definitions considered above, it should be noted that in Chinese the category of modality reflects the attitude or evaluation of the speaking statement, while intonation and facial expressions are involved. And in Russian, this category is also defined as the attitude of the speaker to reality (V.V. Vinogradov, A.V. Bondarko, G.A. Zolotova, etc.). These two languages also separate different types of the category of modality: in Russian it is customary to consider the semantics of "doubt" within the framework of subjective modality, while in Chinese this question remains open, and this semantics can be considered as one of the main meanings of the category of modality.

Following A. A. Kalinina [4], this paper considers the following main linguistic means of expressing the semantics of doubt in modern Russian:

1. Introductory words: *может быть, наверное, вероятно, видимо, по-видимому, должно быть, похоже* and etc.;

2. modal particles: *вроде бы, будто бы, разве, едва ли, неужели* и др.;

3. LSG of verbs, adjectives and nouns derived from them and adverbs with the semantics of doubt: *сомневаться, колебаться, бояться, маловероятный, неуверенный, спорный, сомнительный, сомнение, недоверие, подозрение* and etc.;

4. LSG verbs of sensory perception of reality: *слышаться, мерещиться, казаться, мниться* и др.;

5. Interrogative constructions with modal particles: *А разве я говорил что дурное про властей? Неужели из ЕГЭ действительно уберут часть А и добавят устные вопросы? Не знаю, пойдём ли мы завтра в кино?* And etc.;

6. Phraseologisms and phraseological units: *бабушка (ещё) надвое сказала, вилами по (на) воде писано, из третьих уст, Бог знает! Бог его знает! Вроде как бы* and etc.

7. Complex and compound structures: *сомневаюсь, что..., боюсь, чтобы, то ли..., то ли..., или..., или...* and etc.

In modern Russian, the description of ways to express the modality of doubt is presented in the form of a nuclear-peripheral scheme. Most scientists believe that lexical methods are included in the core, intonational and syntactic ones are located on the periphery. It should be noted that all ways of expressing the semantics of doubt, regardless of their location at different levels of subjective modality, interact with each other. In the center of any intonation-shaped syntactic construction there is a lexical unit, and the semantics of the lexical unit is directly affected

by both the intonation and the structure of this or that syntactic construction. In modern Chinese linguistics, there are few studies devoted to the functioning of the linguistic means of the Chinese language, and we assume that in Chinese all ways of expressing the semantics of doubt are divided into two groups: direct means and indirect means. The first group includes the lexical-semantic group of verbs with the semantics of doubt, the lexical-semantic group of nouns with the semantics of doubt, and complex sentences with supporting verbs. These units include the common grapheme "疑", which carries this semantics. The second group includes verb combinations, modal particles, modal words and compound sentences with different particles, and these language units do not include the grapheme "疑", but the semantics of doubt is indirectly expressed. It should be emphasized that when expressing this meaning, intonation and facial expressions are also important ways, which in Chinese carry a semantic load. It should be noted that lexical means expressing the semantics of doubt, supported by appropriate intonational constructions, prevail in Chinese.

Direct means	LSG of verbs with the grapheme "疑"	怀疑, 起疑, 质疑, 猜疑, 多疑, 狐疑 and etc.
	LSG of nouns with the grapheme"疑"	疑心, 疑虑, 疑惑, 疑惧 and etc.
	Complex sentences with supporting verbs	怀疑, 质疑, 猜疑 and etc.
Indirect means	Particle "not" + verbs	不相信, 不明白, 不理解 and etc.
	Modal words	觉得, 大概, 大约, 或者, 或许, 看来, 恐怕, 未必, 不见得, 难道 and etc.
	Modal particles	哪, 吧, 吗, 呢, 啊 and etc.
	Compound sentences with different particles	是..., 还是..., 不知是..., 还是..., 不是..., 而是... and etc.

It can be noted that when expressing the modality of doubt, both in Russian and in Chinese, modal particles are actively used. In Russian, modal particles expressing the modality of doubt perform a semantic and structural function, they occupy a freer position in the structure of sentences, rarely form independent statements. As for the Chinese language, modal particles differ from Russian in that they themselves do not have independent meanings, their meanings depend on the context and intonation, moreover, they are used in certain positions. In addition, referring to the modern Chinese language, it can be noted that Chinese complex sentences for expressing this semantics do not appear to be a complex structure, the subordinate part is not separated from the main part, and only verbs that are included in the LSG of verbs with the grapheme "疑" are the supporting words.

Thus, both in Russian and Chinese linguistics, the semantics of doubt as a

special experience of a person is studied within the framework of the category of modality. However, on the material of the modern Russian language, this category is considered in a functional-semantic aspect, and with its help various types of the speaker's relationship to reality and the speaker's own visions and opinions are expressed, and the semantics of doubt is one of the varieties of subjective modality. Speaking about the concept of modality in the Chinese language, there is no generally accepted definition of this category, and the semantics of doubt is considered as one of the main meanings of the category of modality.

When expressing the semantics of doubt in two languages, there is a large set of language tools that are located at different levels of the language and interact with each other. Both in Russian and in Chinese, similar linguistic means are used to convey the semantics of doubt, however, in the two languages, the presented means form their own system of expressing the semantics of doubt.

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P. A. OYUNSKY 的戏剧诗《红萨满》中的梦境是一种神秘的仪式
**DREAMING AS A MYSTICAL RITUAL IN P.A.OYUNSKY'S
DRAMATIC POEM "THE RED SHAMAN"**

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P. A. 的作品“红色萨满” Oyunsky 并没有失去它的相关性。根据研究人员的说法，萨满的现象，其起源和本质，除了宗教解释外，还没有令人信服的解释。

在这部作品中，作者试图找出作品的主人公是否是萨满，如果他没有经历雅库特萨满教传统的入会仪式。

关键词：奥云斯基，红萨满，梦，无意识理论。

Abstract. *The work "Red Shaman" by P.A. Oyunsky does not lose its relevance. According to the researchers, the phenomenon of the shaman, its origin and essence, apart from the religious explanation, have not yet been convincingly explained.*

In this work, the author tries to find out whether the protagonist of the work is a shaman, if he did not go through the initiation rite traditional for Yakut shamanism.

Keywords: *Oyunsky, Red Shaman, dream, theory of the unconscious.*

The "Red Shaman" by the Yakut writer Platon Oyunsky was created in that historical era when Yakut literature was just beginning to strengthen its position with the blessing of M.A. Gorky at the 1st Congress of Soviet Writers. And, all the more, it is gratifying to find a universal "archetypal core" in the figurative system of this work along with the global idea of the future human society.

In the process of interpreting the image of the Red Shaman from the standpoint of the archetypal, the article analyzes the hero's dream, reveals the influence of the unconscious on the formation of the hero's thinking during his transformation into a shaman. The archetypal interpretation contributes to explaining the actions of the protagonist Platon Oyunsky and clarifying the position of the author, as well as revealing the international and timeless status of the ideological content of the work.

According to Jung, consciousness is in constant interaction with the unconscious. It imperatively conducts constant analytical work to clarify the contents

of the unconscious, the main basis of which is the collective. At the heart of the motives of spontaneous actions of a person lies the unconscious, in particular, the collective, represented by archetypes, which, in turn, are represented in art, including in the song - olonkho (dramatic poem) by Platon Oyunsky "The Red Shaman".

A connoisseur of esotericism, mysticism, and shamanism, the language, history and culture of the peoples of the East, the first Sinologist of Yakutia, Yegor Sidorovich Sidorov, believed that they did not become real shamans, but were born: "The future Yakut shaman was born with special, hereditary (not necessarily from direct parents, but from ancestors, even distant) inclinations and abilities, a peculiar character, a type of behavior, a craving for loneliness. Having discovered the ability to supersensory perception, he experienced fear, tried to hide everything, often he had strange dreams. When the time came, he was called upon by spirits, and "he underwent a long and painful initiation rite, a very complex procedure of the most difficult trials. The initiation began unexpectedly, spontaneously, without any preliminary preparation. If the chosen one of the spirits resisted, he was again and again subjected to the painful rite of dissection of the whole body until he submitted or died." [3, c. 60]

Yegor Sidorov once told the author of this article that in 1952, an advanced shaman entrusted him with a terrible detail of the formation of a Yakut shaman from his personal experience: entrails, dismember the body at each joint, counting them to the smallest. Each organ, each bone is dedicated to the spirit of a separate disease, wooden images of spirits are smeared with blood or sprinkled on the ground, naming the name of the spirit. If all the spirits of diseases got it, it was believed that the shaman would be powerful, capable of curing all diseases. Then they collect the body back, reviving the neophyte. The head (the person himself) sees all this, feels everything ... As the old shaman said, with such an initiatory dissection, nourishing the spirits with their body and blood, the Yakut shamans became not only allies of the spirits, but also acquired the power of the spirits to the extent that they transmitted and how much the neophyte himself could take. The initiation began unexpectedly, spontaneously, without any prior preparation. The neophyte himself did not know why and who was doing it, only one thing was clear, these were spirits. If the chosen one of the spirits resisted, he was again and again subjected to a painful rite of dissection of the entire body until he submitted or died.

P.A. Oyunsky does not write that his protagonist went through the traditional shamanic initiation, like the Yakut shamans, but put into the hero's mouth a story about how he had a prophetic dream, after which he called himself a Shaman:

In a dream I found myself in a bottomless place...

Suddenly a striped snake crept up to me.

... Then, in fear, I seemed to wake up, moving my wing, -

*Like a fire burnt wings ached,
Depriving me of all strength at once.
Goosebumps of fire ran down the crown of the head,
Tearing the skin on my head.
Forehead seemed to be burned with age-old ice, heated sweat dripped.
Heart pounding in my chest,
Shattering into pieces...
... "Death has come" - in the brain flashed through the pain,
Tears streamed down my temples, trembling.
There was a dull ache in my chest, a cold engulfed everything.
I tried but I couldn't move...
The snake from the nipples on the chest and to my cheekbones took a
shovel with a
Pointed rough tongue,
Slipped off and disappeared without a trace...
With an unbearable heat, the jaw clenched in an instant was heated,
Teeth chattered against each other, shattering.
And the jaw, terribly engulfed in flames,
Was tingling furiously.
Then, shuddering, I began to moan, lament
And, finally, I fell into unconsciousness ...
I remembered myself - lamenting, bouncing,
I came to my senses- howling, moaning ...
Since then I have been called a shaman,
Since then, I began to shamanise.
Without translating the spirit, for three days then I was shamanising,
Climbing into unattainable skies.
I reached the sky... The spirit of violent death
Filled to the brim with my blood
Nine birch bark vessels,
Instilling in me the spirit of bloodthirstiness ...
And as a black evil spirits on my native land, I rushed! [1, p. 60]
(abridged translation from the Yakut author of the article)*

If you read Oyunsky's text superficially, you can assume that the hero becomes a shaman against his will. The author describes how, instead of the traditional shamanic initiation, the hero experiences in a dream some kind of torture by a snake, which is not typical for Yakut shamans. Is it possible to initiate a neophyte in this way?

Above is the story of how the most gifted representatives of the Yakut people became shamans through the most difficult rite of initiation. The writer Oyun-

sky, who came from a family of shamans, told people about another way to gain mystical power. Having read the song "Red Shaman" for the first time, the author of the article was somewhat at a loss, because until then she had not heard about such a formation of a shaman among compatriots and began to study literature on the topic. Having familiarized herself with the works of authoritative researchers, she gave preference to well-known scientists, on whose works this article relies. The author of the article made a brief review of the literature in order to find out whether it is possible to receive a shamanic gift through a dream.

If we turn to Aristotle's treatise "On Predictions in a Dream", then, unlike C.G. Jung, the philosopher claims that the hypothesis of God as the source of prophetic dreams contradicts the very concept of God, since it attributes to him the commission of senseless acts: "It turns out absurdly, that if God sends dreams, then he sends them not to the most ... prudent, but to whom it is necessary" [2, p. 169]. He believes that dreams inform a person about his own problems and provide an opportunity to pay attention to what, in the waking state, has remained outside of attention.

It follows from the works of C. G. Jung that people have a genetically inherited ability of the subconscious to form common symbols called archetypes, which, first of all, appear in a dream. The interpretation of what he saw in a dream is considered the main one in his teaching. According to Jung, the "collective unconscious" is expressed in the archetypes, that is, that part of the unconscious that is not the result of a person's personal experience, but inherited from his|her ancestors. It is very interesting that Jung considers the archetype to be a "mental organ". He believes that "God speaks mainly through dreams and visions", and also that no universal interpretation of the archetype is possible. Its content can only be understood in a specific context. According to Jung, the content of the archetype can only be expressed through one or another allegory, since the distinctive, main property of the archetype is individuality, prompting to understand its cause, which is hidden in restoring the emotional balance of the individual, compensating for its internal conflicts, because the basis of the motives of spontaneous human actions lies in the unconscious, in particular, the collective, represented by archetypes, which are represented in art, as in the "Red Shaman".

Companion of Jung, specialist in the field of psychological interpretation of dreams, myths and fairy tales von Kraft M.-L. considers: "A person in a state of neurosis can be compared with an enchanted fairy-tale character, because people who are in the grip of a neurosis usually suffer from constant internal conflict. They ... act unconsciously, against their will." [5, p.127] This opinion of the philosopher can also be attributed to the Red Shaman, who at the moment of sleep was in a state of psychological crisis.

Sigmund Freud does not reduce dreams to physical reality, but derives them

from the objectification of mental processes, which he also perceives as a reality that affects a person. Among them, an important role is played by the unconscious, which Freud refers to the category of "dark", i.e., completely unexplored.

In the work "Jungian Dream Interpretation", the famous psychiatrist D.A. Hall writes that the main difference between Jung's position and Freud's approach is that the dream itself is already a manifestation of the unconscious. The language of the dream is the language of the unconscious, and the dream is the message of man to himself and about himself. According to Jung, each object, character, object is a "projection" of one of the "parts of the personality" of a person: his/her desire, motive, character trait, social role, feeling, self-image in the future, and the like. Jung believes that a dream is a specific form of internal dialogue between various structures of the unconscious, the conscious part of the personality and the unconscious; the main and constant driving force that determines the content of dreams and internal dialogue is the desire for integrity, manifested, in particular, in the release from traumatic situations and connection with the repressed parts of the psyche.

Psychologist Abraham Harold Maslow created a theory of mental health that prioritizes the satisfaction of innate human needs, the result of which is self-actualization. According to his classification, an important human need is the desire to be protected, from where the origins of dreams come from, at a subconscious level, giving out anxiety, fear and uncertainty. Maslow believes that one of the human needs is the need for the nobility of one's own thoughts and actions, the desire to be approved by society and God, which is also seen in the example of the Red Shaman, who came to realize and accept his subconscious aspirations through a dream.

Thus, researchers in the field of dreams and supporters of the archetypal theory of C. G. Jung are in solidarity with the fact that the dream is associated with various structures of the collective unconscious, and represents an internal dialogue between the unconscious and the conscious part of the personality. In the case of the Red Shaman, because of the suffering caused by the serpent, his consciousness unconditionally accepts the hint of the unconscious, since, in the consciousness of the Shaman, a protest spontaneously matured against his helplessness in relation to the oppressor. After a dream with a snake, the Shaman is already clearly aware of the reasons for his moral suffering, freeing himself from them, intending to find a solution to save his fellow tribesmen, he becomes a shaman, which he subconsciously wished for a long time. Because he did not know anyone who could be more powerful than a shaman. Unlike researchers of Yakut shamanism, who consider the transformation of a person into a shaman through the traditional rite of initiation with dissection of the body of a neophyte, Mircea Eliade, an expert on shamanism with a worldwide reputation, writes: "Sensitivity" is always and

constantly inseparable from the type of behavior, and therefore, takes part in collective psychology: as well as in the ideology underlying it, in any society, regardless of the stage of its development. ... Illness and initiation. A person becomes a shaman a) directly by calling - "call" or "choice"; b) the transfer of shamanic skill by inheritance; c) by personal decision or, more rarely, by the will of the tribe. But whatever the method of choice, the shaman is recognized as such only after completing training in two aspects:

- 1 - ecstatic order (dreams, visions, trance), etc.;
- 2 - relating to customs (technical methods of shamanism, names and purpose of spirits, mythology and genealogy of the tribe, secret language, etc.) ... but the absence of a ritual of this type does not at all mean the absence of initiation, since it may well take place in dreams or ecstatic experiences of the new believer". [9, p.74-76]

Thus, the path of transformation into a shaman of the hero of the work, who has passed initiation through sleep and trance, ecstasy, completely coincides with the opinion of Mircea Eliade.

The hero of the work in question did not realize that a protest was growing in his soul against the plight of his fellow tribesmen who were dependent on Oruoa Baaya, as well as dissatisfaction with his passive position in this situation. The negative reaction of the repressed complex was not directly expressed in him: anima (Anima and Animus - from Latin anima - soul, animus - spirit - unconscious representations that appear in the images of the feminine in a man and the masculine in a woman) not devoid of the rudiments of spirituality, a well-meaning Shaman, not finding demand, was completely exhausted by his emotional experiences due to the cruel treatment of the exploiter to people. Due to such an emotional trauma, a dull blockage, in a medical term, neurosis, his consciousness, defending himself from a negative factor, dozed off. But the anima had the possibility of communicating with his sensitive body. Being in a difficult psychological state, not realizing his internal conflicts, losing emotional balance, under the weight of his emotions, the hero one day falls into a heavy unusual dream, in which the anima appears before him in the form of a torturer - the mythical Hairy Serpent. A person, experiencing moral suffering from his helplessness, was forced to get to the bottom of the real situation through physical pain, which, under the onslaught of the Hairy Serpent (anima), makes the subconscious mind work intensively, comprehend the situation. The shaman finally clearly realizes that dissatisfaction with the plight of his fellow tribesmen dominates his worldview. He decides to save his fellow tribesmen from submission to evil, from the enslavement of the mind by disbelief in their own strengths.

Transforming into a shaman, the hero acquires his own name, standing out from the crowd of faceless people. The name Red Shaman launches the mental

activity of his consciousness, unlocking his self-perception as a person, determining his position in relations with Oruos Baaya. The shaman begins to analyze the real situation, he is already ready to take responsibility for the well-being of his fellow tribesmen. But, not knowing the ways of specific ways of confrontation, for the time being it is in a state of searching for the right path. The visit of the Shaman Fox with the news that Oruos Baai decided to marry his own daughter Aiyy Kuo to the enemy of the Supreme Light deities Oruluos Dohsun, prompts the Red Shaman to act. This indicates the acquisition of moral strength by him, the exit of his thinking to a new level, positive changes in his worldview, the fact that the Shaman begins to think in other categories than an ordinary biped. The Red Shaman now identifies himself as the protector of humanity, gaining the will to fight for the future of his tribesmen. After rescuing the innocent Aiyy Kuo, who personifies the future, the Red Shaman comes up with a big idea that goes beyond the limits of one tribe. The shaman realizes that "the mind is immortal man!" [1, p. 9] From now on, the Shaman cannot step back, he is obliged to make every effort to save people in the name of a just human society. This is the position of the author himself. That is Oyunsky!

Thus, the dream was a mystical ritual, equal to the shamanic initiation. Having believed in his own strength, the hero of the work is morally reborn, gaining the ability to analyze the situation and make decisions, having mastered the idea of saving humanity from powerful evil, an idea that recognizes neither time nor other boundaries, which the author of the article wrote about in a previously published article.

After experiencing a mystical dream, the hardened spirit of a person who has been awarded the name Red Shaman can resist negative phenomena. He is a real Shaman, a Red Shaman, who has the power to awaken the consciousness of people, change their worldview, forcing them to believe in themselves, calling to listen to reason! Verily, "the mind is immortal man!"

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以拉萨雪顿节为例的西藏文化传播

**THE XUEDUN FESTIVAL IN LHASA AS AN EXAMPLE BROADCASTS
OF TIBETAN CULTURE**

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笔者详细分析了拉萨市庆祝雪顿节的传统方式及其发展变化。雪顿节的起源和发展与宗教息息相关，从一开始的宗教节日逐渐演变为世俗节日。传统雪顿节庆祝主要包括展佛、藏戏和过林卡（郊游、野餐等）三大活动，是西藏传统文化的具体表现形式。自雪顿节确立以来，雪顿节的内容就一直在不断变化。渐渐地，雪顿节变成了与整个西藏文化相关的大型庆祝活动。

关键词：西藏、拉萨市、传统文化、雪顿节、佛像展示、藏戏、过林卡

Annotation. *The author analyzes in detail the traditional ways of celebrating the Xuedun (Shoton) festival in the city of Lhasa, its development and changes. The origin and development of the Xuedong Festival is closely related to religion. From the beginning, the religious festival has gradually evolved into a secular festival. It is established that the Xuedong festival includes three main events - a demonstration of the image of the Buddha (展佛), Tibetan opera (藏戏) and Rinka activities (walk, picnic 过林卡), which are specific manifestations of Tibetan culture. Since its inception, the ways and traditions of the Xuedong Festival have been constantly changing. Gradually, the Xuedun festival in Lhasa turned into a large-scale event associated with the culture of the entire Tibet.*

Keywords: *Tibet, Lhasa city, Traditional culture, Xuedong Festival, Buddha image display, Tibetan opera, Rinka events.*

Tibetans are a people professing Tibetan Buddhism, and many of its traditional holidays are inextricably linked with this religious direction. The close relationship between Tibetan Buddhism and traditional festivals, in turn, confirms its great influence in Tibet. The Xuedong Festival or Shoton (雪顿节, Shoton festival) is an important traditional festival in Tibetan Buddhism, second only to the Ti-

betan New Year in scale. At first, the festival was just a religious holiday for the monks, but over time it became popular. It has survived to this day, absorbed a lot of new content, and every year it becomes more and more famous in the world. Today, the Xuedong Festival is a week-long public holiday in the Tibet Autonomous Region that attracts tourists from all over the world.

The name of the Xuedong festival is translated as the festival of eating sour milk, reminiscent of yogurt. It is also called the Buddha Painting Festival and the Tibetan Opera Festival, since large-scale Buddha bathing ceremonies and grandiose Tibetan opera performances are an integral part of this festival. The Xuedong Festival in Lhasa is one of the most solemn, largest and richest of all Tibetan festivals. It is held every year on June 30 of the Tibetan calendar and lasts one week. In recent years, the Xuedong Festival has developed into a festival event that brings together literary and artistic performances, sports competitions, business negotiations, tourism and leisure, and combines tradition and modernity.

1. History of the festival

The origin of the Xuedun festival is inextricably linked with one of the branches of Tibetan Buddhism - the Gelug school (格鲁派). It is one of the five main schools of Tibetan Buddhism and is currently becoming the most influential among them. It is characterized by a very rigid internal control system and the duty of the monks to strictly observe discipline. The followers of different schools can be distinguished by the crescent-shaped headdresses they wear during ceremonies. The monks of the Gelug school wear yellow hats, which is why they are known as the "Yellow School" (黄教) .

There are different opinions about the origin of the Xuedong Festival, and due to its long history, it is no longer possible to verify them. However, Tibetans and scholars generally acknowledge that the origin of the Xuedun festival is closely related to the Gelug school. According to legend, in the 14th century, the ancestor of the Yellow School, Tsongkhapa (1357-1419, a Tibetan religious figure, thinker and preacher, reformer of Tibetan Buddhism and founder of the Gelug school), reformed Tibetan Buddhism and formulated strict precepts for the Gelug school he founded. In the teachings of his school, the period from April to June according to the Tibetan calendar was considered the time of the continuation of life in the world, in order not to accidentally kill a single living being, including insects, and protect life from harm and trampling, the monks of the Gelug school had to read the scriptures, practice meditation and do not leave the temples for several months. This prescription lasted until June 30 in the Tibetan calendar. On the day the order ended, the monks could leave the temple and go down to the locals. To reward the monks for their hard work and good deeds, the Tibetans prepared yogurt and staged a week-long feast and parade with theatrical performances for them. It can be seen that the festival was originally just a festival for the monks who ate yo-

gurt. Worship and consumption of sour milk are of great ritual significance for the Cheyennes of the Gelug school of Tibetan Buddhism [1, p. 13]. Until the 17th century, the audience for the Xuedong Festival was limited to monks, and ordinary people did not celebrate it. Later, during the reforms of the 5th and 7th Dalai Lamas, the Xuedong festival gradually became a folk festival.

2. Structure and rituals of Xuedong

The festival consists of three main events taking place in the traditional Xuedong Festival: Buddha Image Show (展佛), Tibetan Opera (藏戏), and Rinca activities (过林卡 walk). Of course, drinking sour milk is also an important ritual of the Xuedong festival.

Demonstration of the image of the Buddha (展佛), display of huge Thangka - paintings of the Buddha in the monastery on an open exhibition platform. The giant image of the Buddha is presented on a specially made Thangka (Buddhist icon), which is distinguished by its beauty, proportion, filigree painting and stunning colors. People go to the Thangka and then under it. Bathing in the Buddha is a secularized expression of religious behavior. It has two purposes: first, to celebrate the birth of Shakyamuni, and the worshipers could worship the Buddha up close to emphasize the greatness and solemnity of the Dharma; the second is to expose the Buddha paintings in the sun to dry them and disinfect them, as well as to prevent mold and damage to them [2, p. 110]. The first display of the Buddha painting is held at Zhebang Monastery (哲蚌寺) in Lhasa, marking the official opening of the annual Xuedong Festival.

Drepung Monastery is the most status and largest of the six main monasteries of the Gelug school of Tibetan Buddhism in China, founded in 1416. On the first day of the Xuedong Festival, all Tibetans, men, women and children, put on clean clothes and go with their families to the back mountain of the Drepung Temple to see the Buddha and take part in the “bathing in the Great Buddha”.

Tibetan opera is a shorthand for Tibetan drama. It originated from religious rituals in the 8th century, formed in the 14th-15th centuries, and was officially separated from monastic religious rituals in the 17th century. Tibetan opera includes religion, philosophy, history, morality, marriage, literature, art, folklore, etc. It is a combination of Tibetan traditional culture and has a comprehensive cultural value [3, p. 214]. On June 30, 1642, according to the Tibetan calendar, the Fifth Dalai Lama shaved his head, on the same day the ban on the summer residence of the monks was lifted. The Fifth Dalai Lama was invited by the Chebang Monastery to perform in the Tibetan opera, and he officially confirmed this day as the start of the Xuedong Festival. At the same time, this event marked the beginning of the inclusion of Tibetan opera in the activities of the festival. Later, the Seventh Dalai Lama ordered the construction of the Norbulingka Palace (罗布林卡), which every Xuedong festival could freely enter to watch the play. The usually heavily

guarded palace at this time was open to everyone: farmers, monks, women, children and the elderly, slaves and prisoners. The open performance of the Tibetan opera in the Norbulingka Palace and its inclusion in the celebrations significantly distinguish the Xuedun festival from other solemn Buddhist festivals [4, p. 164]. From the separation of Tibetan opera from religious rituals in the 17th century to the formalization of the Xuedong Festival in the 18th century, Tibetan opera has become an integral part of this festival. The connection between the Xuedong Festival and the Tibetan Opera became closer and closer over time, so it was also called the Tibetan Opera Festival.

Rinka activities (过林卡 walk) are also an important event during the Xuedong Festival. Tibetan families go to shady places with beautiful views of mountains and reservoirs, set up tents, spread rugs, bring food and treats: barley wine, butter tea and yak milk yogurt. They get together to chat, sing and dance.

3. Development of the modern festival

Since 1959, due to democratic reforms in Tibet, the Xuedong Festival has not been held. It was relaunched in 1986 and since 1994 has been run by the Lhasa city government. After the resumption of the Xuedong Festival in Lhasa, the traditional holding of the festival has absorbed a lot of new content, which has constantly enriched its content. The Xuedong Festival has undergone major changes. Now no longer a purely religious festival, the advent of commercial elements has allowed this ancient festival to expand its religious and cultural functions. At the same time, he played an important role in promoting tourism, culture and economic development of Tibet [5, p. 187].

On the issue of protecting the traditional customs of the Xuedong Festival, the Lhasa Municipal Government expanded the Xuedong Festival venue and added Longwangtang Park (龙王潭公园) as a venue for Tibetan opera performances, creating a two-stage model for Tibetan opera at Norbulingka Palace and Longwangtang Park. During the festival, Tibetan opera performances are organized every year, Tibetan opera competitions and other events are now also held, and Tibetan opera groups from Qinghai, Gansu and Sichuan are invited to participate in the Lhasa festival. Thus, on the one hand, the scale of the Xuedong Festival in Lhasa has become larger, and its sphere of influence has become wider. On the other hand, the legacy and development of Tibetan opera is promoted through this festival. With the rising standard of living, the Rinka event has become a way for locals to relax in their daily lives.

The content of the modern Xuedong Festival has undergone great changes compared to the traditional festival in the past. Inheriting traditional religious and folk customs, it includes modern diverse and popular elements, which not only preserves the continuity of the culture of folk festivals, but also supports the co-existence of sacred and secular, religious and folk customs [6, 101]. In addition

to preserving and developing original events such as Buddha painting exhibitions, Tibetan dramas and Rinki, Xuedong Festival organizer, Lhasa Municipal Government has also included a number of cultural, sports, tourism, economic and trade-related information activities in the festival program. The organizers are constantly enriching the content of the Xuedong Festival, attracting tourists and investment, making Tibet more popular, shaping its new image and promoting the economic development of the region. Taking the Xuedong Festival in Lhasa as an example, held from August 19 to 25, 2020, during this time, Lhasa City received a total of 3.5869 million domestic and foreign tourists, reaching a total tourism income of 1.262 billion yuan [7]. At the same time, Tibet classifies the Xuedong festival as a public holiday.

Thus, in more than 30 years since the relaunch of the Xuedong Festival in 1986, it has grown into a well-known domestic and international festival, combining tradition and modernity with literary and artistic performances, sports competitions, tourism and leisure, and business negotiations. The Xuedong Festival has evolved continuously, not only preserving the core traditions, but also actively adapting to modern life in the process of change. It has turned from a closed religious into an open secular one, its content is constantly enriched. Thanks to the Xuedong Festival, Tibetan opera and other traditional Tibetan activities were preserved and improved, and the local economy began to develop, which allowed Tibet to expand its sphere of influence.

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A. F. LOSEV 创造性遗产中的心理学客观语义原理理论：至心理研究所成立
110 周年

**THE THEORY OF OBJECTIVE SEMANTIC PRINCIPLES OF
PSYCHOLOGY IN THE CREATIVE HERITAGE OF A.F. LOSEV:
TO THE 110TH ANNIVERSARY OF THE CREATION OF THE
PSYCHOLOGICAL INSTITUTE**

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这篇文章强调了杰出的俄罗斯哲学家 A. F. Losev 的创造性遗产的心理方面。科学家对精神和心理系列现象的理解的综合性被揭示，其中独立于我们意识的现实的影响表现出来 - 作为一种被给予的东西，但在自我观察和体验中受到意识的影响这最初被理解为不可还原为物理过程。 AF Losev 方法论发展在确定心理现象学本体论基础领域的科学和一般文化意义以及现代条件下心理学知识的客观语义开始寻找科学心理学发展的新途径和要求用于理解 and 研究个人内心世界的创新方法。 A. F. Losev 与心理研究所传统的科学联系，科学家的一般心理思想与他的老师 G. I. 的理论观点的连续性。切尔帕诺夫。

关键词：心理学史、G. I. 科学学派Chhelpanova，文化历史和科学心理经验的整合，正统的精神本体论，人类灵魂的存在，首要的直接现实，客观意义

Abstract. *The article highlights the psychological aspect of the creative heritage of the outstanding Russian philosopher A.F. Losev. The integrative nature of the scientist's understanding of the phenomena of the spiritual and psychological series is revealed, in which the influence of reality independent of our consciousness manifests itself - as something that is given, but subject to awareness in the experience of self-observation and that is initially understood as irreducible to physical processes. The scientific and general cultural significance of the methodological developments of A.F. Losev in the field of determining the ontological foundations of psychological phenomenology and the objective-semantic beginning of psychological knowledge in modern conditions of searching for new ways for the development of scientific psychology and the request for innovative approaches to understanding and studying the inner world*

of the individual. The scientific connection of A.F. Losev with the tradition of the Psychological Institute, the continuity of the general psychological ideas of the scientist with the theoretical views of his teacher G.I. Chelpanov.

Keywords: *history of psychology, scientific school of G.I. Chelpanova, integration of cultural-historical and scientific-psychological experience, Orthodox spiritual ontology, existence of the human soul, primary immediate reality, objective meaning*

In the context of the global integrative trend, the leading role belongs to the organization of the mutual exchange of achievements of intellectual culture. The scientific and humanitarian content of the creative heritage of different generations of Russian psychologists is a significant material for enriching the base of scientific research in the field of mastering the unique traditions of national psychological schools.

110 years ago, in September 1912, the Psychological Institute began its work in Moscow. The Institute became the first professional psychology center in Russia, which carried out large-scale research and psychological and pedagogical activities on the basis of the latest scientific and technical base. The initiator of its creation and the organizer of the work on its construction, the developer of a long-term scientific strategy and the first director was Professor Georgy Ivanovich Chelpanov (1862–1936). The students of G.I. Chelpanova - future leaders of various branches of Russian scientific psychology, innovators of general psychological and experimental psychological research A.A. Smirnov, B.M. Teplov, N.A. Rybnikov, S.V. Kravkov, V.A. Ekzemplyarsky, P.A. Shevarev, N.I. Zhinkin and others.

To the brilliant galaxy of representatives of the scientific school of G.I. Chelpanov belonged to Alexei Fedorovich Losev (1893-1988) - a philosopher, psychologist, historian of philosophy and aesthetics. The legacy of the scientist in philosophy and aesthetics is widely known, his legacy in the development of theoretical issues of psychology is much less used. However, in line with the latest trends in the development of world science, the results of his philosophical analysis of the ontological principles of psychology are increasingly clearly revealing their high general scientific and general humanitarian significance.

A.F. Losev graduated from the Faculty of History and Philology of the Moscow Imperial University (1911-1915). Here he studied at once in two departments - philosophy and classical philology. Accordingly, the scientific worldview of A.F. Losev was formed on a solid integrative foundation, which included the widest range of general scientific humanitarian knowledge. Therefore, it is not accidental that one of his university essays was devoted to the problem of higher synthesis of human knowledge, in which the young scientist argued the need for "reconcilia-

tion in the scientific worldview of all areas of human mental life, science, religion, philosophy, art and morality" [5, p. 4]. During his university years, A.F. Losev was engaged in an in-depth study of psychology under the guidance of Professor G.I. Chelpanov and became an ardent supporter of the ideal-realistic interpretation of psychological science proposed by his teacher. After graduation, he was associated with the Psychological Institute for many years. As a scientist who professionally mastered the ability of introspection and introspection, A.F. Losev proved how important for the knowledge of mental life are 1) "immanent revelation, psychologically transcribed as an introspective vision of objectively constitutive moments of experience" and 2) the laws of real mutual influence of "one soul on another" [1, p. 423, 434], which still elude their research by psychologists. And, at the same time, as a researcher gravitating towards the knowledge of the metaphysical integrity of inner experience, Losev emphasized the importance for the psychologist of the baggage of natural science knowledge: "For experimental psychology, these sciences are directly necessary. Here, after all, the same complex apparatuses as in physics; the same precise and painstaking calculations as in mathematics ... there is nothing to say about physiology. After all, experiment in the real sense is possible almost only in those spiritual phenomena where there is also a bodily expression of them. And for this you need physiology. We also need departments of physics - optics and acoustics, for a detailed study of visual and auditory sensations" [1, p. 386].

Analyzing the phenomenology of inner life ("Study on the Philosophy and Psychology of Thinking (1915-1919), "The Structure of the Artistic Worldview" (1915-1916), "Essay on Music" (1920), "Music as a Subject of Logic" (1927), etc.), A.F. Losev pointed to "experience" as its basic phenomenon and classified its forms: physical (spatio-temporal), physiological, psychological (intentional). If such a factor of the internal process as "meaningfulness of experience" lies in its intentionality, or orientation "from the "I" to the "object", Losev reasoned, then "consciousness" itself from this point of view acts as an integral system of interweaving these orientations. It is important that the scientist saw the initial basis for the genesis of the entire complex of human intentions "in the very dogma of the Holy Trinity, in the Absolute itself as in the Primitive One" [1, p.180]. Considering all of the above, including the demand for higher synthesis and the construction of a unified psychology in the "Platonic-patristic" spirit, which is constantly traced through the works of Losev" [1, p. 322], the thinker's ideological platform, which generates the criteria for his scientific picture of the world and professional psychological definitions, can be legitimately defined as the integration of the experience of ancient and modern European philosophical thought based on the tradition of Orthodox spiritual ontologism and mystical symbolism. The specificity of worldview was reflected in a special method of philosophical knowledge, which was

developed by A.F. Losev and defined it as a method of eidetic-symbolic dialectics. Accordingly, the basic principle of the culture of philosophical knowledge, based on this worldview approach, was the principle of the unity of the super-thinkable and the conceivable in the human mind. In every moment of both pure and discursive thinking, Losev postulated the existence of a "hyper-noetic moment" in the fullness of its inherent energy [4, p. 85-86]. Personality itself, according to Losev, is "a dialectical synthesis of "subject" and "object" in one indecomposable whole", not reducible either to individual mental abilities or to their totality: "Personality as a category has nothing to do with individual isolated functions; and from them it will never be possible to obtain personality, if the concept of it is not obtained from another source" [6, p. 81]. Having accepted the genetic point of view, A.F. Losev came to the following conclusions: procedural, creative-dynamic will - the basis of the world is at the same time both being and consciousness, or (to avoid a false association with substance) primordial matter and primordial consciousness. On the one hand, the world of space and time is created from this primitive unity, on the other hand, individual consciousness. Thus, spatio-temporal and personal-individual unities are known modifications of the primitive unity, certain types of being-consciousness. Being appears to us in three faces: real being (spatio-temporal existence), ideal being (the primitive-single integrity of quality and form, being and consciousness) and personal being (a unity that embraces the first two types of being, as a new wholeness and inseparability).

As we can see, the nature of the problems put forward for discussion and the specifics of critical analysis indicate a direct connection between the theoretical developments of A.F. Losev with an extensive cultural and historical context of Russian philosophical thought, the intentionality of which was set by the entire scope of the problems of human existence. Psychology was the core of the general religious and philosophical interest of A.F. Losev to the study of the nature of human existence, thinking and the meaning of the cultural-historical process. Psychology, according to the scientist, was on the verge of its renaissance and in its true form had to go beyond the "made", library, consumptive New European philosophy, always striving to "become a mathematical and natural science discipline" and return to its living Orthodox cultural and historical root, in order to merge into the eternal stream of world-historical human creativity "in the field of religion, art and philosophy" [2, p. 14]. It was obvious to him that the attitude, which had been introduced into the public consciousness (starting from the 17th century), on fixing the concept of "science" exclusively with natural science, on turning psychology into a natural science discipline, on the sufficiency of using the scientific apparatus of natural science in the context of psychological problems, deprived the "science of the soul" opportunities to be an adequate means of knowing its unique and historically belonging subject.

In the work "Studies in the Philosophy and Psychology of Thinking" (1915-1919) [2], at the stage of the contemporary development of psychology, A.F. Losev identified as the primary task of opposing sensationalism and intellectualism, both in terms of metaphysics and in terms of psychology. It was necessary to find a fundamental universal concept that could serve as a revision of the rationalistic scientific picture of the world, prepared by the philosophy of E. Kant. Creatively developing the theoretical developments that made up the content of the fundamental work "The Problem of Space Perception" by his teacher G.I. Chelpanov [7], A.F. Losev laid the foundation for a methodology for overcoming the consequences of Kantian criticism in psychological science. After all, without clarifying the question of the limits of application of his principles to psychology, according to Losev's conclusions, it was impossible to build the ontological foundations of psychology as a self-sufficient science. A.F. Losev proposed a new understanding of the essence of psychological research and approved the need to reach the primary levels of the real, living psyche. The scientist proved the fallacy and futility of the object-physicalist approach to the psyche, which is characteristic of science, and substantiated "the view of the psyche not as a thing or a collection of things", but as a focus on "distinguishing the ideal in real cognitive experience, i.e. not subject to empirical change" and the differentiation of "meaning and phenomenon". The scientist for the first time pointed to the level of "pre-theoretical description of these meanings" as the goal of psychological research and provided a philosophical description of this being: "the concrete self-intuition of our spirit, knowing itself in all the qualitative certainty of its states" [3 p. 37].

All psychological conclusions of A.F. Losev were integrated into the innovative concept of "immediate given". It should be noted the complexity of the set by A.F. Losev problems, because the very nature of this concept sets the highest degree of uniqueness of the methodological situation associated with its definition. The concept of "immediate givenness" is extra-scientific, in the sense that it precedes science. Moreover, it must be built for the purposes of science, but without the help of its means and methods (due to the fact that it does not yet presuppose them) on the basis of speculation. According to Losev, the purpose of research, which is important for the further development of psychology, should be to determine the objective prerequisites for psychology itself. The process of clarifying a certain "X", from which true psychology should proceed, led the researcher to raise the question of "pure descriptions", since the "immediately given" cannot be described through the concepts of "image", "representation" or any other existing in science, because this would already presuppose the existence of a structured consciousness. The search for immediate reality is the search for an answer to the question of what is the original, from which all known structural forms of consciousness are formed (representation, image, concept, judgment, etc.). As a result of the creative

continuation of the theoretical constructions of G.I. Chelpanova, N.O. Lossky, V. James and E. Husserl, the scientists derived the definition of the directly given as a state in which the object is not represented and not thought, but is experienced and in which it is present in one or another completeness, but always adequately - this is the "objective meaning" as the original unity of the object and consciousness. A.F. Losev wrote: "Primary and immediate givenness is that "experience" of an object in which the subject and object of cognition have not yet been singled out and in which both the one and the other equally participate, producing together some kind of objective state, devoid of both any structural forms of consciousness, and material-psychic definitions, and only in reflection is decomposable into subject and object" [3, p. 128]. This "principal coordination", which is the primary given, the scientist defined as "objective meaning". It is important to emphasize that the concept of objective meaning expresses the psychological essence of the concept of immediate givenness. Proposed by A.F. Losev's solution to the problem of the initial concept of psychology made it possible to avoid a false interpretation of its essence as logical or metaphysical in terms of sensationalism or logism.

Conclusions

- In his work and, in particular, in the work "Studies in the Philosophy and Psychology of Thinking" A.F. Losev acted as a continuer of the struggle for true psychology, which was started by his teacher G.I. Chelpanov, and which, according to the scientist, could describe the very existence of the human soul, penetrate into its innermost depths, into the secrets of scientific thinking, self-knowledge and creative intuition.
- Among the fundamental A.F. Losev put forward the problem of defining a universal concept that could serve to revise the scientific picture of the world that had developed on the basis of rationalism and substantiate the new foundations of psychology.
- As a starting point for psychology, scientists put forward the concept of "objective meaning", which describes the primitive-single combination of being and consciousness, and which was opposite to both the settings of subjective psychology, which is fenced off from the analysis of ideal meanings, and objective phenomenology, which is fenced off from the subjective fate of consciousness. And on the basis of the concept of "objective meaning" as the primary given A.F. Losev considered it possible to build a new theory of psychology and philosophy of thinking.

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干血斑技术（DBS）新材料的应用
**APPLICATION OF NEW MATERIALS FOR DRY BLOOD SPOTS
TECHNOLOGY (DBS)**

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正在考虑使用结构化玄武岩纤维作为吸附材料而不是传统使用的纤维素基材料来创建 DBS 卡的可能性。结果表明，所研制的膜材料可有效替代进口的国产DBS卡生产。目前，该技术解决方案正在兽医实验室诊断流行病学监测中进行实际测试。

关键词：新材料、吸水膜材料、DBS技术。

Abstract. *The possibility of creating DBS cards using structured basalt fiber as a material for sorption instead of the traditionally used cellulose-based material is being considered. It is shown that the developed membrane material can be effectively used for the production of domestic DBS cards instead of imported ones. At the moment, this technical solution is undergoing practical testing in veterinary laboratory diagnostics for epidemiological monitoring.*

Keywords: *New material, absorbent membrane material, DBS technology.*

Traditionally, dry blood spots technology was used to diagnose infectious diseases and screen newborns for hidden metabolic disorders, however, since 2005, the rapid development of new areas of application began, and the number of publications on the subject increased (from 40 to 450 per year) [1].

New rapidly developing applications include:

- toxico-pharmacokinetic studies;
- metabolic profiling;

- monitoring of therapeutic drugs;
- forensic toxicology;
- environmental pollution control.

Currently, DBS membranes are used to determine more than 2000 analytes [2]. At the same time, it is noted that many analytes on DBS membranes are preserved much better in dry form than in frozen form. This is especially important in the research of new pharmaceuticals, where samples are inevitably stored for a long time for reuse, either frozen or dry [3].

Particular interest in the use of DBS membranes is now observed on the part of developing countries and countries with a tropical climate, which are characterized by especially expensive logistics, as well as the inaccessibility of laboratory diagnostics for many population groups, primarily due to the remoteness from the nearest laboratories [4]. For example, the effectiveness of this technology has long been noted by the World Health Organization in its reviews [5].

This is especially true for diagnosing dangerous viral diseases, such as hepatitis, HIV, various types of fevers, the prevalence of which in countries with a tropical climate makes them a national problem. DBS is thus suitable for the role of an ideal means of taking biosamples for screening for various viral diseases [6].

At the moment, especially in connection with the COVID pandemic, a large number of countries are implementing similar programs for monitoring various aspects of the prevalence of viral diseases and mass studies of strain resistance to drugs. Many deployed programs face challenges associated with storing blood and plasma biosamples in liquid/frozen form, which has been noted by the expert community, which suggests using the dry blood spot method for national screening systems as a rational alternative [7].

The fact that many countries still continue to use traditional methods of storage and transportation of biosamples is primarily due to the negative aspects of the introduction of currently existing dry blood storage systems - this is the need for new equipment, the high cost of membranes, as well as a large number of nuances that must be taken into account when taking blood, which in the absence of proper training of doctors can lead to false indications of laboratory tests.

The great prospects for the use of DBS technology, together with the significant disadvantages of traditional cellulose cards, have led to the emergence of many alternative methods for taking and storing biosamples in a dry form, none of which has yet been widely used due to its own significant disadvantages, or due to the need to change testing process in the laboratory. At the same time, as a rule, in works devoted to the creation of new methods for storing blood in a dry form, the hematocrit factor is always mentioned as the dominant problem to be solved [8].

Previously, together with other researchers, we proposed a new approach to creating DBS cards based on the use of structured glass fiber as a material for

sorption based on imported material used in the technology of manufacturing immunochromatographic test systems. At the moment, this technical solution is undergoing practical testing and is being introduced into veterinary laboratory diagnostics for epidemiological monitoring. The final product has the form factor of a cardboard envelope with membrane strips glued into it with graduations applied to them for visual control of the amount of the collected biosample.

However, the use of imported material carries the fundamental risks associated with the possibility of embargoing high-tech biotech goods.

For this purpose, we have carried out research and developed a technology for the production of a structured material that absorbs biological fluids and is suitable for use in DBS technology based on basalt fiber. Micrographs of the structure of the material presented at various magnifications are shown in Figures 1-6.

The resulting material, cut in the form of strips, like the previously used imported fiberglass material, has the following characteristics:

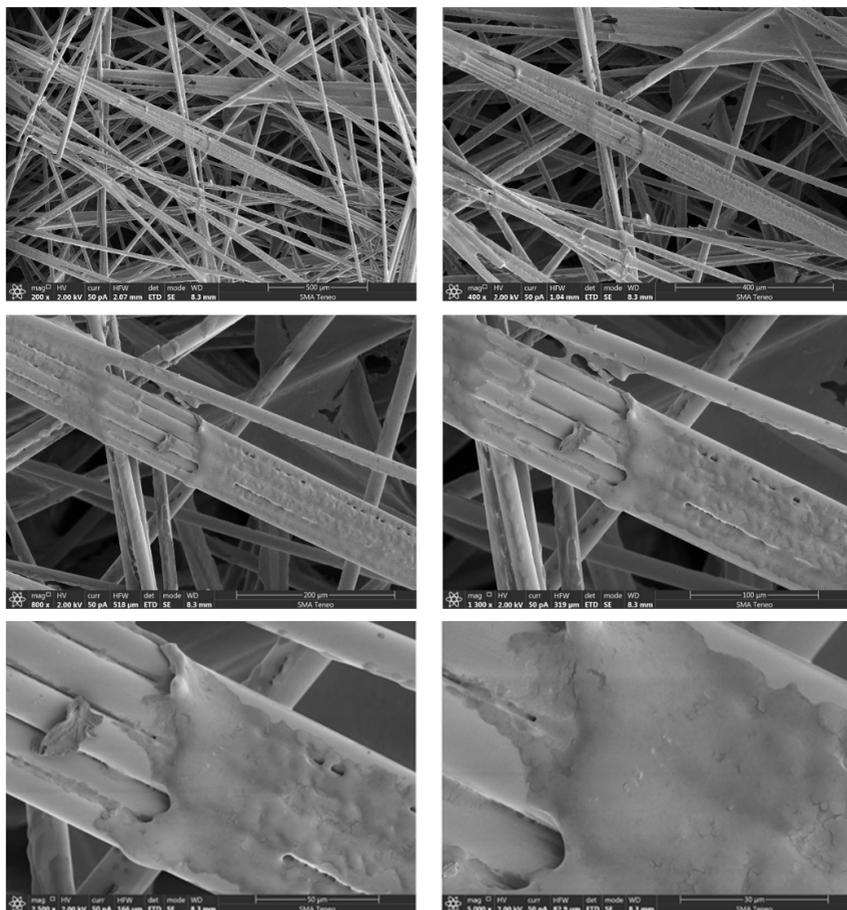
- adsorption capacity of membrane strips based on basalt - not less than 40 μ l of water per 1 cm² of porous membrane;
- the rate of water absorption by the membrane strip - not less than 1 cm/s;
- time of membrane strip soaking in water - not less than 2 s / 2 cm when the end of the membrane strip is immersed;
- capillary rise of water during vertical immersion of the membrane strip - not less than 20 mm;
- the drying time of the applied biosample to a constant mass of the strip at 20C - no more than 2 hours.

The resulting material was used to manufacture DBS cards instead of fiberglass material in the form factor described by us earlier [9]. The cards produced were proactively tested jointly with the Research Institute of Epidemiology of the MHSP of the RF for the sorption of various types of nucleic acids (RNA and DNA), their storage according to standard rules and subsequent use for molecular diagnostics of infectious diseases.

The test results of the manufactured membrane cards were not inferior, and often exceeded, the results obtained when using Whatman type 903 cards.

Thus, it was proved that the developed membrane material can be effectively used for the production of domestic DBS cards instead of currently imported cards with a membrane based on cellulose material.

Currently, work is underway to register and certify maps developed on the basis of the new sorption material DBS for use in veterinary and medical diagnostics.



Figures 1 – 6. Micrographs of a material based on basalt fiber at various magnifications.

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开发用于计量操作自动化的通用模块化平台
**DEVELOPMENT OF A UNIVERSAL MODULAR PLATFORM FOR
DOSING OPERATIONS AUTOMATION**

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最近，在进行各种筛选研究和在线分析时，日常生产和实验室流程的自动化已经脱颖而出。为解决加药自动化问题，正在开发通用模块化平台，以实现各个科技领域的加药操作自动化。创建此类设备的主要目的是提高给药的速度和准确性，从而提高实验室服务的质量。

关键词：给药自动化，工业药学活动。

Abstract. *Recently, the automation of routine production and laboratory processes has come to the fore when conducting various kinds of screening studies and in-line analyzes. To solve the problem of dosing automation, a universal modular platform is being developed to automate dosing operations in various fields of science and technology. The main purpose of creating such equipment is to increase the speed and accuracy of dosing and, as a result, the quality of laboratory services.*

Keywords: *dosing automation, industrial pharmacy activities.*

Recently, the automation of routine production and laboratory processes has come to the fore when conducting various kinds of screening studies and in-line analyzes. A separate line in automation processes is the operation of accurate dosing, since the human factor has a huge impact on the quality of research, namely, personnel errors in dosing most often cause distortion of the results [1].

At the moment, there are no domestic solutions in Russia for the complex automation of operations for dispensing liquids in the laboratory. Similar tasks

are solved by devices called "liquid handling stations", the production of which is concentrated in Europe and the USA. The relevance of this equipment is growing every year - especially in a pandemic. According to Businesstat, in 2016-2019, the market for laboratory diagnostics in the Russian Federation grew by 2.8% from 272.2 to 279.7 million studies. At the same time, in 2020, its volume already amounted to 330.6 million studies, which is 18.2% higher than in 2019.

Therefore, within the framework of the project, which we called "PharmPrint", a universal modular platform is being developed for automating dosing operations in various fields of science and technology. The main purpose of creating such equipment is to increase the speed and accuracy of dosing and, as a result, the quality of laboratory services.

Currently, we have developed various solutions for laboratory automation - for automatic dosing of reagents in ELISA and PCR plates, as well as automated liquid handling stations (fig. 1.). Stations allow you to perform a wide range of operations with liquids - transfer, mixing, replacement of tips, including the execution of long programs without the participation of operators. The developed equipment is relevant in the conditions of the need for mass laboratory research.

Approbation and presentation of devices was carried out by us at various exhibitions, and in particular at the Chemistry-2021, Healthcare-2021 exhibitions. All devices were in demand and subsequently received very good feedback from end users.

At the moment, the development of the second generation of these devices is being completed, which will be registered as a medical device for use in clinical laboratories. The second generation of devices is made as a modular platform that can be used for various dispensing operations - for example, for automating the introduction and dispensing of samples in laboratories, for the formation of hydrogel structures, for piezoelectric microdispensing, or for personal dispensing of liquids in industrial pharmacies. A separate technical solution allows precise dosing of bulk products.

The currently developed prototype of the final product is a dosing station with the following distinctive properties and technical parameters:

- Dimensions: 430x355x475;
- Weight: 7.9kg;
- Working area size: 300x220x155mm;
- Positioning accuracy: 0.1mm;
- Maximum linear movement speed: 100mm/s;
- Possibility of use with any laboratory pipettes (for 1, 8, 12 channels) or microinjectors;
- Full automation of the dosing procedure. The user places working containers on the table, while the device independently performs operations;

- Elimination of errors typical for manual operations. Elimination of the possibility of accidentally knocking down the set values (program) during operation.
- Automatic ejection of used tips. Automatic dressing of new tips from a tripod.
- Possibility of programming from the built-in display, or use ready-made programs developed for the client by the manufacturer.
- Implementation of dosing programs of any complexity. Programs are created from the following elementary dosing operations:
 - o direct dosing;
 - o reverse dosing;
 - o dosing with mixing;
 - o dosing with a given number of cycles.

The uniqueness of the developed device lies in its modular structure and the ability to adapt to different dosing organs, while simultaneously having a simple design and a more attractive price compared to Western competitors on the market. Comparative characteristics of various automated dosing platforms are shown in table 1.

The target audience for the consumption of the developed devices are primarily medical, research and educational laboratories and small manufacturing companies. For them, we produce liquid dosing automation systems and PCR plate washers.

The powder dispensers planned for production will be designed for use in industrial pharmacies and individual production of dietary supplements, which has recently become a powerful trend (for example, Bioniq in the Russian Federation). Variants of devices with a working body in the form of a piston dosing are intended and are used for use in bioengineering laboratories. The same devices can be used in cosmetology and cosmeceuticals for "printing" on the substrate of personal cosmetic masks.

Recently, we have also received requests from industries where initially the application of our developments was not obvious and for which, on the basis of the existing modular platform, separate technical solutions using additional modules may be created - for example, for paint and varnish industries (the task of automating the creation of color schemes during the selection paints) or for the perfume industry (the task of accurate dosing and mixing of perfume compositions) (fig. 2).

At present, three RF patents and one US patent have been obtained for the described developments [2–5].

The commercialization of scientific developments of the Faculty of Chemistry of M.V. Lomonosov MSU and the release of finished products was carried out using the "Start" program (FASIE) within the framework of the small innovative

enterprise "Pharmprint" LLC.

Table 1. Comparative characteristics of various automated dosing stations.

Analysis parameter	Station under development	Tecan Cavro Magni Flex	Alpha Helix ROB	Brand	Andrew+
Adaptability to customer requirements	✓	✗ (adaptability in the form of several solutions)	✗	✗	✗
Operational service	✓	✗	✗	✗	✗
Compatible with standard laboratory equipment	✓	✗	✗	✓	✓
Possibility to change dosing principles	✓	✓	✗	✗	✓
Integrated graphical user interface	✓	✗	✗	✗	✓
Production in Russia	✓	✗	✗	✗	✗

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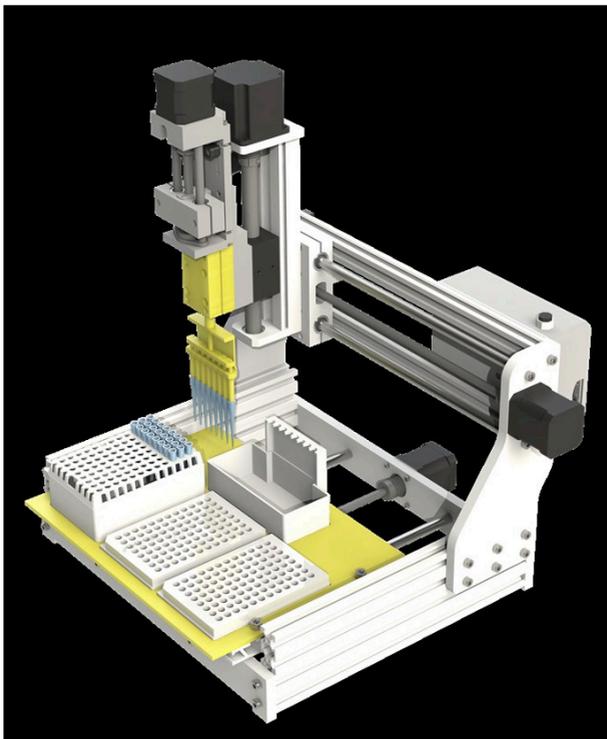


Figure 1. Schematic representation of the developed device for automatic dosing into ELISA plates based on a standard multichannel pipette.



Figure 2. Practical implementation of automatic dosing and mixing of various substances in microvolumes with automatic nozzle change based on a single-channel variable volume pipette.

诊断作为解剖病理学理解的工具

**DIAGNOSIS AS AN INSTRUMENT FOR ANATOMIC PATHOLOGY
COMPREHENSION**

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现代高等医学教育要求学生基础学科和临床学科有深入的同化。如果没有传统教学方法与创新教育技术的协作，就不可能在未来医生的培养中教授“解剖病理学”学科。该科教师的目的是教学生确定病理过程与疾病发展之间的因果关系，预测可能的结果和并发症，形成正确和合乎逻辑的临床诊断。在学科理解中，形成扎实的理论基础和临床思维是根本。医学专业教育的问题是现代一代学生在先进技术的影响下形成的“剪辑思维”。解剖病理学教学的关键工具是利用剪辑思维的优缺点，形成运用批判性思维制定临床病理解剖诊断的技能。

关键词：解剖病理学，临床诊断，批判性思维，剪辑思维

Abstract. *Modern high medical education requires from students deep assimilation of fundamental basic subjects and clinical disciplines. Teaching the discipline "anatomic pathology" in the preparation of future doctors is impossible without the collaboration of traditional teaching methods with innovative educational technologies. The purpose of the teachers of the department is to teach students to determine the cause-and-effect relationships between pathological processes and the diseases development, the prediction of possible outcomes and complication, formation correct and logical clinical diagnosis. In the discipline comprehension, the formation of a solid theoretical foundation and clinical thinking are fundamental. The problem in professional medical education is "clip thinking" of modern generation of students formed under the influence of advanced technologies. The key tool in teaching anatomic pathology is the use of the advantages and leveling the disadvantages of clip thinking, the formation of skills for the formulation of clinical pathoanatomic diagnosis using critical*

thinking.

Keywords: *anatomic pathology, clinical diagnosis, critical thinking, clip thinking.*

Introduction

Modern high professional medical education requires deep assimilation by students of fundamental basic subjects and clinical disciplines, taking into account the latest achievements of medical science and practice. The discipline "anatomic pathology" at a medical university is one of the transitional links of the educational process from theory to practice [1]. A special methodological approach to teaching anatomic pathology is determined by the different level of student's education, as students of the faculty of dentistry study the discipline in the second and third year, and medical and pediatric faculties - in the third and sixth year. Students of the second and third courses face not only a large volume of theoretical information difficult to perceive, but also the need to study pathological processes and a great number of nosological forms at once at three morphological levels: macroscopic, microscopic and ultrastructural [1,2]. Teaching the discipline "anatomic pathology" in the training of future doctors of various specialties of any profile is impossible without the collaboration of traditional teaching methods with innovative educational technologies. To solve the problem of providing high-quality professional education at the Department of Anatomic Pathology of TSMU, a wide range of techniques and means of organizing cognitive activity is used. The use of innovative pedagogical educational technologies contributes to the growth of motivation to study the discipline, the development of sustainable cognitive needs of students and creation of favorable educational environment.

Discussion and argumentation

The purpose of the teaching staff of the department is to teach students of both initial and final courses to determine the cause-and-effect relationships between pathological processes and the development of diseases, to predict possible outcomes and complications. To achieve this aim in the development of the discipline, the formation of a solid theoretical foundation and clinical thinking is fundamental [1]. Of decisive importance is the technology that contributes to the formation of students' thinking competencies, including clinical thinking - the formation of critical thinking. The concept of "critical thinking" defined as a system of judgments used to analyze data and events with the formulation of reasoned conclusions and allows making reasonable assessments, as well as correctly applying the results to situations and problems [3]. This technology helps the student to identify the problem, collect the necessary information and interpret it effectively, with the justification of the conclusion. The student acquires the skills to communicate effectively with others when making decisions, is responsible for

self-education, and work in a team [2]. On the other hand, technology helps the teacher: to create an atmosphere of openness and responsible cooperation in the classroom, to use a learning model and a system of effective methods that promote the development of critical thinking and independence in the learning process, to become practitioners who competently analyze their activities and a source of valuable professional information.

One of the main pedagogical problems of our time, including professional medical education, is a special type of personality consciousness formed under the influence of advanced technologies and innovations, known as "clip thinking".

"Clip thinking" is a philosophical category that is have being formed in the conditions of modern "clip culture" and is a way of mosaic perception of the surrounding world, in the form of puzzles, creating vivid, but short-term and fragmentary images in the mind [4].

Changes in the modern world in connection with the development of science and technology have created a number of prerequisites for the formation of "clip thinking" among students. They are a technogenic progress in the information flow, the need for new, relevant information and the maximum speed of its receipt, a variety of incoming information, the need to do several things at the same time, democracy, dialogicity, freedom of speech and opinions, manifested at different levels of the social system.

The features of "clip thinking" are so: superficial perception of information, fragmentation, brightness, short duration, illogic, fragmentary, disjointed [4].

In the process of studying the discipline "anatomic pathology" teachers note, that students with "clip thinking" lack the skills to extract the necessary data from the received information, unable to build a logical chain, as well as unable to verbalize their conclusions due to the limited vocabulary and insufficient development of speech so necessary in the daily work of a doctor. The listed characteristics of such thinking entail a number of problems in the implementation of mental activity. For example, there are problems with the productive study of a large volume of text with a small number of illustrations. Such students experience great difficulties both when reading voluminous chapters of educational literature, and reproducing the information received in the form of an oral answer or writing an abstract. They are used to the dosed perception of the material, to small, bright pieces, and educational literature causes severe fatigue and tiredness.

Students with "clip thinking" also are not capable of deep analysis, being consumers of information they cannot assimilate it in full, only able to determine whether it is interesting or not [5]. The great difficulty is the identification of the key idea and the generalization of the material. Such important mental operations as analysis, synthesis, conclusion, comparison turned out poorly formed.

Due to the simultaneous performance of several tasks, attention is scattered,

which leads to a decrease in concentration and the inability to focus on a particular topic, and this leads to a decrease in academic performance. Memory, intelligence, attention, speech abilities suffer, the coefficient of assimilation of knowledge decreases.

Communication of students in social networks makes their life public, they become vulnerable to discussions and humiliations, therefore they strive to show their best side, embellishing reality and falling under psychological dependence on someone else's opinion and social environment [5]. Along with this, there is a decrease in self-esteem and motivational activity to the processes of cognition and learning.

The use of slang words and communication with symbols on gadgets leads to impoverishment of speech, which is completely unacceptable for a doctor. One of the main functions of a doctor is to communicate with a patient with elements of psychotherapy. Students not only are unable to report the results of their academic or scientific research work at the conference, but also competently and correctly formalize their answer in a practical lesson.

The continuous flow of negative information, as well as the transfer of images from films and commercials to real life, in the conditions of clip culture among young people leads to the development of indifference and cynicism, devaluation of human life, which is categorically incompatible with the profession of a doctor.

Practice shows that the only correct solution in this case is not the fight against “clip thinking”, but the use of its advantages and leveling the shortcomings in the learning process. To increase the concentration of attention, experienced teachers in practical classes try to use different types of activities in order to use all possible channels of perception: showing videos or presentations, using visual aids, posters and illustrations, demonstrating macro- and micro-preparations. These techniques help to switch and hold the attention of students for a while. Discussing questions on the topic of the lesson, teachers allow the search for information not only in printed educational literature, but also on the Internet, using gadgets and smart-phones. The training programs and pocket atlases developed at the department with the use of mobile applications are widely used in practical classes [2]. These techniques train memory and attention, arouse interest in discipline, increase motivation to obtain the necessary information. During the discussion, the skills of formulating a detailed answer with reasoning are forming, which contributes to the development of culture and literacy of speech not only from the standpoint of philology, but also professional ethics. As a result, students receive deep meaningful and augmented knowledge.

Conclusion

Thus, teaching such a complex subject as anatomic pathology requires a special approach, attention and technological equipment. Continuity of disciplines

and interdisciplinary integration are of great importance for the qualitative development of the subject. In addition, in order to ensure the educational process and improve the quality of student training, it is necessary to regularly replenish and update the material and technical base of university departments, create new, more modern educational and methodological complexes using available innovative technologies, as well as wider introduction into the educational process and constant updating of the arsenal of educational their technologies.

The key instrument is the formation of skills for the formulation of a patho-anatomic diagnosis. To do this, it is necessary to know the clinical and anatomical features of various diseases, the stages of development, modern classifications, and therapeutics pathomorphosis. However, for the correct registration of medical documentation on the patient's health status in a coherent rubricated diagnosis, it is necessary to know the etio-pathogenetic relationship of pathological processes, manifestations and complications of the disease, the establishment of which is possible only with the use of clinical thinking.

On the other hand, for a high need for success among students, it is not enough just to create comfortable conditions for an educational environment. Of great importance are the mental characteristics of upbringing and the degree of emotional involvement of the students' family. The problem of the educational process optimizing and, in particular, stimulating educational and cognitive activity, remains relevant and requires further solutions.

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治疗师对肥胖症的减肥治疗的看法
THERAPIST'S VIEW ON BARIATRIC TREATMENT OF OBESITY

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近几十年来，减肥手术作为一种治疗病态肥胖的有效方法在世界范围内得到了广泛的研究。临床分析介绍了一名患有 2 型糖尿病、动脉高血压和病态肥胖的患者在减肥手术前后的动态。讨论了减肥手术治疗病态肥胖症的适应症、有效性和术后最常见的问题。

关键词：病态肥胖，减肥手术，2型糖尿病

Abstract. *Bariatric surgery as an effective method of treating morbid obesity has been comprehensively studied throughout the world in recent decades. The clinical analysis presents a patient with type 2 diabetes mellitus, arterial hypertension and morbid obesity in dynamics before and after bariatric surgery. The indications, effectiveness and the most common problems of the postoperative period in the case of bariatric surgery as a treatment for morbid obesity are discussed.*

Keywords: *morbid obesity, bariatric surgery, type 2 diabetes mellitus*

Today, obesity is recognized as a serious medical and social problem in developed countries. At the same time, diets and physical exercises also obviously do not change the clinical picture of most patients for the better. In this connection, an alternative way to solve the problem of obesity in the form of bariatric surgery (BS) has been recognized as an effective method of combating excess weight in recent years. Like any new method, bariatrics is comprehensively studied and discussed in the medical community both from the standpoint of indications and contraindications, and obviously complications, including long-term ones.

To discuss the effectiveness of bariatrics as an actual way to combat obesity, a clinical case is proposed:

Patient Ch., 50 years old, was treated at the clinical base of the Moscow State Medical University in the Endocrinology Department from 01 to 09 October 2018. Entered as planned.

Diagnosis upon admission:

Main: Type 2 diabetes mellitus, first identified. The target level of glycosylated hemoglobin is 7.0%.

Complications: Diabetic distal sensory polyneuropathy.

Concomitant: Arterial hypertension of the II st. Retinal angiopathy of the hypertensive type.

Morbid obesity (body mass index 51 kg/m²). Fatty hepatosis. Dyslipidemia.

Data from outpatient studies before this hospitalization:

glycemia: 7.33 mmol/L, glycosylated hemoglobin 6.52%; total blood count: leukocytosis 11.17, other indicators within reference values; total urine analysis: indicators within reference values. Rg-graphy of the chest organs - without pathology. Upon admission: physique: hypersthenic; height 154 cm, body weight 120 kg. Body mass index is 51 kg/m². The skin and visible mucous are of the usual degree of humidity. There are no rashes. The lymph nodes are not enlarged. Peripheral moderate swelling of the shins and feet. Respiratory organs: Respiratory rate of 16 movements per minute. Percussion over the lungs is a clear pulmonary sound, auscultation is vesicular breathing, there are no wheezes. Circulatory organs: Heart tones are muted, rhythmic. Heart rate 74 in min. Blood pressure on the right=Blood pressure on the left = 140/100 mm Hg. Digestive organs: The stomach is soft, painless. The spleen is not palpable. The stool is normal. Urination is free.

Laboratory data: total cholesterol 4.7 mmol/L, low-density lipoprotein cholesterol 4.92 mmol/L, high-density lipoprotein cholesterol 1.38 mmol/L, triglycerides 1.5 mmol/L, glucose 7.91 mmol/L, creatinine 85 mmol/L, C-peptide 1.51 nmol/L, thyroid - stimulating hormone - 1.27 mme/ml, glomerular filtration rate according to the formula CKD-EPI =91 ml/min /1.73 m²

Results of functional research methods:

Electrocardiogram from 01.10.2018: sinus rhythm, heart rate 72 per minute. The electrical axis of the heart is vertical. The load on the left ventricle. Moderate myocardial changes.

Ultrasound of the abdominal cavity and kidneys from 01.10.18:

Conclusion: Echocardiographic picture at the time of the study of hepatomegaly, diffuse changes in the liver and pancreas. Kidneys - without features.

Expert consultations: Consultation of a bariatric surgeon 03.10.18: Morbid obesity. Recommended: surgical treatment in the scope of laparoscopic gastroplasty.

Consultation of an ophthalmologist from 04.10.18: Conclusion: Retinal angiopathy of the hypertensive type.

Outpatient recommendations: 1. Planned surgical treatment in the scope of laparoscopic gastroplasty; 2. Metformin 1000 mg of 1 tablet 2 times a day; 3. Indapamide 1.5 mg in the morning; 4. Planned hospitalization in the endocrinology

department after 6 months.

Patient Ch., 50 years old, was on inpatient treatment in the endocrinology department from 04 to 12 April 2019.

Diagnosis upon admission:

Main: Type 2 diabetes mellitus. The target level of glyated hemoglobin is 6.5%.

Complications: Diabetic distal sensory polyneuropathy.

Concomitant: Arterial hypertension of the II st. Retinal angiopathy of the hypertensive type.

Condition after gastric bypass surgery from October 2018. Erosive anastomosis of gastroenteroanastomosis. Gastroesophageal reflux disease. Erosive reflux-esophagitis. Axial cardiac hernia of the esophageal orifice of the diaphragm. Superficial gastritis of the stomach stump.

Obesity (body mass index 32 kg/m²).

Anamnesis: In October 2018. Bariatric surgery was performed – laparoscopic gastroschunting, against which the patient lost 45 kg. At the moment, the patient does not take hypoglycemic drugs. Condition upon admission: normosthenic physique. Height 154 cm. Body weight 77 kg. Body mass index 32 kg/m². The skin and visible mucous membranes of the usual degree of humidity. There are no rashes. The lymph nodes are not enlarged. Peripheral moderate swelling of the shins and feet. Respiratory organs: Respiratory rate of 16 movements per minute. Percussion over the lungs is a clear pulmonary sound, auscultation is vesicular breathing, there are no wheezes. Circulatory organs: Heart tones are muted, rhythmic. Heart rate 72 in min. Blood pressure on the right=Blood pressure on the left = 125/80 mm Hg. Digestive organs: The stomach is soft, painless. The spleen is not palpable. The stool is normal. Urination is free.

Laboratory data: cholesterol 4.8 mmol/l; triglycerides 0.62 mmol/l; glucose 4.59 mmol/l; creatinine 75 mmol/l; C-peptide 0.5481 nmol/l; glyated hemoglobin 5.35%; glomerular filtration rate according to the formula CKD-EPI = 101 ml/min / 1.73 m².

Results of functional research methods:

Electrocardiogram from 04.04.2019: sinus rhythm, heart rate 69 per minute. electrical axis of the heart is vertical. The load on the left ventricle. Moderate myocardial changes.

Ultrasound of the abdominal cavity and kidneys from 05.04.2019: Conclusion: Echocardiographic picture at the time of the study of moderate diffuse changes in the pancreas.

Esophagogastroduodenoscopy from 10.04.2019: Conclusion: Erosive anastomosis. Condition after gastric bypass surgery from October 2018. Superficial gastritis of the stomach stump. Erosive reflux-esophagitis. Axial cardiac hernia of

the esophageal orifice of the diaphragm.

The patient is consulted by a gastroenterologist. Recommendations are given.

Outpatient recommendations: follow-up by an endocrinologist and gastroenterologist, hospitalization as planned in a year for objective monitoring of the condition after bariatric surgery.

Thus, in the dynamics of observation of the patient before and after bariatric surgery, a positive dynamics of the condition is objectively noted: the body mass index decreased from 51 to 32 kg/ m², respectively, the body weight decreased from 120 to 77 kg, the blood pressure figures (in the absence of a change in the treatment regimen) decreased by 15/20 mmHg and amounted to 125/80 mmHg, glucose and glycated hemoglobin decreased: from 7.91 to 4.59 mmol/L and from 6.52‰ to 5.35‰, respectively.

Due to the COVID-19 pandemic, hospital conversion and the well-known epidemiological situation, the recommended planned hospitalization did not take place, the patient was interviewed over the phone for two years, and as of April 2021, according to him, body weight is stable and subjectively the quality of life after surgery without negative dynamics. It is planned, if possible, to continue monitoring the patient in dynamics for an objective assessment of the postoperative period.

Discussion

According to the generally accepted definition, obesity is a chronic disease, heterogeneous in etiology and clinical manifestations, progressing with a natural course, characterized by excessive deposition of fat mass in the body (1).

Morbid obesity is excessive deposition of fat mass with a body mass index ≥ 40 kg/m² or with a body mass index ≥ 35 kg/m² in the presence of serious complications associated with obesity.

Serious complications (associated diseases) associated with obesity include: type 2 diabetes and prediabetic disorders of carbohydrate metabolism; cardiovascular diseases; dyslipidemia; obstructive sleep apnea syndrome; disorders of the musculoskeletal system; malignant tumors of certain localizations; non-alcoholic fatty liver disease; reproductive disorders.

Given the severity of the obesity problem, both conservative and alternative treatment methods are constantly being improved.

The goal of conservative treatment of obesity is to reduce body weight by 5-10% over 3-6 months of therapy and maintain the result for a year, which reduces health risks and improves the course of diseases associated with obesity. At the same time, methods related to conservative therapy (restrictive diets, physical activity, behavioral psychotherapy, pharmacotherapy) have objective disadvantages.

In the course of diet therapy, according to various data, it is possible to achieve a reduction in the weight of patients by 5-8%.

Maintaining a reduced weight is achieved only if you regularly visit a nutritionist throughout your life. Physical exercise can contribute to the loss of 2-3% of the patient's weight, provided that physical activity is combined with a low-calorie diet. At the same time, physical exercises for obese people should be prescribed and dosed under the supervision of a specialist, since the loads can be destructive to the joints, as well as provoke a hypertensive crisis, heart attack or stroke. Of the pharmacological drugs, the most commonly prescribed orlistat (intestinal lipase inhibitor) can only give some weight loss (no more than 1-2%) and works only in conjunction with other conservative methods of treatment. The previously used sibutramine (an inhibitor of serotonin and norepinephrine reuptake and, to a lesser extent, dopamine, in synapses of the central nervous system) has been banned by the Food and Drug Administration since October 2010.

The effectiveness of behavioral psychotherapy is difficult to estimate, because it is always used in combination with diets and physical activity. It is believed that psychotherapy can help reduce weight by about 10%, provided its duration is at least 1 year, while the effectiveness of behavioral therapy has not been confirmed by studies that examined the results after the end of treatment.

In the case of complex conservative therapy, it should be taken into account that it is effective only during the first 6 months of treatment, then weight loss stops. Also, a meta-analysis of 16 studies, which studied the long-term effects of diets, psychotherapy and physical activity, showed that after 1 year the weight returned to its original level in 60% of patients and after 5 years of observation, the weight returned in 100% of cases.

In the case of using conservative therapy for morbid obesity, new nuances arise. Diet and increased physical activity are ineffective in morbid obesity. Such an important clinical criterion as the quality of life is deteriorating: from the point of view of patients, the need to "force" yourself to do things every day that you are not used to and it is extremely difficult and unpleasant, leads to very low compliance. In some cases, dieting is unsafe: with uncontrolled use of diets with very low calories or "therapeutic" fasting, an increase in mortality from cardiac arrhythmias and lactic acidosis has been noted.

Drug therapy specifically for morbid obesity has not been studied: there are no separate randomized controlled trials of orlistat and sibutramine in MO. In a two-year randomized controlled trial LOSS (Louisiana Obese Subjects Study, or Louisiana Study of Obese Persons) conducted in 390 patients with a body mass index of 40-60, an integrated approach (900 kcal diet per day; group cognitive behavioral counseling, rational nutrition pharmacotherapy and counseling from 8 to 24 months) allowed to reduce body weight by $\geq 5\%$ from the baseline in 31%, by $\geq 20\%$ - only in 9% of patients with morbid obesity. Only half of the participants completed the two-year program to the end, the average weight loss was -9.7%

(about -12.7 kg). These changes were statistically significant, compared with the lack of dynamics in the control group, but for morbid obesity such an absolute decrease in body weight is small, and the endpoints were not studied in this study.

In connection with the above, surgical treatment of obesity is increasingly attracting the interest of clinicians. 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.

Bariatric/metabolic surgeries are indicated for patients with the following characteristics: 1. With a body mass index of more than 40 kg/m²; 2. With a body mass index of 35-40 kg/m² in the presence of obesity-related diseases in which improvement should be expected as body weight decreases (type 2 diabetes, diseases of the cardiovascular system, joint damage, obstructive sleep apnea syndrome). It should be noted that indications for bariatric surgery in patients with a diabetes mellitus and a body mass index of 30-35 kg/m² are determined individually (Clinical recommendations edited by I.I.Dedov, M.V.Shestakova, A.Yu.Mayorova, 8th edition, Moscow 2017).

Contraindications for surgical treatment of obesity are: exacerbation of gastric ulcer and duodenal ulcer; pregnancy; cancer (in remission for less than 5 years); mental disorders (major depression, psychosis, psychopathy, etc.); diseases that threaten life in the near future, severe, irreversible changes in the vital organs (severe chronic heart failure, liver/kidney failure, etc.).

The most frequently performed bariatric operations include: adjustable gastric banding; longitudinal gastric resection (sleeve gastropasty); gastric bypass; mini-gastric bypass; biliopancreatic bypass; installation of an intragastric balloon.

The Swedish Obese Subjects Study (SOS) is currently the most famous and cited study that analyzes the results of a 10-year study of four groups of obese patients – three surgical groups (three different bariatric operations) and one control group (conservative treatment). Patients who have undergone bariatric after surgery, they lost an average of 16% of body weight, and the control group of patients gained about 1.5% of body weight against the background of conservative treatment.

Buchwald's work evaluated the impact of bariatric surgery on the effectiveness of treatment of diabetes and other comorbidities and is a meta-study and covers 136 original studies. In the case of diabetes mellitus, normalization of blood glucose was noted in 77% and positive dynamics of the disease in 86% of observations, in the presence of arterial hypertension, the pressure figures normalized in 78% of observations, when assessing sleep apnea, leveling of complaints was noted in 85% of patients (2).

According to the annual guidelines of the American Diabetes Association, sur-

gery has shown the possibility of complete or almost complete normalization of blood glucose levels from 55 to 95% of patients with type 2 diabetes, depending on the type of surgery. A meta-analysis of works on obesity surgery, which included 3188 patients with diabetes, indicates 78% of observations of normalization of blood glucose levels with complete rejection of medications.

Observation and therapy after surgical treatment is no less important than the surgical intervention itself in morbid obesity. Recommended protein intake is not lower than 60-120 g / day, depending on the type of operation. In case of insufficient protein intake, additional administration of enteral protein mixtures is recommended, and in some cases, parenteral administration of protein preparations.

In patients with type 2 diabetes after surgery, it is recommended to decide on an individual basis whether to cancel / reduce the dose of oral hypoglycemic drugs and insulin. Patients whose glycemia does not decrease to the target values after surgery are recommended to continue appropriate therapy.

All patients after bariatric surgery are recommended to take a complex of vitamins and trace elements for life. The most common manifestations of vitamin and micronutrient insufficiency are: deficiency of vitamin B12, iron, folic acid, calcium deficiency, vitamin D, thiamine, copper and zinc (3).

Osteodensitometry is recommended 2 years after surgery. In the presence of osteoporosis (T-criterion -2.5) it is recommended to prescribe treatment. Drugs for the treatment of osteoporosis can be prescribed under the condition of a normal supply of calcium and vitamin D (normal levels of total and ionized calcium, phosphorus, 25 (OH)D in the blood) (4).

When prescribing bisphosphonates, the method of choice is intravenous administration in order to avoid inadequate absorption and ulcerative and erosive lesions in the area of anastomoses.

It is recommended to warn patients of childbearing age about the presence of contraindications to pregnancy during the period of intensive weight loss lasting for 2 years after surgery. An exception is the operation of gastric banding, since during pregnancy it is possible to regulate the bandage.

Thus, in the case of the presented clinical analysis of a 50-year-old patient who underwent bariatric surgery, it is legitimate to talk about the need two years after surgery to recommend monitoring the level of vitamins and trace elements, followed by a decision on the use of multivitamin complexes, as well as osteodensitometry. With the resumption of the possibility of planned hospitalization, the relevance of an objective assessment of the patient's condition for a comprehensive analysis of the long-term postoperative period of the discussed bariatric surgery remains.

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