



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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These Conference Proceedings combine materials of the conference – research papers and thesis reports of scientific workers. They examines tecnical and sociological issues of research issues. Some articles deal with theoretical and methodological approaches and principles of research questions of personality professionalization.

Authors are responsible for the accuracy of cited publications, facts, figures, quotations, statistics, proper names and other information.

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在马加丹地区应用替代能源的可能性
**POSSIBILITIES OF APPLICATION OF ALTERNATIVE ENERGY
SOURCES IN THE MAGADAN REGION**

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本文考察了马加丹地区电力行业的现状，强调了该地区能源系统的现有问题，并考虑了在马加丹地区可能使用的替代能源。得出的结论是，该地区可用的足够数量的替代能源是太阳能和风能。然而，由于建造发电站及其维护的高成本，它们的大规模使用在经济上是不合适的。同时，在偏远矿床开发过程中的新开发区域或独立于区域电力系统并使用昂贵的进口燃料来产生热量和电力的定居点，可以建造风力发电机和太阳能发电厂。

关键词：电力行业，可替代能源，太阳能，风能

Abstract. *The article examines the current state of the electric power industry in the Magadan region, highlights the existing problems of the region's energy system and considers alternative energy sources, the use of which is possible in the Magadan region. It is concluded that the alternative energy sources available in the region in sufficient quantities are the sun and wind. However, their use on a large scale is economically inexpedient due to the high cost of creating generating stations and their maintenance. At the same time, the construction of wind generators and solar power plants is possible in areas of new development during the development of remote mineral deposits or in settlements that are autonomous from the regional power system and use expensive imported fuel to generate heat and electricity.*

Keywords: *electric power industry, alternative energy sources, solar energy, wind energy*

The electric power industry ranks second after the mining industry in the sectoral structure of the Magadan Region. The share of these two leading industries is about 97% of the region's industrial output. The contribution of the electric power

industry to the production of GRP is 6.8% [9].

The energy complex of the region has the following specific features:

1) The closed nature of the energy system of the region and the lack of its relationship with the energy system of Russia.

2) Excess production of electricity according to installed capacity in comparison with consumption possibilities and needs.

3) The presence of difficult natural and climatic conditions for the operation and maintenance of generating equipment and transmission electric networks, which leads to an increase in the cost of electricity compared to the national level and makes it uncompetitive for use in other regions of the country.

4) The presence in the Magadan region of areas whose settlements are not included in the unified energy system of the region and, in this regard, are forced to use local sources of electricity and heat production.

All these features lead to the fact that electricity for consumers, primarily for the population of the region, is expensive: for example, in 2019, 1 kW for the population cost 5.25 rubles. At present, in connection with the policy of leveling tariffs pursued by the state, the cost of 1 kW of electricity is 3.65 rubles.

However, even though the power system of the Magadan region is potentially capable of producing excess amounts of electricity, electricity production is limited by the following reasons:

1) the presence of obsolete and worn-out equipment (energy losses in power networks reach up to 15% of the consumed electricity, in heating networks - up to 24% of the productive supply) [10],

2) the limited volume of the reservoir of the Kolyma HPP, the main producer of electricity in the region. This negative factor is intensified by the dependence of the reservoir capacity on natural and climatic conditions during dry and low-water summer periods.

3) dependence on fuel supplies (coal, fuel oil) from other regions of the country. The Magadan region has its own coal deposits, but its delivery by road is so expensive that coal is delivered from the Kemerovo region by water and only during the summer navigation period.

In this regard, the issues of modifying the energy system, improving the energy security of the region remain relevant for the Magadan region. These problems can be solved not only through the further development of traditional electric power industry, but also through the use of alternative energy sources, which are widely represented in the region.

Alternative energy sources (AES) - sources based on constantly existing or periodically occurring energy flows in the environment. Renewable energy is not the result of purposeful human activity, and this is its hallmark [5, p. 135].

Alternative energy sources are divided into solar (electromagnetic radiation

of the sun), wind (movement of air masses), hydropower (movement of water in rivers and seas), geothermal (heat of the planet) and biofuel (combustion of renewable fuel) [5, p. 135].

Consider those sources, the use of which is possible in the Magadan region. However, we will keep in mind that the large-scale use of such sources in a region whose energy system for the production of electricity is redundant is not economically feasible. Alternative energy sources can only be considered from the point of view of their possible use in areas of new development that are not provided with either their own energy sources or transmission devices for the delivery of electricity, and in addition, the presence of settlements that are not included in the unified energy system of the region. So, in the "Strategy for the socio-economic development of the Magadan region for the period up to 2030" it is noted that "the deterrent factor for involving new alluvial deposits in the development is associated with their great remoteness from energy and transport infrastructure facilities, which, first of all, concerns the Srednekansky and Severo-Evensky urban districts." It is for such areas of the region that the possibility of replacing traditional energy sources with alternative ones could be considered. Of course, in each specific case, a balanced approach and calculation of the economic efficiency of their application is necessary.

One of the most common sources of energy is wind energy. It is the conversion of the kinetic energy of air masses in the atmosphere into electrical, mechanical, thermal or any other form of energy. Such a transformation can be carried out using wind generators or windmills [12, p. 1800].

Combining several tens or even hundreds of wind turbines into a single system is called a wind farm (WPP). Such stations produce energy and give it to a single network.

To supply an entire city with energy, it is necessary that a wind farm generate more than a hundred megawatts of energy. If we take a three-blade wind generator as an example, with a generated power of 2.5 MW, then such installations may be required in the amount of 40 pieces. The cost of one wind generator with a capacity of 850 kW to 3 MW is 14.3 million rubles. To provide a city such as Magadan with a wind power plant, the purchase of wind turbines alone will require about 572 million rubles. Of course, the installation of such structures itself will require significant investments. In our region, one could talk about the establishment of such a station in the coastal or marine zone, because the winds blow there with particular force, but it should be borne in mind that the costs compared to land will be approximately twice as high [2; 7].

Wind power plants have the following advantages: no harm to the environment; energy source is completely free. But despite the advantages, there are also disadvantages: the wind is an unstable source of energy, which forces the use of

a large number of batteries; wind turbines are sources of intense infrasonic noise, which adversely affects the human body and animals; large areas are required to accommodate wind turbines; high investment cost of the project. If we take into account the service life of a separate installation (20-25 years), then many stations are unsustainable [1, p. 111; 4].

Solar energy is an inexhaustible source of energy that is available in fairly large quantities.

Solar energy is divided into three categories: passive and active use of solar energy, as well as photovoltaic solar energy [4, p. 3].

Passive solar energy can be obtained without any mechanical intervention. It is the energy or heat that comes from direct sunlight. There are passive solar houses that are "closed" on the north side, and on the south side the sun's rays pass through large windows, and the surface inside the building heats up [11, p. 5].

Active use of solar energy is carried out with the help of solar systems and solar collectors. Solar thermal systems are one of the most economical and easiest ways to use solar energy. Solar thermal technology is used to collect and convert solar energy into thermal energy [11, p. 3].

Photovoltaic (electrical) solar technologies directly convert solar radiation into electricity using photovoltaic cells, also called solar cells. This electricity can be used directly as it is, or it can be stored in a battery. Solar photovoltaic panels are usually installed on rooftops. The stored electrical energy can be used at night [11, p. 4].

The Magadan region has great potential for the use of solar energy. Therefore, you can think about creating a solar power plant (SPP). But the organization of this project will also require significant investments. In order to provide a city like Magadan with energy, it is necessary that the station allocate more than a hundred megawatts of power. If, for example, solar panels are purchased with a power output of 250 W, then about 300,000 pieces will be required, which will amount to about 5.1 billion investments. And this applies only to the purchase of equipment, and the implementation of a solar power plant itself will require even greater investments [8].

However, if we talk about the involvement in the production of new mineral deposits, then both wind power plants and solar power plants can be considered as a feasible and fully payable project. In addition, they can be considered as a replacement for diesel power plants operating in the settlements of Severo-Evensky, Olsky, Khasynsky and Tenkinsky urban districts.

Summing up, we can conclude that alternative energy sources are a set of promising methods for obtaining, transmitting and using energy, which are not as widespread as traditional ones, but are of interest because of the profitability of their use and the low risk of negative environmental impact.

Common advantages for all types of alternative energy are renewability, inexhaustibility, and less damage to the environment. The disadvantages are high cost, attachment to certain types of terrain and relatively low power. This indicates that so far only the joint use of alternative and traditional energy sources is possible. This will reduce the need for oil, coal and gas, reduce or simply stop the growth of their production, which will delay the energy crisis. We can safely say that very soon the use of non-traditional energy sources will not be a luxury and not a sign of high technology, but a necessity. Not for nothing, in the Energy Development Program in the Magadan region for 2019-2023 it is mentioned that “in 2019, the state corporations RUSNANO and ROSATOM began developing a feasibility study for the introduction of wind-diesel complexes and autonomous hybrid power plants in the village. Evensk, Gizhiga and other settlements of the Magadan Region”[10]. Accordingly, the use of alternative energy sources is a matter of the near future for the Magadan region.

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根据俄罗斯联邦刑事立法的法人破产（破产）
**INSOLVENCY (BANKRUPTCY) OF A LEGAL ENTITY UNDER THE
CRIMINAL LEGISLATION OF THE RUSSIAN FEDERATION**

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本文对刑法中“破产”一词的内容以及由此产生的俄罗斯联邦刑法典中的犯罪要件进行了一定的分析。研究课题的相关性基于现代世界的社会经济和法律现实。俄罗斯经济发展的直接过程不仅以成功形成新的市场关系为特征，而且还存在复杂的问题和矛盾。经济过程也包括消极方面。特别是，经济关系被严重定罪。

因此，面临破产威胁的法人实体通常希望在完成此程序并摆脱债务后尽可能多地保留其资产。为实现这一目标，债务人有时会采取需要承担刑事责任的行为。俄罗斯刑法典包含三项特别条款，规定对与破产程序有关的行为进行处罚（俄罗斯联邦刑法典第 195、196、197 条）。

关键词：刑事责任，破产，破产，破产，虚构

Annotation. *This article reveals a certain analysis of the content of the term bankruptcy in criminal law and the resulting elements of crimes contained in the Criminal Code of the Russian Federation. The relevance of the research topic is based on the socio-economic and legal realities of the modern world. The immediate process of economic development in Russia is characterized not only by the successful formation of new market relations, but also by complex problems and contradictions. Economic processes also include negative aspects. In particular, there is a sharp criminalization of economic relations.*

Thus, legal entities that are under threat of bankruptcy often have a desire to preserve as much of their assets as possible after completing this procedure and getting rid of debts. Pursuing this goal, debtors sometimes commit actions that entail criminal liability. The Russian Criminal Code contains three special articles providing for punishment for acts related to the bankruptcy procedure (Articles 195, 196, 197 of the Criminal Code of the Russian Federation).

Keywords: *criminal liability, insolvency, bankruptcy, insolvency, fictitiousness.*

In accordance with Article 2 of Federal Law No. 127 dated 26.10.2002, insolvency (bankruptcy) is "the debtor's inability to fully satisfy creditors' claims for monetary obligations, for the payment of severance payments and (or) for the remuneration of persons working or who worked under an employment contract recognized by an arbitration court or as a result of the completion of the out-of-court bankruptcy procedure of a citizen, and (or) fulfill the obligation to pay mandatory payments." Pre-revolutionary criminal law of Russia distinguished the concepts of insolvency and bankruptcy. Insolvency acted as a generic concept, and bankruptcy is a specific concept distinguished from it. In modern legislation, a certain dualism of concepts has been introduced, which has identified insolvency with bankruptcy.

If we consider in general the trend of the development of the institution of insolvency (bankruptcy), we can trace the pattern, which consists in the expansion of credit and commodity relations and related changes in the social assessment of economic processes, which entailed local amendments to the boundaries of legislative regulation of economic relations. In addition to all of the above, the methods of legal influence are also being modified.

This is what requires a new look at the correlation of civil and criminal law principles in the regulation of relations related to bankruptcy.

In our opinion, it is more correct to separate bankruptcy as only an offense that is punishable under criminal law, depending on the size of the negative property consequences caused by this act. In turn, insolvency in itself is not a punishable act. Since it comes out of civil relations.

The illegal nature of bankruptcy is given by a combination of two signs - intent and the nature of the consequences that have occurred as a result of the commission of a crime. Of course, any bankruptcy a priori always implies one of the consequences – material damage. However, in order to bring a person to criminal responsibility, it is necessary that he has the character of major damage.

Major damage in relation to Article 196 of the Criminal Code of the Russian Federation is recognized as damage in the amount exceeding two million two hundred and fifty thousand rubles, in accordance with the note to Article 170.2 of the Criminal Code of the Russian Federation.

Turning to the Special part of the Criminal Code of the Russian Federation, we see three articles devoted to this topic.

Article 195 of the Criminal Code of the Russian Federation, which implies responsibility for illegal actions in bankruptcy, covers a number of criminal acts. Part One establishes responsibility for the concealment of the property itself (property rights) or information about it. Part Two covers actions performed by the debtor in

the interests of individual creditors to the detriment of other creditors. The legislator also devoted the third part to the actions of the debtor aimed at creating conditions that do not allow the arbitration administrator to fully exercise his functions.

Speaking about the subjects of the crime who can be prosecuted under this article, they include: citizens, heads of organizations, founders, members of the board of directors, as well as the arbitration manager himself.

In order to bring the CEO to criminal responsibility in bankruptcy under Article 195 of the Criminal Code of the Russian Federation, proof of guilt, intent and establishment of a causal relationship between his actions (inaction) and the damage caused to the interests of creditors is required.

Criminal acts will also include the provision of false information or intentional concealment of information about existing property and other assets that the debtor indicates in the response to the creditor's application for bankruptcy.

However, criminal liability for bankruptcy should always be considered as the last, forced measure of state influence. In this regard, we should fully agree with the opinion of I.Y. Mikhalev that the "inclusion" of criminal legal methods of influencing economic relations, in particular those related to insolvency, should be extremely balanced and limited. Criminal law intervention should be used as an extreme measure when none of the other methods makes it possible to achieve the necessary stabilization of economic processes.

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走私资金和（或）货币工具、酒精饮料和烟草制品的侵占对象
**THE OBJECT OF ENCROACHMENT IN THE SMUGGLING OF FUNDS
AND (OR) MONETARY INSTRUMENTS, ALCOHOLIC BEVERAGES
AND TOBACCO PRODUCTS**

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本文讨论了走私资金和（或）货币工具、酒精饮料和烟草产品的侵占对象的定义。由于最近根据俄罗斯联邦刑法的各个章节对违禁品的构成及其“分布”进行了划分，因此不仅需要评估这种犯罪的性质，而且需要确定其实际位置在现行刑法规范体系中。在这方面，作者分析了俄罗斯联邦的现行立法、俄罗斯联邦刑法典中所考虑的犯罪要素出现的法律先决条件，并对资金走私的侵占对象进行了全面分析。和（或）货币工具、酒精饮料和烟草制品。

关键词：物品、违禁品、现金和工具、酒精饮料、烟草制品、刑法。

Abstract. *This article discusses the definition of the object of encroachment in the commission of smuggling of funds and (or) monetary instruments, alcoholic beverages and tobacco products. Since recently there has been a division of the composition of contraband with their "distribution" according to various chapters of the Criminal Code of the Russian Federation, there is a need not only to assess the nature of this crime, but to determine its actual place in the system of existing criminal law norms. In this regard, the authors analyzed the current legislation of the Russian Federation, the legal prerequisites for the appearance of the considered elements of crimes in the Criminal Code of the Russian Federation and presented a comprehensive view of the object of encroachments in the smuggling of funds and (or) monetary instruments, alcoholic beverages and tobacco products.*

Keywords: *object, contraband, cash and tools, alcoholic beverages, tobacco products, criminal law.*

Regulation of liability for illegal movement of funds is not an innovation of modern

legislation, the state has always pursued the goal of controlling financial flows primarily to ensure the sustainability of its own economy. This was most clearly seen in the Soviet period, which was characterized by a state monopoly on financial transactions, and the import and export of national currency was strictly prohibited [1, pp. 39-43].

In particular, until December 7, 2011, Article 188 of the Criminal Code of the Russian Federation, which was included in the chapter "Crimes in the sphere of economic activity", consisted of four parts. Part 1 provided for liability for large-scale illegal movement of goods and other items across the customs border of the Russian Federation, with the exception of those specified in Part 2 of the Article. The second part of this article provided for responsibility for the smuggling of items seized from free civil circulation, for example, such as narcotic drugs, radioactive substances, weapons of mass destruction, military equipment, etc.

Currency smuggling was not considered as a crime that has an independent fixation in one of the norms of the Special Part, but was included in the subject of Part 1 of Article 188 of the Criminal Code of the Russian Federation along with other subjects.

In accordance with the decriminalization carried out in December 2011, the legislator completely abandoned the concept of economic smuggling. Public relations protecting the economic and financial sphere have ceased to be protected [2, Article 7362].

This gap was eliminated by Federal Law No. 134-FZ of June 28, 2013 [3, Article 3207], which supplemented the Criminal Code of the Russian Federation with Article 200.1, providing for liability for smuggling cash and (or) monetary instruments.

A common object for crimes under Articles 200.1 and 200.2 of the Criminal Code of the Russian Federation are public relations protected by the state and regulated by regulatory legal acts in the field of foreign economic activity and customs control.

Indeed, most of the signs of acts in the sphere of foreign economic activity are characteristic of the analyzed elements of crimes: these are socially dangerous, guilty, punishable acts committed in the sphere of economic activity of customs authorities during customs control, during the export and return to the territory of Russia of goods and vehicles across the customs border contrary to the criminal law prohibition [5. pp. 29-34].

However, researchers often overlook certain legal prerequisites that determined the criminalization of these socially dangerous acts, which makes it difficult to form a comprehensive view of their object.

The correct definition of the object of encroachment, in particular, gives grounds in judicial practice to reject the appeals of convicts indicating that this crime does not cause real economic damage to Russia, in fact causing harm only to the rightful owners of funds [9].

In the doctrine, there are practically no problems with determining the object of the crime provided for in Article 200.2 of the Criminal Code of the Russian Federation.

Indeed, the commission of this crime is aimed at obtaining uncontrolled profits at a minimum of costs in conditions of different excise rates and an imbalance in the tax burden with different countries, thereby causing enormous harm to the economic interests of the state. Thus, according to the Federal Customs Service of Russia, the cost of alcohol products and (or) tobacco products illegally moved across the customs border of the EAEU amounted to about 171 million rubles [10].

At the same time, it seems to us that the legal prerequisites for the appearance of this corpus delicti were also the Concept of the implementation of state policy to reduce the abuse of alcohol products and the prevention of alcoholism among the population of the Russian Federation for the period up to 2020 [11, Article 264]; the Concept of Demographic Policy of the Russian Federation for the period up to 2025 [12, Article 5009], The National Security Strategy of the Russian Federation [13, Article 212].

The introduction of such a crime contributes to a decrease in the volume of counterfeit tobacco and alcohol products in wholesale and retail trade, which, in turn, will lead to a decrease in the level of harmful effects from the use of counterfeit and contraband products for the life and health of consumers. The measures taken, in particular, are consistent with Federal Law No. 15-FZ of 23.02.2013 "On the protection of citizens' health from exposure to ambient tobacco smoke and the consequences of tobacco consumption".

This allows us to assert that there is an additional object of criminal law protection - public health, which researchers often forget to point out. In this case, a certain general orientation of criminal legal protection is revealed, implemented through the consolidation of Articles 200.2 (Chapter 22) and 229.1 (Chapter 25) in the Criminal Code of the Russian Federation.

The subject of crimes provided for in Articles 200.1 and 200.2 of the Criminal Code of the Russian Federation, as a rule, is of a blank nature. This problem is noted by all researchers without exception.

A strict definition of the subject of the crimes under consideration is necessary for proper qualification, as indicated by the Plenum of the Supreme Court of the Russian Federation in Resolution No. 12 of April 27, 2017 "On judicial practice in cases of smuggling". So, if special knowledge is required when determining the affiliation of illegally displaced goods or other items to contraband items, then the courts should have appropriate expert or specialist opinions [14].

As a result, we note that the correct establishment of the subject and object of criminal law protection, which are encroached upon by the acts provided for in Articles 200.1 and 200.2 of the Criminal Code of the Russian Federation, allows us to take a broader look at the nature of these crimes, focusing attention, including on additional public relations taken under the protection of the state.

培养未来讲师的数字能力

DEVELOPMENT OF DIGITAL COMPETENCIES IN FUTURE LECTURERS

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本研究论文的目的是在对科学和教育文献的分析的基础上，识别和理论上证实“教师的数字能力”现象的组成结构。已经形成了教师数字能力结构的理论模型。这些组成部分描述了教师有效实施其专业活动所需的能力。研究结果可作为开发培训教学方向学生选修课程、高级培训课程计划和讲师额外教育的基础。

关键词：教育数字化，数字技术，讲师数字能力。

Abstract. *The purpose of this research paper is to identify and theoretically substantiate the component structure of the phenomenon of "teacher's digital competence" based on the analysis of scientific and pedagogical literature. A theoretical model of the structure of digital competence of a teacher has been formed. These components describe the competencies required by the teacher for the effective implementation of their professional activities. The results of the research can be used as the basis for the development of optional courses for students of the pedagogical direction of training, programs for advanced training courses and additional education for lecturers.*

Keywords: *digitalization of education, digital technologies, digital competence of lecturer.*

Digitalization as the main trend of the modern world has taken a leading position in education. The main condition for such development is the modernization of the national educational system, aimed at training a graduate who is able to live and carry out his professional activities in the digital environment, taking into account the requirements for new professions and changing values of society. In the context of the digitalization of the education sector, the professional activity of a teacher is radically changing. The teacher becomes, first of all, "an organizer and motivator of individual and group educational activities of students, an intermedi-

ary between the virtual and real world, a mentor, a navigator of the real social and professional world, a kind of “integrator” of various living spaces of the digital generation”.

The effectiveness of using digital technologies in the educational process has been proven by the practice of organizing distance learning during the COVID-19 pandemic. They turned out to be the instrument that made it possible to preserve the continuity of the educational process. At the same time, the forced transition to distance learning revealed the existing problems in this area.

In this regard, the issues of training future teachers who have the skills and abilities of organizing the educational process in a digital environment, who use digital technologies in their professional activities and who know the features of the “digital generation” and the methods of its teaching and upbringing, are extremely relevant and become the subject of scientific and pedagogical research and broad public discussion. Pedagogical universities are revising the training programs for bachelors in the pedagogical direction of training.

The concept of “digital competence of a teacher” is also considered by foreign experts. The development of a complex of professional competencies of a teacher in the context of digitalization of education is carried out under the guidance of the Education Committee of the European Union, where in 2017 the Digital Competence of Educators (DigCompEdu) profile of teachers was proposed. It is of a recommendatory nature and describes 22 competencies in which the main focus is not on technical skills, but on the teacher's ability to use digital technologies to improve the efficiency of the educational process. S. Kluser, S. Carretero, M. Giralvés, W. Okiff (2018) describe the practice of implementing the European digital competence system (DigComp), consisting of 50 case studies and tools [14].

At the University of Oxford, a study of pedagogical support systems for students in digital learning was carried out, which showed that teachers play a leading role in the development of new skills by their students”. J. Yarbrough emphasizes that in the digital space it is “the teacher who determines the pace of learning, the order of obtaining subject knowledge. The teacher is responsible for the progress of the student”.

Thus, a review of the works of foreign authors shows that the comprehension, description and structuring of the teacher's digital competencies, forming the professional digital competence of the teacher, is a priority area of scientific research and indicates the expansion of the content of his activities, changes in the requirements for training and conditions for the professional development of pedagogical employee.

The analysis of scientific and pedagogical literature showed that the concept of “digital competence of a teacher” is not fully studied (there are no clear definitions of this phenomenon, its structure has been little studied). In our study, under

the digital competence of a teacher we will mean a set of competencies that are constantly updated in the context of improving digital technologies, which are necessary for a teacher to carry out professional activities in a digital educational environment, and we will propose a component content of this concept.

The current stage of development of the domestic system of professional education is characterized by the implementation of the competence-based approach, which is the methodological basis of the federal state educational standards of higher professional education of the third generation and is a necessary condition for the modernization of the system of higher professional education in accordance with world trends, focusing on the activity side of the result and the practical component of the educational process at the university.

Achieving a student of the level of digital competence necessary for professional activity presupposes the acquisition of not only the skills and abilities of organizing the educational process in a digital educational environment, but also the achievement of personal skills and abilities in this area, reflection of their activities, the development of motivation for further study of digital technologies. In these conditions, the training of future teachers should contribute to the development of their readiness to carry out activities with the prefix “self”: independence, self-motivation, self-education, self-development, self-determination, etc.

The reflexive-evaluative component of digital professional competence includes the ability to analyze and self-analyze the performed activity, agree on goals, methods and results obtained, understand one's style of activity, readiness for its creative change, readiness for self-improvement and self-development, skills and abilities self-control, self-regulation, self-awareness and self-realization. The ability of a teacher to reflect in many respects determines the success of his professional actions in new conditions for him. Therefore, the importance of pedagogical reflection especially increases in innovative activities.

In the context of digital education, the reflective-evaluative component makes it possible to realize professional difficulties arising in the process of mastering digital technologies, to realize the level of readiness to use these technologies in the educational process and the degree of satisfaction with such activities.

This research work opens up opportunities for further research in the field of determining the structure of the phenomenon of “digital competence of a teacher”, which is one of the components of the professionalism of a modern teacher that meets the requirements of society in the digital economy. The proposed component composition of the phenomenon of “digital competence of a teacher” can be used as the basis for the development of elective courses for students in the pedagogical direction of training, programs for advanced training courses and additional education for teachers.

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民族教育背景下的文化民族教育学对话
**ETHNOPEAGOGICAL DIALOGUE OF CULTURES IN THE
CONTEXT OF NATIONAL EDUCATION**

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文章从民族教育学的角度，从文化对话的角度，探讨了教育年轻一代的民间传统的理解问题。 特别强调将民间教学材料引入现代教育实践内容的可能性； 提出了关于将民族教育知识纳入教育机构教育工作主流的教学方法、手段、技术和形式的观点。

关键词：民族教育学，教育传统，文化对话，国民教育，教育工作，人格形成

Abstract. *The article deals with the issues of understanding the folk traditions of educating the younger generations in line with the dialogue of cultures and from the standpoint of their understanding by ethnopedagogical science. Particular emphasis is placed on the possibility of introducing folk-pedagogical material into the content of modern educational practice; views on pedagogical methods, means, techniques and forms of integration of ethnopedagogical knowledge into the mainstream of the educational work of educational institutions are presented.*

Keywords: *ethnopedagogy, traditions of education, dialogue of cultures, national education, educational work, personality formation.*

The problems of national education always in one way or another direct a person's thought to comprehend the concept of "culture" (cultura) - from lat. *cultivation, upbringing, education, development, veneration*. And from the perspective of the problem under discussion, the ambiguity of the meaning of this concept largely reflects the diverse complexity of the phenomenon itself. Firstly, in the process of understanding and lexical fullness of this word, it is impossible not to think about the fact that the people are always historically more significant than the population, and that the ethnos, the people always carry a concentrated

spiritual charge of many generations [1:13; 9:3; 10:248]. We agree that if it is difficult to expect something significant from a population group consisting of, say, half a million people, then the cultural heritage of the 500,000th Ossetian people is a fact of world culture. And any small nation with its own folklore, traditions, customs, material culture is an incomparably more significant phenomenon than the same quantitative part of the population of, say, a large metropolis. Unlike the population, even the smallest people have everything or almost everything that is inherent in the largest ethnic groups. Therefore, we must try so hard to preserve the disappearing small peoples, languages, cultures as a world treasure that cannot be artificially recreated. Continuing the examples with the Ossetian people, it is hard to imagine that for every 500,000 of their population, many millions of peoples have their own ancient Nart epic, their own outstanding poet Kosta Khetagurov, their own traditions of brewing and cooking, etiquette, folk rhetoric, etc.

A powerful layer of the ethnic culture of any nation is folk pedagogy, which in ethnopedagogy is called synonymous terms - folk education, folk wisdom of education, traditional culture of education, traditional pedagogical culture. It was this sphere of spiritual and moral manifestation that was very weighty, if not the most important among the peoples who achieved prosperity in key humanitarian areas. In ethnopedagogy, the main criteria of public education are naturalness, effectiveness, continuity, early start, completeness of the pedagogical cycle, combination of influence, individualization, and differentiation. These properties of public education are supplemented and concretized by the features of folk pedagogy, the main of which are the inventory of experience, the hierarchization of relationships and conclusions, improvisation associated with intuition, ingenuity, personification, associativity, paradox, alternativeness, a wealth of means of influencing feelings, consciousness and behavior [3 :80; 4:21-23].

It should be noted that along with the above ethnopedagogical definitions in public education, in folk pedagogy, memories as a spiritual interconnection of the most important events and outstanding personalities, which, as a rule, contain unique retrospective characteristics (self-assessments, assessments, repentance, repentance), episodes, situations, events, have tremendous spiritual impact. Analytical consideration of this phenomenon on the material of ethnopedagogy of many peoples shows that memories of the scale of an ethnos, clan, region, locality, patronymic and even a separate family can be inventoried in the form of episodes, situations, events, representing a unique property of folk pedagogy. Let us emphasize that along with the above criteria of public education, it is the memories that I show and clearly demonstrate that, in the final analysis, the civilizational development of the individual occurs on the basis of the harmonious interaction of the most important macrosocial structures: "... without memory there are no traditions, without traditions there is no upbringing, without upbringing there is no

culture, without culture there is no spirituality, without spirituality there is no personality, without personality there is no people (as a historical personality)" [4:32].

The next thesis, associated with the comprehension of the stated topic, is connected with the question of the relationship between the national and the universal in the ethnoculture of any people. Its paradox lies in the fact that the solution of this issue does not cause any particular difficulties and complications in either ethnology or ethnopedagogy, provided that the following condition is observed, which is often not observed by not completely impartial politicians and national leaders of the chauvinistic persuasion: "in all such cases, the speech should simply go about huge historical scales and spaces - then everything will fall into place, everything will become extremely clear" [4:92]. In this regard, the academician of the Russian Academy of Education Volkov G.N., who summarized the material that is huge in terms of ethnic coverage, writes that the ethnopedagogical concept historically excludes national narrowness, self-isolation and any kind of ethnic confrontation, since education arose when the forehumanity was, as it were, one people of the world, the Earth [3:81].

The given key characteristics of the system of public education are a single typological basis of the ethnopedagogical cultures of the peoples of the North Caucasus and the peoples of Russia, which allows for a multi-level dialogue of these cultures in application to the needs of the educational process of modern educational institutions of various levels (preschool, secondary, higher, postgraduate, additional education), in application to the needs of building harmonious interethnic and interfaith relations in problem regions. The advanced pedagogical experience of the last decades has shown a rather effective effectiveness of the integrated implementation of ethnopedagogical culture and ethnopedagogical dialogue of cultures in the theory and practice of solving the problems of the educational process and creating the basic foundation of peacemaking. Often, even elementary awareness in this area gives its positive results in this field [13; 16].

As for concrete steps to implement ethnopedagogical educational programs, first of all, serious attention is required to the methodology of refraction and adaptation of the features of folk education and folk pedagogy to the features of the educational policy of the country and its regions. In turn, for the implementation of this task, it is necessary to train highly qualified specialists in the creation of curricula, methodological kits, textbooks and manuals, as well as coordinated actions of various educational, social and administrative departments. We emphasize that the problem of creating pedagogical conditions for the preservation of national values - traditions, customs, language - is at the same time the problem of using folk pedagogy as a factor in the harmonization of interethnic communication, which is very important for peoples striving for stable interethnic relations. In modern conditions, educational institutions need educational and methodological

recommendations and manuals that consider the psychological and pedagogical aspects of interethnic communication, outlining the specifics of the worldview, behavior and communication of different peoples, revealing the depth and richness of various folk pedagogical traditions in their comparison and comparison.

Ethnopedagogues dealing with these issues emphasize the extreme importance of paying attention to the specific features of peoples, because national dignity, national pride and national self-consciousness are primarily nourished by the individuality and specificity of each people. Moreover, it is precisely the individual, - as G.N. Volkov, - paradoxically, is a particularly strong cementing factor in the interaction of peoples and their cultures: "In the process of cultural interchange of different peoples, the individual is a kind of the most valuable spiritual currency" [5:18]. Thus, identifying the ethnic characteristics of life and upbringing, reflecting on the historical circumstances that contributed to their emergence, preservation and development, help to better understand other peoples: and the dialogue of cultures, from this point of view, can only arise on the basis of ethnic differences and characteristics. However, the essence of the dialectical interaction of the general, particular and singular at the same time lies in the fact that differences do not mutually exclude each other, but lead to commonality. A comprehensive study of ethnopedagogical traditions vividly illustrates the idea of global pedagogy, when a single humanity, filled with dialogues, appears in all its grandeur.

As the briefest illustrative example, we will cite the folk-pedagogical sayings of different peoples that the best time for gaining knowledge, mastering skills and abilities is considered childhood, adolescence and youth: "One, who did not study in his youth regrets it in his old age" (Osset.), "The branch is bent while it is damp, the child is taught while it is small" (Adyg.), "If you couldn't bend a rod, you will never bend a stake" (Adyg.), Sculpt wax while it is hot, teach a man while he is small (Adyg.), "If you can't bend a rod wet, you can't bend it dry" (Abaz.), "A hoop that was not rolled from a twig, cannot be rolled from a pole" (Chech.), "Things seen in childhood is like an inscription carved on a stone" (Chech.), "The tree bends young (shoot)" (Osset.), "Bend the stake while it is a thin rod, it will grow - you won't be able to bend it" (Balkar.), "What he saw from the nest (as a chick), he will do in flight (as a bird)" (Balkar.), "What I learned as a puppy, one will not forget as a dog" (Chech.), "Bend the tree while it bends, teach the child while it obeys" (Russ.), "Teach while it lies across the bench, for you won't teach once he stretches out" (Russ.), "Teaching to a young brain - is like a seal to soft wax" (Russ.), "On time - with a vine and a thunderstorm, but once time is up - you can't knock out foolishness with a club" (Russ.) [17:86].

All of these proverbs, emphasizing the flexibility and plasticity of children's nature through comparison with a young, pliable twig, with young animals that can be quickly trained, as well as through other natural phenomena, aim parents

and educators at the need and effectiveness of early education. In the examples given, one can see the nature-conformity of traditional upbringing common to all peoples. Proverbs, playing on the properties of various natural materials (a kind of "sopromat"), lead to social, pedagogical conclusions, which became possible thanks to centuries-old educational practice, the ability to comprehend and express them poetically, figuratively [17: 119].

In this case, in folk aphorisms, it would seem that there is no idea of ethnic socialization, but, nevertheless, the texture of the saying is national, and it carries an ethnic pedagogical load. A similar picture is given by a comparison of folk aphoristic incarnations of the ethnopedagogical idea of the importance of imitation in the formation of a child's subconscious reactions. It is known that, as a rule, orders, appeals, explanations will not force a child to behave properly if he sees opposite examples in his environment. The practical experience of many generations has shown that it is possible to educate others only through oneself, through one's own example: "A goat will not be born from a sheep" (Osset); "A hen won't lay a goose egg" (Osset.); "A pear does not fall far from a pear tree" (Chech.); "The apple does not fall far from an apple tree" (Russian); "Whoever's the mother, such is the daughter" (Kabard.); "Pears do not grow on an apple tree, and apples do not grow on a pear tree" (Adyg.).

The given simple examples of one-phrase folklore sayings of different peoples clearly confirm that the comparative perception of ethno-cultural materials by children allows us to solve problems not only of a cognitive nature, but also to operate with the concepts of particular, particular and universal. Foreign materials offered to the child when studying the phenomena of their native culture, being a means of enriching cultural baggage, lead children to the idea that adequate concepts are expressed in the spiritual attitudes of each nation, that many of the coincidences they observe are not accidental, but are due to historical relationships and typological commonality. In the key of the issue under discussion, the observation of the outstanding ethnopedagogue G.N. Volkova: "I am reading Prof. Kadriya Salimova's book "Ascent to Success. Education in Japan: history and modernity", and all the time it seems that I heard a lot half a century ago from Russians, Jews, Tatars, Chuvashs, Yakuts, Maris, Belarusians, Hungarians..." [5:11]. And one more general summary of Academician G.N. Volkova: "Universal human spiritual values are created by the general conditions of all peoples. Any and every national culture is an integral part of world culture. There is constant adaptation, diffusion, interference, sublimation. There is only one alternative to the culture of the national and world, universal to all mankind - lack of culture, or even worse - anti-culture. And so in folk pedagogy, as in real, genuine culture, there is no conflict fund, there is no conflict, so to speak, even the thinnest layer" [5:16].

The focus on the dialogue of cultures involves studying, along with Russian

and foreign languages, the priority of the native language in the education and upbringing of the younger generations, since the influence of the native language on the development of the child's personality is universal and comprehensive. It goes without saying that this is not a matter of slogans and propaganda, and that any infringement of the native language is a social, psychological, pedagogical anomaly, and a school that ignores the native language is essentially anti-national and anti-democratic. The ethnopedagogical concept unequivocally affirms the provision of education and upbringing in the native language among the strategic priorities of the humanistic education system, and also calls for the transfer from generation to generation of the centuries-old richest spiritual experience of the people, their moral foundations, which can at least stop the process of spiritual impoverishment, moral degradation of the younger generations and resist the corrupting influence of pseudo-cultural tendencies alien to the people [8;128;14].

Appeal to the experience of experimental work on the use of ethnopedagogical dialogue of cultures as a substantive basis for educating a personality and forming a culture of interethnic relations shows that the effectiveness of such work increases when special educational work is carried out in lessons on subjects of the humanitarian cycle; connection of interdisciplinary connections that contribute to the organization of a deep perception of ethnopedagogical material; the early beginning of the formation of a culture of interethnic relations, when the conscious assimilation of ethical norms and manifestations affects the subconscious, laying, among other things, positive life and behavioral attitudes. In this work, it is also significant to take into account the need to reproduce elementary domestic and everyday rules of courtesy, courtesy and attention to others, the automatism of the culture of relationships, the culture of behavior, life, discipline, which are the basics, the beginning of the upbringing of spirituality. Taking into account the readiness of children of different age groups for the perception and active assimilation of the relevant sections of the content of education gives its undoubted result; taking into account the individual characteristics of each student, and, of course, it is very important that the teacher has sufficient professional psychological and pedagogical training to work with the appropriate material, which makes it possible to conduct an ethnopedagogical dialogue at all levels of education, because "One can see dignity in the difference between great cultures, and in dialogue one can see the highest form of truth" [11:46]. This dialogue is all the more important because "in folk cultures there is no material for interethnic strife. ...Ethno-pedagogical dialogue, the dialogue of cultures emphasizes the interethnic, universal in the spiritual and moral values of peoples. The peoples speak different languages, but spiritually they are very close to each other" [4:154]. And a constructive inter-cultural dialogue only convincingly confirms the idea of the commonality of the pedagogical cultures of different peoples, their complementarity: "...for no culture,

including the greatest, can be self-sufficient" [4:9].

Thus, a dialogue, comparative study of ethnopedagogical cultures, aimed at an interethnic oriented educational process will contribute to: obtaining educational information about the uniqueness of the culture of the native people, its place in the context of world civilization; awareness of tolerance and non-violence as humanistic values that open the way to rapprochement and dialogue of cultures, mutual understanding of peoples that make up a single and integral humanity; the formation on their basis of such qualities as tolerance, openness, respect for the culture of other peoples, necessary for intercultural communication; the formation of a personality capable of conscious cooperation, mutual understanding, dialogue with other people, including those representing other ethnic groups; educating the younger generations in the spirit of respect for human rights, aiming at promoting the development of civilized forms of interethnic relations.

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外语学习过程中学生创新能力形成的特点
**FEATURES OF THE FORMATION OF CREATIVE COMPETENCE
OF STUDENTS IN THE PROCESS OF LEARNING A FOREIGN
LANGUAGE**

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现代社会的质变——全球信息化、国际关系的扩展，以及它们在现代信息社会中的突出重要性和作用，都暗示着对有创造力的个体的教育，这些个体想要探索和不断发展。因此，大学必须让学生为生活和变革做好准备；培养他们的流动性、活力和建设性等品质。在高等教育发展的现阶段，创新能力是最受关注的问题，是学生全面发展的迫切需要。

关键词：创造力、能力、创造能力、矛盾、障碍、方法

Annotation. *A qualitative change in modern society - global informatization, the expansion of international relations, their predominant importance and role in the modern information society suggest the education of creative individuals who want to explore and constantly develop. As a result, universities must prepare their students for life, for change; develop such qualities as mobility, dynamism, and constructiveness in them. At the present stage of the development of high education, creative competence is of the greatest interest and is an urgent need for the development of a full-fledged student personality.*

Keywords: *creativity, competence, creative competence, contradictions, barriers, methods*

The current stage of development of Russian society is characterized by actively ongoing modernization processes. The requirements of the time and the Russian reality form special requests to the individual: readiness for self-improvement and self-development, focus on innovative activities, the ability to accept new challenges of modernity.

The need for creative personal development is reflected in a number of government initiatives. The National Doctrine of Education of the Russian Federation (2000-2025) emphasizes the fundamental task facing Russian society. Russian education must comply with the innovative model of development of the Russian

economy, which is Russia's strategic choice, the social needs of the Russian population and the task of consolidating Russian society, as well as the requirements of global competition in the markets of innovation, labor and education. Research shows that the educational system of the Russian Federation, functioning today, is insufficiently focused on the development of creative thinking and the formation of the creative potential of students.

Innovative development of Russia is becoming an imperative, in view of which, the task of raising education is one of the key ones. Meanwhile, in the process of learning of future specialists in various fields, certain difficulties arise, that are associated with the formation of a number of intellectual skills.

Thus, in the theory and practice of the formation of creative competence in the process of learning a foreign language a number of contradictions between:

- between the need of the 21st century society for specialists with a high level of development of creative competence, who are ready to demonstrate an unconventional solution to any professional tasks, generate ideas and perceive new information in order to increase the effectiveness of the educational process and a lack of this need in the current traditional system of vocational education

- between a high degree of study of the issue of creativity, the presence of the main provisions of their development among students in psychology, and a much lower degree of study of this issue and the elaboration of recommendations for implementation in the process of teaching a foreign language;

- between the need to develop high-quality, scientifically based provisions on the organization of effective formation of creative competence among students for further scientific and professional activities, taking into account new trends in the development of society, international cooperation in the field of science and education, and the insufficiency of developed theoretical aspects of this problem in the pedagogical literature of higher education when teaching a foreign language;

- between the presence of objective requirements for the formation of creative competence among students in the process of learning a foreign language and a lack of methodological foundations for its formation and evaluation.

Significant changes in the nature of Russian education, its orientation, goals, and content clearly reflect its focus on competencies. After analyzing foreign and national pedagogical literature, it can be concluded that "competence" is the unity of knowledge and experience, and "competence" is the ability of a person to apply them to solve professional, social and personal problems.

Competence is based on the formation of the necessary skills and abilities, the degree of their possession, a set of communicative, constructive, organizational skills, as well as the ability and willingness to practically use these skills in their work.

The society, focused on innovation, is looking for opportunities to develop the

creative potential of the individual. Despite the fact that the number of studies on the topic of creativity is significant, these concepts still have not found unambiguous generally accepted interpretations that shade their semantic characteristics.

It is generally accepted in the Russian science that the generic component that determines creativity is activity (V.I. Andreev, A.F. Losev, V.F. Ovchinnikov, A.G. Spirkin, etc.), and the main criterion of creativity itself and its results is novelty. The specificity of novelty lies in its objective and social significance.

It can be concluded that, mainly, scientists define creativity through the mechanisms of activity (its reproductive and creative components), aimed at achieving new products (material, intellectual), a new quality of familiar things and phenomena. Creativity is a productive form of personal activity that leads to constructive changes in the person himself and the world around him.

In recent decades, there has been a clear trend in the Russian scientific community that humanitarian knowledge is rapidly being enriched with new concepts. One of such acquisitions is the concept of "creativity", which has become widespread in the Russian-speaking environment of the last two decades and has already become firmly established in colloquial speech with many semantic meanings and shades. Creativity has been actively studied by psychologists since the second half of the 20th century. The first use of the term "creativity", implying the ability of a person to abandon stereotypes in thinking, belongs to D. Simpson in 1922. A few decades later, a more complete definition of this term appeared in science, belonging to Alice Paul Torrens. The scientist considered the concept of "creativity" as "an individual's ability to non-standard, creative thinking, an individual's sensitivity to problems and finding ways to solve them, the ability to think flexibly and put forward new ideas; sensitivity to the disharmony of existing knowledge".

In this article, the term "creativity" is understood as a value-personal creative category, which is an essential reserve of personality, determining its ability to generate, develop, accept and implement fundamentally new original ideas and approaches to solving life problems that go beyond traditional thinking patterns in various spheres of human life, as well as in conditions of contradiction and uncertainty, the ability to see a problem where others do not see it, due to increased sensitivity to details, fluency and metaphorical thinking.

The term "creative competence" belongs to the American scientist Joseph Chilton Pierce. The researcher put into this concept the process of creative development of the surrounding world. For the first time the term "creative competence" appeared in the scientific community in the works of R. Epstein. This term means the willingness to adaptively apply the acquired knowledge, independently supplement the knowledge system, as well as the desire for self-improvement. [1]

In the theory of D. Guilford and E. Torrence, creativity appears as a combina-

tion of divergent, convergent and evaluative mental operations. The evaluation criteria are flexibility, fluency and originality of responses to a problematic situation, as well as the sensitivity of the individual to the problem and the ability to rethink information. There are six parameters of creativity. [2]

For the process of forming creative competence, as well as any other purposeful activity, there are a number of factors that either contribute to or hinder its success. Creative competence will be much more successfully formed when overcoming the barriers of creativity. Barriers of creativity are understood as obstacles in creative activity, inhibiting influences and actions of the external environment and the personality itself, which reduce the effectiveness of creative activity or make it unsuccessful. Based on a variety of scientific sources on this issue, it is possible to identify the key barriers of creativity that every creative-thinking person must overcome. In this article, we highlight the internal and external barriers to creativity.

Internal barriers are primarily determined by the internal causes of creativity itself: stereotypes, excessive focus on approval, inadequate self-esteem.

Internal barriers are a reflection of a psychological state leading to inadequate passivity of a person, which certainly prevents him from performing certain actions. The main problem in this situation for the individual is the strengthening of negative emotions and attitudes (shame, guilt, low self-esteem, etc.), which are associated with the action being performed, the task being solved.

External barriers are associated with the influence of the external environment on a person (criticism, stress). In conditions of unconstructive criticism and overwhelming stress, creativity has no opportunities to exist. Creative freedom of thought, which initiates a non-standard vision of the problem, is able to function in an atmosphere of security, acceptance and trust.

Creative competence, which presupposes a constructive exit of the personality beyond the template patterns of thinking, sensitively responds to the system of factors and conditions within which the process of its formation takes place. A number of the following pedagogical conditions contribute to the creative development of the individual:

- The focus of the subjects of activity on creative search
- Modeling of novelty and uncertainty situations
- Activation of the activity of the personality itself
- Providing a positive example of the creative behavior of the teacher
- Availability of a sufficiently equipped scientific and methodological base for the implementation of classroom and independent work of students, and modeling of the conditions in which the indicators of creativity of students are diagnosed and developed
- Integration of interdisciplinary connections

- Realization of the highest phenomenon of reflection

It is especially important in the context under discussion to describe the use of creative teaching methods that help develop skills to solve the problem of an educational project in a new way. Therefore, in this article it seems appropriate to consider the experience of using certain effective methods. Continuous discovery of new things in the learning process contributes to the individual creative development of the student. With heuristic teaching, students themselves find answers to the questions posed by the teacher, tasks, and often offer completely new solutions for the teacher, independently search and analyze possible ways to solve a problem situation, confirm or refute them, sometimes coming to an extremely unexpected result.

In view of its focus on students' own creative activity, the following methods of heuristic learning are of particular importance within the framework of the methodology for the formation of creative competence:

- The method of "implantation". The essence of this method is an attempt to get used to a given object through sensory-imaginative and mental representations, and at the sensory level to perceive, see, understand the answer, features, problem. Feelings and ideas that appeared at the moment of identification with the object are the educational product of the student, which can be expressed in any form in the future.

- The method of "inventing". The method consists in creating a new, previously unknown product as a result of certain mental actions, by replacing the qualities of one object with the qualities of another in order to create a new object, finding the properties of a familiar object in a new environment, changing the studied objects and adding new properties and functions.

- The method of "brainstorming". The task of the method is to collect the maximum number of ideas as a result of freeing participants from inertia and stereotypical thinking. Working in this format contributes to the generation of ideas, the analysis of the problem situation, the assessment of the situation, the formation of creative confidence. At the stage of generating ideas, any criticism is not allowed, then comes the stage of systematization and analysis of accumulated ideas, and evaluation and selection of the most appropriate ones.

- The method of synectics. This method originates from the previous one, but the emphasis in this activity is on carrying out various types of analogies, inversion and associations. The general characteristics of the problem situation are discussed, the first solutions are put forward and eliminated, analogies are generated and developed, analogies are used to better consider the problem, alternatives are chosen, new analogies are sought and returned to the problem.

- The method of heuristic questions. This method is based on seven main questions: Who? What? What for? Where? By what? How? When? By answering the

questions asked, the student discovers a problematic situation from a new perspective, sees its new characteristics and selects effective solutions that have been unexpected up to now.

- The method of symbolic vision. This method is based on observation in order to cognize reality, in which a symbol is a key element that reveals many characteristics and properties of a physical object. Students determine the nature of the relationship between the object and its symbol, which contributes to a deeper understanding of the problem situation.

Creative competence should be formed in a creative didactic environment, in the process of personal and motivational integration of knowledge, as well as their productive development in close to real professional and educational situations, as well as in the course of solving pseudo-professional tasks. In the process of solving such tasks, not only knowledge and skills are acquired, but also a system of working in completely new conditions is worked out using existing experience, during which various models of creative behavior are developed. The integration of interdisciplinary connections is also one of the important conditions for the formation of a student's professional competence, which contributes to the development of creative behavior.

Consequently, the student receives not only knowledge, skills and abilities in the field of his future professional activity, but also the opportunity to develop horizons, critical thinking, develops skills for solving professional problems, independent work and self-education, using accumulated experience, reflection, impact, as well as working in a team. In such a learning process, the level of professional competence of students is constantly evolving, as well as motivation and attitude to the process of educational and future professional activity. Thus, it can be concluded that the formation of creative competence, anticipating further effective activity, is one of the main goals of modern higher education.

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远程学习过程中未来教师数字化能力的形成
**FORMATION OF DIGITAL COMPETENCIES OF FUTURE TEACHERS
IN THE PROCESS OF DISTANCE LEARNING**

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这篇文章将情商的概念作为未来教师心理文化的结构组成部分来讨论。该研究证实了在未来的教师中培养这种个人素质的必要性，以及它对成功的专业活动的重要性。本文分析了未来教师个人领域中情商的结构成分。该研究为未来教师人格结构中情商诊断的主要横截面提供了实证材料。

关键词：教育数字化，数字技术，讲师数字能力。

Annotation. *The article deals with the emotional intelligence concept as a structure-forming component of the future teacher's psychological culture. The research substantiates the need to develop this personal quality in future teachers, as well as its importance for successful professional activity. The article analyses the structural components of emotional intelligence in future teachers' personal sphere. The research provides empirical material for the primary cross-section of emotional intelligence diagnostics in the future teachers' personality structure.*

Keywords: *digitalization of education, digital technologies, digital competence of lecturer.*

The digitalization process caused by global trends in the transition to a digital economy and a digital society requires changes in the technologies used by the modern teacher at school and which are used in educational organizations to train the modern teacher. The age of digital education imposes certain requirements on the preparation of future teachers.

The research relevance is associated with a new round in the development of digitalization in various spheres of society, including educational. The leading position in this process is taken by the training of qualified teachers with mobile critical thinking, ready to competently solve the set of educational tasks in specific conditions.

The constant updating of content in the online space is one of the problems that contributes to the development of a mobile approach to the selection of infor-

mation from both the teacher and the students. It is not always possible to assess the relevance, scientific validity of the updated content in a short time. Therefore, using an integrative approach in the development of students' digital literacy, the teacher at the same time contributes to the development of their universal competencies. One of the ways to achieve this result is the didactic resources of an online lecture, during which the teacher organizes the work of students by setting interactive tasks aimed at developing critical thinking skills.

The digitalization problem of education is caused by a number of socio-cultural factors, among which we can single out the competence-based approach, which implies that the future teacher will go beyond the stable stereotype that information technologies are platforms with technical support for information and communication technologies.

Today in pedagogy there is no clear definition of the "digital competence" concept. As a rule, this concept is used as a synonym for "ICT competence", "IT competence", "digital literacy".

The concepts of "digital competence" and "digital literacy" are also not identical, since the semantic volume of the lexeme "literacy" includes the "competence" concept as "the ability to perform activities on the basis of acquired knowledge, skills and abilities").

The purpose of the article is to substantiate the criteria and indicators for measuring the level of digital competence and to present the results of approbation of the methodology for the digital competence formation of future teachers in the process of an online lecture. The presented diagnostic tools correspond to the selected indicators of the digital competence formation.

In our research, the development of students' digital competencies took place exclusively in the process of distance learning; this approach determined the novelty of the obtained results. In particular, the technologies for information searching on the Internet, the willingness to use mobile communications, the ability to critically evaluate the content, checking it for reliability were assessed.

The teacher's role is to help students, stimulate them to independent reflection, discoveries, new views on the studied phenomenon, subject. At the same time, the teacher and the student remain participants in this process in an active dialogue.

During the experiment, we focused on the characteristics of modern student youth, in particular, the students' desire for mobility, the desire to receive information in an interactive and playful format, appealed to the desire of future teachers to use several streams of information simultaneously [13].

Diagnostics of the digital competencies formation that are used by students in the process of an distance learning was carried out on the basis of the following criteria and indicators:

- motivational: awareness of the need to master digital Internet portals; a strong

desire to use digital resources in their educational and professional activities;

- cognitive-evaluative: knowledge of digital Internet portals with reliable information in the field of educational and professional activities; knowledge of the specifics of using digital Internet resources in their own educational activities;

- operational-reflexive: possession of the technology of searching for reliable information in the process of one's own educational and professional activities; ability to reflect.

At the ascertaining stage of the experiment, the following diagnostic tools were used:

1. Questionnaire, ranked:

- a) by motivational criterion (How often do you use digital content on the Internet in your educational activities? How often do you use digital Internet resources in the process of an online lecture?)

- b) by the cognitive evaluation criterion (What Internet resources do you use in your educational activities? Evaluate your degree of trust in the content on these resources on a 5-point scale. What tasks do you usually solve with the help of digital content?)

- c) by operational-reflexive (What technologies do you use to search for the necessary information? What criteria do you use during choosing digital content on the Internet?)

2. Conducting a provocative lecture by the teacher online in order to determine the level of students' critical thinking and their ability to double-check the accuracy of information.

Methodology. The teacher warned the students in advance that mistakes would be deliberately made during the online lecture (5) and gave the target setting to the students to determine in which part of the lecture these shortcomings were made, suggesting a corrected version. The mistakes nature that are made is quite wide: from spelling errors in the teacher's speech to distortion of factual (textual / visual) information.

To assess the level of digital competence formation, the following levels are identified:

In the process of the formative stage of the experiment, it was important to organize feedback with the students, the teacher corrected the educational process promptly, and also the basis was active communication, during which each respondent had the opportunity to individually accompany and comment during the search and analysis of educational material.

When choosing a structure for digital competence mastering, various models of digital competencies were taken into account, including the European digital competencies model for education, the ECDL digital skills certification program, and research work of the largest company developing testing tools ETS. Analytical

reports on the development and challenges of the digital economy of the OECD, McKinsey, Microsoft, PWC, international experience of universities in integrating skills aimed at developing students' digital competencies and, in particular, the ability to work with data were taken into account.

Digital competencies allow the future teacher to solve various problems in the field of using information and switching technologies. The research shows the future teachers' interest in the formation of digital skills and competencies, with the aim of organizing a digital environment in educational institutions.

Based on the obtained results, the following recommendations can be formulated: to recommend a pedagogical system for introducing the digital competencies formation in future specialists in the process of industrial training; recommend the use of the information and didactic complex as an innovative methodological basis for organizing and teaching as the basis for the digital competencies formation in future specialists.

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俄罗斯联邦高等院校音乐学院中华人民共和国学生工业（教育）实践组织的教学条件

PEDAGOGICAL CONDITIONS OF THE ORGANIZATION OF INDUSTRIAL (PEDAGOGICAL) PRACTICE OF STUDENTS OF THE PEOPLE'S REPUBLIC OF CHINA AT THE MUSIC FACULTIES OF HIGHER EDUCATIONAL INSTITUTIONS OF THE RUSSIAN FEDERATION

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本文专门介绍俄罗斯大学，特别是莫斯科国立师范大学音乐艺术学院在组织工业（教学）实践方面的经验。作者专注于基于能力的模型及其在音乐和教学教育中实施的教学条件。其中包括通过将学生实践活动的学时课程纳入学科学科，为学生专业经验的形成提供预防性培训；启动研讨会（作为一种组织课程的形式），通过案例研究技术以及符号语境（专业导向）学习技术激活学习过程。

关键词：生产（教学实践）、课程、学生实践活动、教育技术、教师-音乐家的专业活动类型

Annotation. *The article is devoted to the experience of Russian universities, and in particular, the Faculty of Musical Art of the Moscow State Pedagogical University in organizing industrial (pedagogical) practice. The authors focus on the competency-based model and the pedagogical conditions for its implementation in musical and pedagogical education. Among these are positioned propaedeutic training for the formation of students' professional experience through the inclusion in the academic disciplines of the curriculum of hours for the practical activities of students; initiation of workshops (as a form of organization of classes), activation of the learning process through the technology of case study, as well as technologies of sign-context (professional-oriented) learning.*

Keywords: *production (pedagogical practice), curriculum, practical activities of students, educational technologies, types of professional activities of a teacher-musician.*

Modern legal documents of teacher training in Russia update the practical activities of students, which ultimately focuses the professional competencies of future music teachers. The long-term experience of Russian universities in organizing teaching practice is of scientific interest to the world community of music teachers, and in particular, China.

Methodological basis of the study:

– the concept of the competency model of education (V.A. Bolotov, I.A. Zimnyaya, T.A. Razuvaeva, B.D. Elkonin);

– an activity approach in the professional development of a teacher-musician (E.B. Abdullin, E.V. Nikolaeva, A.V. Malinkovskaya, T.G. Mariupolskaya, A.G. Kauzova, M.S. Osenneva, G.P. Stulova, G.M. Tsy-pin and others).

The study involved a theoretical consideration of the problem and experimental and exploratory approbation. As a result of the theoretical study, the following conclusions were drawn:

1. An analysis of the scientific and methodological literature on this issue showed that in the organization of practice, the competence-based approach is considered the leading one in the Russian Federation.

2. Competence in the Russian Federation is understood as some internal, potential psychological neoplasms (knowledge, ideas, algorithms of actions, value systems), which are identified in an activity format.

3. Summarizing the experience of Russian universities, it can be argued that the competence-based model for the implementation of pedagogical practice involves the mastery of students:

1) *readiness to organize various forms of music education:*

– identify the purpose, objectives and principles of music education;

– choose methods of music education that are adequate to the tasks set to achieve subject, meta-subject and personal results of mastering musical art;

– to implement in musical and pedagogical activity the main components of the content of musical education;

– apply modern pedagogical technologies in organizing various types of musical activities of schoolchildren in music lessons and in extracurricular activities in the context of circle work / creative associations;

– exercise pedagogical control over the musical development of students;

2) *readiness for methodological support of the process of music education:*

– use textbooks (including digital ones), workbooks on music, DVD-readers of the musical repertoire in the work on the musical education of children;

– draw up educational and thematic plans, work programs, as well as scripts for music lessons and scripts for extracurricular activities for musical education;

– to develop abstracts of speeches on the issues of musical education of children at conferences, pedagogical councils and methodological associations;

3) readiness to manifest in the musical-performing, constructive, communicative and organizational activities the priority qualities of the personality of the teacher-musician:

- musicality: possession of musical abilities, musical taste, performing skills and abilities (instrumental, singing and choirmaster);
- attractions: the ability to respect the personality of the child, the recognition of the child as a value in itself;
- empathy: the ability to be sincere in relationships with children;
- artistry: the ability to have speech expressiveness, director's vision of the lesson;
- creativity: the creative nature of the attitude to the process of musical education;
- tolerance: tolerance and goodwill towards differences of opinion;
- the desire for self-education: the ability to systematize and evaluate pedagogical experience and educational technologies in the field of music education based on the study of literature on musicology and aesthetic development of schoolchildren, introspection of musical and pedagogical activities and self-development of performing skills and abilities.

Experimental and search work on testing the hypothesis was carried out on the basis of the School named after V.V. Mayakovsky, Moscow. The practice involved 3 interrelated stages. At each stage, specific tasks were solved.

The task of the preparatory stage is to introduce Chinese students to the basic school and the traditions of Russian music education.

The tasks of the main stage: the formation of competencies for developing a lesson, conducting a lesson using modern technologies of the educational process, reflecting one's own musical and pedagogical activities.

The task of the final stage: gaining experience in self-analysis during the design of the Portfolio and preparing a speech at the final conference.

Comparing the results of the ascertaining and verification stages of experimental and search work, it is easy to identify a trend towards an increase in high-level indicators and a decrease in indicators of an average level of mastering competencies. Thus, the hypothesis, determined in the course of theoretical understanding of the problem, was confirmed, which allows us to state: the pedagogical conditions for the implementation of the goal and objectives of the production (pedagogical) practice of students of the PRC at the music faculties of higher educational institutions of the Russian Federation are:

- propaedeutic preparation of the formation of the professional experience of students through the inclusion in the disciplines of the curriculum of hours for the practical activities of students;
- a workshop (as a form of organizing classes) and professionally-oriented

learning technologies (case study), aimed at developing in future music teachers of the PRC knowledge, skills, and professionally important qualities that are significant for professional activity;

– contextual (professionally oriented) study by future music teachers of the academic disciplines of pedagogy, psychology, methods of music education.

In this, we relied on the experience of organizing practice by the Faculty of Musical Art of Moscow State Pedagogical University, which allows students of the PRC to:

– to model through quasi-professional and educational-professional activities (terminology of A.A. Verbitsky [1]) the professional work of a music teacher who is able to design the educational process, carry out the musical education of children, diagnose the level of development of the musical culture of students and contribute to their creative implementation in the art of music;

– to give Chinese students an idea and experience of professional activity in the context of the Russian model of music education [2], which, in turn, will be a prerequisite for the formation of competencies for international cooperation between the Russian Federation and China [3].

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俄罗斯和中国比较教育学背景下中国学生掌握的教育技术和钢琴学习初期的方法论支持

EDUCATIONAL TECHNOLOGIES OF MASTERING BY CHINESE STUDENTS OF EDUCATIONAL AND METHODOLOGICAL SUPPORT OF THE INITIAL STAGE OF LEARNING TO PLAY THE PIANO IN THE CONTEXT OF COMPARATIVE PEDAGOGY OF THE RUSSIAN FEDERATION AND CHINA

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本文致力于在俄罗斯联邦和中国的比较教育学背景下，思考教育技术对中国学生在学习钢琴初始阶段的教育和方法支持的发展。作者称其中领先的是案例研究技术，它为学生提供案例材料（教育和方法辅助的印刷版）的独立工作，以形成在自己的专业活动中适应积极的外国经验的能力，以及信息和通信技术，使教育和方法材料的视觉呈现，使学生识别中国和俄罗斯作家弹钢琴教学方法中的共同点和特殊点。

关键词：教育技术，比较教学法，音乐和教学活动，音乐教育教学法，方法，任务，功能

Annotation. The article is devoted to the consideration of educational technologies for the development of educational and methodological support by Chinese students at the initial stage of learning to play the piano in the context of comparative pedagogy of the Russian Federation and China. The authors call the leading among them the case study technology, which provides for the independent work of students with case materials (printing editions of educational and methodological aids) in order to form the competencies of adapting positive foreign experience in their own professional activities, and information and communication technologies that allow visual presentation of educational and methodological materials to identify by students the common and special in the methods of teaching to play the piano by Chinese and Russian authors.

Keywords: educational technologies, comparative pedagogy, musical and pedagogical activity, pedagogy of musical education, methods, tasks, functions.

Comparative pedagogy occupies one of the leading positions among the most developing areas of pedagogical knowledge. The relevance of comparative pedagogical research, its contribution to the processes of globalization and democratization of the world community and an active dialogue of cultures is recognized all over the world. Meanwhile, in musical and pedagogical activity, a contradiction has developed between the relevance of comparative studies and the absence of special studies in the pedagogy of music education that reveal:

– *information-analytical function* of comparing the methods of setting the motor apparatus at the initial stage of learning to play the piano;

- *an accumulative function* that initiates the use of progressive educational technologies for the development of musical thinking of novice pianists-performers;

- *a correctional function* that makes it possible, based on a comparison of the patterns and trends in the development of comparative piano pedagogy, to correct students' own professional activities in the field of educational and methodological equipment at the initial stage of teaching children to play the piano. The indicated contradiction explains the interest in the chosen topic "Educational technologies for the development of educational and methodological support by Chinese students at the initial stage of learning to play the piano in the context of comparative pedagogy of the Russian Federation and China".

Research problem: Pedagogical conditions for the development of teaching and methodological support for the initial stage of learning to play the piano by students of the PRC studying at the universities of the Russian Federation in the context of comparative pedagogy.

Object: the process of musical and pedagogical training of Chinese students.

Subject: educational technologies for the development of teaching and methodological support for the initial stage of learning to play the piano by Chinese students studying in pedagogical universities of the Russian Federation in the context of comparative pedagogy.

Research objectives:

1. Consider the potential of modern educational technologies in the development of teaching and methodological support for the initial stage of learning to play the piano by Chinese students studying in pedagogical universities of the Russian Federation in the context of comparative pedagogy.

2. To develop and test the method of mastering by Chinese students studying in pedagogical universities of the Russian Federation, educational and methodological support for the initial stage of learning to play the piano in the context of comparative pedagogy.

The study is based on the **hypothesis** that: the process of studying by students of the PRC studying at the universities of the Russian Federation, educational

and methodological support for the initial stage of learning to play the piano in the context of comparative pedagogy will be effective if a number of pedagogical conditions are met:

- the use of case study technology, which provides for independent work of students with case materials (printed editions of teaching aids) in order to form competencies for adapting positive foreign experience in their own professional activities;
- an appeal to information and communication technologies in order to present educational and methodological materials for students to identify common and special in the methods of teaching piano playing by Chinese and Russian authors.

Research methods:

- study of psychological, pedagogical and special literature;
- experimental and search work, including ascertaining, forming and verification stages; empirical methods of observation, testing, statistical processing of the results.

The results obtained allow us to state:

1. The leading technology in the study by Chinese students of educational and methodological support for the initial stage of learning to play the piano in the context of comparative pedagogy in lectures is *information and communication technologies*, which:

- enriches the pedagogical tools of lectures and gives them a modern level of providing information on variable methods of teaching piano at the initial stage;
- increases the motivation of learning due to the emotional coloring of the perception of information with the help of video, sound, and texts, which ultimately contributes to the formation of a sustainable interest in comparative pedagogy of music education;
- increases the productivity of training, as it initiates the simultaneous operation of the visual and auditory channels of perception;
- stimulates the cognitive aspects of learning, such as perception, memorization and comprehension of information.

2. The leading technology of seminars in the study by Chinese students of educational and methodological support for the initial stage of learning to play the piano in the context of the ideas of comparative pedagogy of China [1] and the Russian Federation [2] is the *case study technology*, which contributes to the formation and development of practical skills of students:

- *analytical* (willingness to identify the main tasks in the musical development of novice pianists, analyze, compare various author's methods used in the educational process in the Russian Federation and China, highlighting the general and the special);
- *practical* (readiness to use teaching aids of Russian and Chinese authors in

pedagogical practice);

– *creative* (readiness to develop teaching aids for the initial stage of learning to play a musical instrument);

– *communicative* (willingness to lead a discussion in discussing the variant approaches of Russian and Chinese teachers to the initial stage of learning to play the piano);

– *social* (the ability to listen, support in a discussion or argue the opposite opinion of fellow students in the discussion of variable approaches to the development of educational and methodological support for the initial stage of learning to play the piano in the context of cross-cultural didactics);

– *reflexive* (recognition and analysis of one's own opinion about mastering the essential features of the approach to the development of teaching aids for the initial stage of learning to play the piano in the context of comparative pedagogy).

The main guidelines for the use of case study technology in the study by Chinese students of educational and methodological support for the initial stage of learning to play the piano in the aspect of comparative pedagogy of the Russian Federation and China are:

· understanding of case technology as a motivation for active problem-situational analysis based on training future music teachers to solve specific problems in modeling teaching aids for the initial stage of learning to play the piano in the context of comparative pedagogy;

· the expediency of correlating case study with the didactic functions of teaching aids for the initial stage of learning to play the piano: teaching, developing, educational;

· combination of small-group and frontal forms of work of Chinese students.

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关于学生交际能力形成的问题——教育学学士
**TO THE PROBLEM OF FORMATION OF COMMUNICATIVE
ABILITIES OF STUDENTS – BACHELORS OF PEDAGOGY**

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这篇文章讨论了学生交流领域的形成——未来的教师作为激活教学交流的一种手段。作者试图强调这些方法，在理解交际能力及其形成条件时识别语义重音。

关键词：沟通，沟通能力，情感情绪，非语言沟通，感知能力，观察，同理心。

Abstract. *The article deals with the formation of the communicative sphere of students - future teachers as a means of activating pedagogical communication. The authors made an attempt to highlight the approaches, to identify semantic accents in the understanding of communicative abilities and the conditions for their formation.*

Keywords: *communication, communicative abilities, affectothymia, non-verbal communications, perceptual abilities, observation, empathy.*

Modern life puts forward the task of measuring the various degrees of complexity of the variables that characterize the inner world of a person. Particularly high demands are placed on the psychological organization, intelligence, personal qualities of a teacher, psychologist.

The communicative sphere, in our opinion, is the main one, since the teacher constantly has to have communicative connections with other people and maintaining contact is necessary for such a specialist.

The necessary basis for the development of this sphere is such a quality as the

need to communicate with other people. That is, the initial desire to be included in interpersonal communication, orientation towards joint activities. It is known that sociability ensures success in professions, the main feature of which is interpersonal contact.

However, in the study by M.R. Bityanova [2], as well as the study of E.I. Rogov, indicates the undesirability of affectothymia (high scores on the sociability factor), since a person with high scores on this factor is subject to affective experiences, is characterized by strong mood swings during the day. Excessive sociability E.I. Rogov attributes to the deformity of the personality caused by the specifics of professional activity [6]. The above facts relate to the teaching profession.

The second level of communication, which also needs to be considered by a specialist working with people, is non-verbal communication.

The ability to observe gives rise to an important professional quality of a teacher - observation. This is an element of a complex system and has diverse multi-level connections with various aspects of a person's mental life.

The communication skills of a teacher are the abilities that determine the success of the implementation of pedagogical communication. They include the following interrelated groups: perceptual abilities, the actual ability of pedagogical (verbal) communication and the ability of pedagogical technology. Perceptual abilities of a teacher are manifested in the ability to understand other people (students, teachers, parents) [3].

In professions of the person-to-person type, the specific feature of observation is that: it is necessary to see in the external behavior or in the very appearance of a person his internal, mental states or properties; it is necessary to differentiate the signs; associate with interest specifically in a person as an object of observation; the content of activities in these professions involves the interaction of people.

Bodalev A.A. says that the "subtle observation" of a person is an important quality of perception.

"We are very different from each other in the ability to be observant, in the ability to fix the smallest fluctuations in their external behavior and conclude about the true nature of changes in their mood, to note features of behavior or appearance that are hardly noticeable in us and to see the essential in the personality behind them" [4]. The author also highlights the following skills necessary for successful communication:

- 1) the ability to take into account the individual uniqueness of each person;
- 2) the ability to put oneself in the place of another and see the world, work, us, everything that happens through his eyes;
- 3) the ability to choose in relation to another person the most appropriate way of behavior, the way of dealing with him.

Observation implies not only the perceptual and conceptual qualities of the

observer, but also empathic skills. The emergence of empathy implies a developed observation and its connection with thinking and feelings. The ability to take the point of view of another person, imitate his states, understand what is not said aloud, identify with his emotional state, anticipate the development of behavior and mental states - this is the specific content of empathy that manifests itself in the processes of interaction between people.

According to A. Pisa, information in the process of communication is transmitted by words only by 7%, by the nature of sound and intonation - by 38%, and the remaining 55% of information is transmitted by non-verbal means - gestures, facial expressions, appearance [5].

The main characteristics for non-verbal means of communication are movement, space and time. In the process of personal communications, communication-distance zones are important. This is the distance at which people are accustomed to communicate. Violation of the usual distance causes discomfort for the participants.

It should be noted that at all stages, teachers use different methods of conducting a conversation. These include, as already noted, empathic listening, student acceptance.

Emotional-volitional sphere. This group includes qualities such as: self-regulation - the ability to control one's feelings, behavior; Responsibility is the ability to take responsibility for one's actions.

In an experimental study of personal characteristics of practical psychologists, E.E. Smirnova empirically showed that specialists with higher responsibility perform work at a higher professional level.

In addition, it was pointed out that in the absence of one or another professionally necessary quality, there is a desire of a specialist to replace it with such moral qualities as responsibility for one's work, an increased sense of duty. Thus, responsibility performs a compensatory function in relation to the missing qualities, however, such traits as emotional instability and high anxiety cannot be fully compensated by a high level of responsibility.

Some researchers emphasize the need for a teacher to develop such qualities as emotional stability, tolerance, stress resistance, emotional contagiousness in order to ensure the effectiveness of professional activities (in particular, communicative ones) [3].

The negative qualities of a teacher include such personal characteristics as a predisposition to the emotional burnout syndrome, a high level of anxiety, and shyness.

As a subject of psychodiagnostic activity, which is an integral part of the teacher's work (in addition to professional qualities), the teacher must have the following qualities:

- sociability, empathy, goodwill towards the subject;
- high general culture, expressed not only in professional erudition, but also in the presence of a wide range of interests;
- tact and delicacy;
- tolerance for other people's opinions and assessments, expressed in the ability to listen, understand and reassure;
- fluency in speech;
- criticality and flexibility of thinking [1].

R. Kociunas says that the most effective way to develop communication skills is in special exercises before the start of the activity, on separate actions of the upcoming activity [4].

Exercises aimed at developing communication skills: speaking easily and naturally, logically building your story, the ability to listen and hear, the ability to negotiate are necessary for becoming a successful teacher. There are a huge number of exercises, trainings, we will give only two as an example: the "Sentence completion" exercise, aimed at developing communicative competence. One participant tells the story without finishing the sentence; others do it for him.

Exercise "Give the name of a situation": the participants try to name different communicative situations. The exercise is aimed both at improving the ability to differentiate communicative situations in characteristic features, and at developing a linguistic instinct.

M.R. Bityanova sets the goal of the teacher to create conditions for productive activity, to help make informed personal choices, "to constructively resolve inevitable conflicts, to master the most individually significant and valuable methods of knowing, communicating, understanding oneself and others" [2].

So, we define communication skills as such a level of interpersonal experience formation, that is, learning to interact with others, which an individual needs in order to successfully function in society within the framework of his abilities and social status.

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B. WERBER 的小说《天使帝国》中的先例名称
**PRECEDENT NAMES IN B. WERBER'S NOVEL «THE EMPIRE OF
THE ANGELS»**

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本文是对法国后现代主义作家伯纳德·韦伯 (Bernard Weber) 的小说《天使帝国》中真实历史人物和人物比较的简要论文的研究。从《天使的帝国》的文本中，突出了具有先例名称的人物，并追溯了韦伯后现代阅读中图像的展开，并为这些著名人物提供了真实的历史背景。

关键词：韦伯，后现代主义，先例名称，主角

Abstract. *This article is a study of brief theses on the comparison of real historical figures and characters in the French postmodernist author's novel «Empire of Angels» written by Bernard Werber. From the text of «The Empire of the Angels» highlights personalities with precedent names and traces the unfolding of the images in Werber's postmodern reading and provides a real historical background to these famous personalities.*

Keywords: *Werber, postmodernism, precedent names, protagonist*

This study will focus on the role and significance of precedent names in the novel «The Empire of the Angels» by the French postmodernist writer B. Werber. To begin with the definition, «precedent names are widely known proper names which are used in the text not to denote a specific person (city, town, enterprise, organization, etc.), but as a kind of cultural sign, a symbol of certain qualities and properties» [Gudkov, 2003: 152]. As a feature of the works of the postmodernism, the precedent names represent an important means of intertextuality. In the works of B. Werber proper names play an important role.

As for «The Empire of the Angels», it is worth noting that the text of the novel is replete with precedent names, especially in chapter 67, "Un vieil ami" ("An old friend"). It is important mentioning "that among Werber's characters there are

national heroes. Werber's characters include both heroes with nationally specific names and heroes who are bearers of names of global civilisational significance" [Beley, 2021: 2]. Through the use of precedent names the author expresses his attitude to the characters. And also enters into a postmodern linguistic game with the reader, arousing his interest and encouraging him to search for new information about unfamiliar personalities in world history. The prototypes of the protagonists that appear on the pages of the novel are not chosen by chance, they have distinguished themselves by their achievements or introduced innovations that may have changed the way of life not only of their generation but also of their descendants. We can learn about the achievements of "protagonist heroes" from autobiographical notes or from the statements of their contemporaries, who often made their own comments about a historical figure. It is also worth noting that the heroes of the novel are, in fact, real historical figures who are represented by angels. It is significant that Werber's angels have clearly defined characters and outward traits, but apart from different personalities, they have one thing in common: they shine or are otherwise associated with light. Nevertheless, the author reworks their images and interprets and expresses them in his own way as follows.

The study of the images of the novel's characters and their protagonists should begin with the fact that the characters described in the chapter "Un vieil ami" ("An old friend") are called "la bande des comiques du Paradis", "the band of comics of Paradise" [Werber, 2000: 159]. Among the comic heroes one can note the image of Aristophanes, whom the ancients simply called "comic" or "father of comedy", so he can be considered the pioneer of the comedy genre, and the main figure in this "gang". Aristophanes was a master of verse; a special kind of anapestos, which is used in passionate, excited speech, is named after him. In the comedy "Women in the People's Assembly", Aristophanes coined the neologism. It is for his services to literature that B. Werber introduces the image of Aristophanes in the novel.

The next iconic figure mentioned in «The Empire of the Angels» is Oscar Wilde, whom millions of unsophisticated readers, who know no more than a dozen names of English writers of all times, would name alongside those of William Shakespeare and Charles Dickens. How O. Wilde's outstanding contribution to English and world culture has been officially recognised. But, occupying one of the most prominent places in the minds of society's enlightened elite. Finding himself among the "greats", O. Wilde stands out sharply from the writer's milieu with one extraordinarily rare quality, somewhat at odds with the very peculiarity of literature. Moreover, if one studies the writer's biography, one can find at least one work written in French among his works: the play "Salome" ("Salomé", 1891), which left its mark on French literature. A more striking proof that B. Werber admired the figure of O. Wilde is his own statement "If you are not familiar with this writer [Oscar Wilde], I strongly recommend" to become acquainted, in his works

O. Wilde gives "insight into the style, values, life credo, ideas" that concern him not only as an author, but also as a citizen of his country.

The next member of the 'comedians of Paradise' gang is Groucho Marx, the famous American comedian and actor of the 1930s. He was incredibly popular in his day. And his image, the main highlight of which was a bouffant moustache, probably impressed B. Werber, because in addition to *Empire of Angels*, the figure of Groucho Marx can be found in the book «The Laughter of the Cyclops» («Le Rire Du Cyclope», 2011).

Another representative is Wolfgang Amadeus Mozart, characterised by Freddy: "Avant de venir ici, j'ignorais que Mozart était un tel plaisantin. Jamais en reste d'une blague égrillard!" - "Until I got here, I didn't know Mozart was such a joker. Always a witty word at the ready!" [Werber, 2000: 159]. According to Hermann Abert, one of the characteristic features of Mozart's personality was his natural observation of people. This consisted in the remarkable sharpness and accuracy of the characteristics of the people Mozart met. But his judgments were devoid of moralistic pathos, there was only the joy of observation as such and, above all, the desire to bring out the essential in a given person. He did not seek his own benefit. From the letters and memories of his contemporaries, humour and irony occupied a considerable place in Mozart's life. His light-hearted nature as well as his mother's penchant for rude and sometimes vulgar language was also a characteristic of his mother, who loved all sorts of jokes and pranks. Mozart's jokes were witty, particularly when they concerned the people around him. His letters to his family contain many toilet jokes. According to the recollections of Josef Lange, Mozart's entourage had to listen to a lot of vulgarity precisely when he was internally occupied with a major work. His jokes, however, were natural: it never occurred to Mozart to deliberately act like a humourist. He also had a flair for grotesque rhymes and puns - he often invented humorous names for himself and his inner circle. One notable example is when the composer gave his name as Trazom, putting the letters of his surname in reverse order. Even in the marriage register of St Stephen's Cathedral he entered himself as Wolfgang Adam (instead of Amadeus) [Abert, 1983: 518]. Another peculiarity of his personality was his deep susceptibility to friendship. According to Hermann Abert, this was due to his innate kindness of heart and readiness to always help his neighbour. At the same time, he never imposed himself on others. On the contrary, he had a remarkable ability, again, derived from his observations of people, to instinctively recognise in any person who tried to get close to him those traits that were common to him.

The complete opposite of W.A. Mozart is Ludwig van Beethoven, described in the novel as "du genre plutôt rabat-joï" "such a nerd" [Werber, 2000: 159]. If one compares the image of Beethoven's character with the protagonist, one can find certain similarities. L. van Beethoven's biographers describe him as a silent

and thoughtful man who preferred solitude. According to them, he was capable of sitting for hours at a time, staring at one point, totally immersed in his thoughts. To a large extent, the same factors that can explain the phenomenon of pseudoautism, can be attributed to the same strange character, which were observed in Beethoven from a young age and noted in the recollections of all persons who knew Beethoven. "Beethoven's behavior was often of such an extraordinary character that it made communication with him extremely difficult, almost impossible, and gave rise to quarrels, sometimes ending in the prolonged termination of relations even with persons most loyal to Beethoven himself, persons whom he himself particularly valued, considering him his closest friends" [Yurman, 1927: 75].

The next representative is Buster Keaton, who is portrayed in the novel as a cold and unflappable personality. Indeed, although Buster Keaton went down in film history as a clown, he was as sombre in life as he appears to readers. His place in the piece is justified by the fact that this American comedian and director became one of the greatest comedians of silent cinema. He is best known for his silent films, in which his trademark was his unflappable facial expression, for which he earned the nickname "The Great Stone Face". The critic Roger Ebert wrote of Buster Keaton: "in an extraordinary period from 1920 to 1929, he worked without interruption on a series of films that make him, arguably, the greatest actor-director in the history of the movies" [Ebert, 2002: 1].

The image of the French writer and doctor, François Rabelais, is presented very differently in *Empire of Angels*. In his article devoted to the great satirist, the French critic Charles Augustin de Saint-Beuve, summed up François Rabelais as follows: "The seriousness and loftiness of his tastes, the natural and noble ease of his passions, which were in sharp contrast to this era of decadence, soon showed the irrelevance of his presence in a monastery", after which "he finally took off his spiritual, or rather, monastic dress and put on secular ... and went to Montpellier to study medicine" [Saint-Beuve, 1970, p. 296]. However, based on Ch. O. de Saint-Beuve's statement one can conclude that Verber presents the image of F. Rabelais quite different from the real one, according to the interpretation in the novel he appears ironic and hedonistic, while Ch. O. de Saint-Beuve describes him as a determined person.

Among the angels there are also female characters, one of them being Marilyn Monroe, who, according to B. Werber: "Ange, elle possède toujours cette même grâce, cette magie qui ont fait de Norma Jean Baker une légende" - "even in the guise of an angel she is marked by that magical grace which made Norma Jean Baker a legend" [Werber, 2000: 162]. Like her protagonist Marilyn Monroe in the novel by B. Werber's novel, Marilyn Monroe appears as an enchanting beauty. She justifiably occupies a place in *Paradise*, for it is this actress who has become the most discussed and scandalous figure in American cinema. In an interview,

Mikhail Chekhov, Marilyn Monroe's teacher, described her as an unusually perceptive actress. "I condemned the waste of her talent in minor roles, her great potential will be embodied in larger and deeper roles in films. She has a unique acting talent, but does not know how to own it, to direct it," was how her teacher spoke of Marilyn Monroe".

In addition to Marilyn Monroe, there are two other famous American actresses in the novel. But the main difference between Louise Brooks and Greta Garbo and Marilyn is that in «Empire of Angels» they are represented as elderly persons. And B. Werber considers it "unfair that celebrities who die in the prime of life retain their charm, while those who have lived a long life ... are forever marked by the stamp of time" [Werber, 2000: 162]. To understand the reason for the author's regret, one has to understand that B. Werber preserves the images of the protagonists despite the fact that during their lifetime the actresses were as incredible beauties as Marilyn Monroe: contemporaries considered Louise Brooks a sex symbol, while film critics dubbed Greta Garbo "the Swedish sphinx".

Precedent names help Werber to engage in an intellectual game with the reader, encouraging him to analyse the information that is described in the pages of the novel. "Speaking" names serve as a means of irony, for although Werber writes off images from real historical figures, he interprets the protagonists in his own way, resulting in new characters with dissimilar histories and characters.

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伊斯兰教在南高加索和东南高加索地区的传播 VII - XI 世纪
**THE SPREAD OF ISLAM IN THE TERRITORY OF THE SOUTH AND
SOUTH-EAST CAUCASUS VII - XI CENTURIES**

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本文涉及伊斯兰教在东南高加索地区传播的最初几个世纪，提请注意这一过程本质上是进步的，持续了几个世纪。需要强调的是，伊斯兰教的传播各地不尽相同，城乡环境存在差异。值得注意的是，这些变化也影响了成为哈里发一部分的领土的行政系统。

关键词：伊斯兰教、东南高加索、什叶派、逊尼派、吉兹亚。

Abstract. *This article deals with the first centuries of the spread of Islam in the South-Eastern Caucasus, draws attention to the fact that this process was progressive in nature, which went on for several centuries. It is emphasized that the spread of Islam was not the same everywhere, there were differences in the urban and rural environment. It is noted that the changes also affected the administrative system of the territory that became part of the Caliphate.*

Keywords: *Islam, Southeast Caucasus, Shiites, Sunnis, Jizya.*

The conquest of the territories of the South Caucasus by the Arabs took place in several stages and from different directions. The first stage fell on 639, when, after Qadisiyya, the detachment of Khuzayfa ibn al-Yaman - one of the commanders of the second Caliph Umar ibn al-Khattab (634-644) - entered Iranian (South) Azerbaijan (Arab. *Azarbaijan*) from the side of the Armenian region of Andzevatsik already occupied by the Arabs (Arab. *Az -Zavazan*) [6, p. 30].

In 640, Habib ibn Maslama completed the capture of Armenia and settled in Dvin (Arab. *Dabil*). The second stage of the conquest began after the capture of Nihavand and Hamadan by the Arabs in 642, which made it possible to further

advance into the Caspian part of Iran, which by that time no longer represented a single state: each region now built its own relations with the Arabs, either resisting them or making agreements with them. So, near Ardabil in 643, the marzpan of Iranian Azerbaijan Isfandiyar, the son of Farrukhzad, was defeated and signed an agreement with the commander (Amir. *Amir*) Utba ibn Farkad, according to which he recognized the supremacy of the Caliphate, the population subject to him was obliged to pay a poll tax - jizya (from it those who joined the army of the conquerors were freed); in return, Utba ibn Farqad promised not to encroach on the life, property, faith and customs of the locals. After South Azerbaijan, the Arab forces moved north to Derbent, laid siege to it and concluded an agreement with its marzpan Shakhriyar: the townspeople recognized the authority of the Muslims, but were not subject to jizya, since they were responsible for protecting the northern borders that were strategically important for the Muslim state.

Having thus ensured the security of the borders, the commander of the troops of the Caliphate Surak ibn Amr, without coordinating his actions with Umar ibn al-Khattab, sent Buqair ibn Abdallah to Mugan, Habib ibn Maslama to Tiflis, Khuzayfa ibn Asid al-Ghaffari to Alania (in the northern foothills of the Greater Caucasus Range), Salman ibn Rabi' - to Alvania. This caused dissatisfaction with the "commander of the believers" [9, p. 14-15]. Indeed, at this stage, the Arabs managed to conquer only Mugan, with the inhabitants of which an agreement was concluded in 644; in all other areas they met with resistance and were forced to be content with captured war booty.

After the death of Umar in 644, "the population of Azarbaijan renounced their treaty obligations, and the third caliph Usman ibn Affan (644 - 656) sent an army here under the command of al-Walid ibn Uqba, who again conquered Mugan, Bazz and Talysh and imposed power" Commander of the Faithful" to other Azerbaijani districts. Then Habib ibn Maslama entered Kartli, took Tiflis with its surroundings and concluded an agreement with its inhabitants on the same terms, after which a six thousandth detachment under the command of Salman ibn Rabi'i separated from his rati, who went to Baylakan, and later to Partav (Arab. Bardaa) - the capital of Alvania. The resistance here was broken only after Salman, having camped on the banks of the Terter River, made several raids on the city and forced the inhabitants to recognize the authority of the Caliphate by agreement" [9, p. 20].

After some time, the Arabs captured Artsakh, Utik, Sakasena and other Alvan regions, as well as Shamkur, thus spreading their power over the entire right bank of the Kura, which was assigned the designation *Arran*, derived from the local (Nakh-Dagestani or Indo-Iranian) designation Alvania (*Ar[d]an*). After that, Ibn Rabi'a subjugated the rulers of Kabala, Sheki, Cambisena, Kheyzan, Shirvan, Maskut, Lakz, Tabasaran, Filan one by one and renewed the agreement with the Derbent marzpan.

However, soon after that, the inhabitants of Shirvan and Derbent, at the instigation of the Khazar Khaganate, refused to submit to the Muslims. Salman died in the battle of Balanjar, where he went to prevent the invasion of the Khazars in 652/3. Two years later, Usman ibn Affan sent Ibn Maslama as governor to the South Caucasus, and then replaced him with Khuzayfa ibn al-Yaman, who received control of South Azerbaijan (*Azerbaijan*), Arran and Armenia and transferred the residence of the governorship from Dvin to the old Alvanian capital Partav [2, p. 63-64]. However, despite the presence of the governor, the power of the caliph here was not absolute: thus, in Alvania until 705, the Mihranids were in power. With the advent of the Arabs, the system of grassroots administration in Azerbaijan and Arran did not change. Since the Arabs did not possess a state organization similar to that which existed in the Eastern Roman Empire and Sassanian Iran, they initially left the existing orders unchanged.

Gradually, however, the administration underwent structural changes, which were reflected throughout the territory of the Caliphate. All the Caucasian lands included in it constituted the governorship (*amal*) *Arminia*. This name is evidence of the influence that the administrative system of Byzantium had, developed by the middle of the VI century during the transformations of Emperor Justinian I (527 - 565). Like Byzantine Armenia, Arab Arminia was divided into four provinces-vilayets. Arminius I and Arminius II stretched from Tiflis to Derbent in the north and to the Araks river in the south, in the west they were limited by the Lesser Caucasus Range, and in the east by the Caspian Sea. Actually Armenia belonged to III and IV Arminiya [12, p. 107].

Each vilayet was ruled by a divan located in its main city, where the amir presided, in whose hands all civil and military power was concentrated, which was exercised by special officials - *amil* (tax collector) and *qadi* (judge).

In order to gain a stronger foothold in the region, the Arabs pursued a resettlement policy, placing their garrisons in the conquered territories, especially in such strategically important areas as the Derbent Passage, for which special military settlements - *rabats* were built. All related costs were borne by the local population. Entire tribes moved, the natives of which quickly turned into large landowners. According to al-Balazuri, "when the Arabs settled in Azerbaijan, their relatives rushed to them from Kufa, Basra and Syria. Each of them seized [lands] as much as he could, some of them bought their lands from non-Arabs" [6, p. 104-105]. The construction of the first mosques in the region under consideration dates back to the VIII century. Immediately after the conquest of Derbent in 733, Abu Muslim (Maslama ibn Abdul Malik, 685-738), who ruled the Transcaucasus from 725 at the behest of Caliph Hisham, ordered the city to be divided into seven quarters and to build mosques in each, naming them in the honor of the tribes whose representatives were part of his army. A cathedral mosque was also built [8, p. 18].

As for the waqf property, for example, in 883 Caliph Mu'tamid "separated half of the oil and salt fields of Sharvan and transferred them to the waqf to the inhabitants [warriors] of Derbend" [7, p. 107].

There is fragmentary information about the spread of Islam in the writings of al-Balazuri and Ibn al-Athir. To further understand the features of the Islamization of Alvania and Atropatena, it is necessary to consider the relationship between the early Muslims and the heterodox population here. By the beginning of the conquests, Christians predominated in Arran (the interfluvium of the Kura and Araks), Alvania and Mugani, and Zoroastrianism triumphed in Atropatene (Azerbaijan), as well as throughout Iran. It is known from the chronicle of al-Baladhuri that in 18 AH (640) the marzban, on behalf of the inhabitants of Azerbaijan, concluded a peace treaty with Hudhayfa, under the terms of which "he undertook to pay eight hundred thousand dirhems ..., and Hudhayfa undertook not to kill anyone or take captivity, not to destroy the temples of fires, ... and in particular, not to prevent the inhabitants of Shiz from performing dances during their holidays and openly doing what they did (before)" [6, p. 23]. Christians and Jews who agreed to pay jizya and not assist the enemies of the Arabs received the status of dhimmis [11, p. 27].

So, in the early years, the Arabs were tolerant of pagans, their main goal was to collect taxes, and not to spread Islam. However, after the complete conquest of the country, the Christians retained freedom of religion, while the Zoroastrians completely lost it [14, p.107]. This point of view is shared by V.V. Bartold: in his opinion, "there was no forced spread of Islam, and neither Christians nor Zoroastrians were persecuted" [5, p. 777]. On the other hand, Z.M. Buniyatov claims that to the south of the Araks, "where the majuses (magicians) lived, Islam spread by force and the population was given a choice - either to become Muslims or to be exterminated. Therefore, the conclusion of treaties by the Arabs during the conquest of cities and regions of South Azerbaijan is evidence that the population without exception adopted a new religion for them, especially since the adoption of Islam exempted, at first, the population from paying the poll tax" [7, p. 86].

Despite the fact that both Christians and Jews, and Zoroastrians fell under the category of "People of the Book", the attitude towards them was not the same. This is explained by the fact that God-revealed texts were sent down to Christians and Jews from Allah, but they distorted them, while Zoroastrianism is not an Abrahamic religion and its followers belonged to Sabia, whose identification is unclear [11, p. 28].

Speaking about the chronological framework of the adoption of Islam, it should be noted that in the north and south the process was not synchronous. According to al-Balazuri, Al-Ash'as ibn Qays, whom Caliph Ali appointed as the governor of Azerbaijan, upon arrival in the lands allotted to him, discovered that "the majority of its population converted to Islam and read the Koran" [6, p. 329] - that is, the

population of Azerbaijan converted to Islam by the middle of the VII century. (the reign of Caliph Ali fell on 656-661).

In the northern part of Alvania and Arran, the process of accepting Islam was much slower. This is due to the tolerance of Muslims towards Christians and Jews, who constituted the vast majority, as well as the geographical features of the area. I. Mehmetov, referring to Ibn Khaldun, argues that the Arabs, not accustomed to mountainous areas, could not make predatory raids and conduct military operations in such conditions [10, p. 121]. Thus, part of the local population, fleeing the invaders, went further and further into the mountains, retaining their adherence to the Christian faith. Although Christians and Jews were not forced to convert to Islam on pain of death, they had to pay *jizya* in addition to the *kharaj* - such economic pressure eventually led to the fact that the Islamization of Alvania and Arran stretched over several centuries. Thus, later sources report that the inhabitants of Barda became Muslims in 306 AH (919/20 AD). According to A. Alizadeh, the process of establishing the Muslim religion in this area was completed by the end of the X century, but did not lead to the complete displacement of Christianity and Judaism from here. According to E.A. Pakhomov, Muslims were the majority in large cities (Barda, Ganja and Derbent), while rural residents, especially in the interfluvium of the Kura and Araks and the foothills of the Greater Caucasus Range, remained faithful to Christianity [3, p. 59]. A number of independent states also emerged on the territory of the South-Eastern Caucasus. Thus, the lands south of the Kura - Arran, Armenia and Azerbaijan - fell into the hands of the Sajids. The rulers of Shirvan and Georgia, who became dependent on the Sajids, paid tribute to them. The capital of the state was first Maragha, then Ardabil. In 941, the Sajids were replaced by the Salarids, and 40 years later the Ravidids came to power. Under the Ravidids, the territory of the state narrowed, Georgia and Shirvan gained independence. In Ganja in 981, the Kurdish family of Shaddadids came to power. Their state occupied the region of Arran. In Derbent, emirs from the Arab family of Hashimids ruled [18, p. 14]. These dynasties actually enjoyed political independence, but they were part of the Abbasid system of government and recognized the supreme power of the caliph. Although direct power passed into the hands of the dynasties, the South-Eastern Caucasus and Azerbaijan remained in the common cultural and intellectual space of the Muslim world.

In 786, on the orders of Caliph Harun ar-Rashid (786-809), Yazid ibn Mazyad from the Arab tribe of Shayban became the governor of Shirvan. He became famous for fighting the Khazars, who broke through Derbent, and for suppressing the uprising provoked by the previous governor. The Shirvanshahs were adherents of the Sunni direction of Islam (and the Hanafi madhhab). [15, p. 176]. To the north of Shirvan - in Derbent - from 869 to 1069 emirs from the Hashimid dynasty of Arab origin ruled. Like the Shirvanshahs, they were Hanafi Sunnis [11, p. 726].

According to E.A. Pakhomov, in the first half of the XI century, the Shirvanshahs-Mazyadids were replaced by the Kesranid dynasty (1027). [13, p. 14]. However, there was no change of dynasties: in 1027 Shirvanshah Yazid ibn Ahmad was replaced by his son Minuchihr ibn Yazid. Most likely, we are talking about the beginning of the Iranianization of the dynasty. This process was associated with the new ideology of the Shirvanshahs, the meaning of which was their origin from the Sassanids [4, p. 86], which testifies to the weakening of ties with the Caliphate. The latter, however, did not entail attempts to abandon Islam and return to Zoroastrianism, which may indicate that by the middle of the XI century Islam had become an integral part of the life of the state of society.

Thus, the period of the South Caucasus being part of the Caliphate can be called one of the turning points in the history of the region, since it affected not only the socio-economic development, but also the cultural and religious situation, which also affected the self-consciousness of the majority of the local population. From the VIII century, the gradual disintegration of the Caliphate began, and by the beginning of the IX century, a conglomerate of individual states formed that recognized the nominal power of the caliph, which was expressed in the mention of the caliph in the khutba, as well as the minting of coins with his name.

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个人成长是竞争力的社会心理因素
**PERSONAL GROWTH IS A SOCIO-PSYCHOLOGICAL FACTOR OF
COMPETITIVENESS**

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这篇文章讨论了一个人的人格成长作为职业活动主题的影响。介绍了个人成长训练的结果和过程，以提高自我认识水平，灌输沟通生产力技能，提高沟通能力水平，这是基于冲突中行为的技能和能力的。上述要求是每个专业活动主体和集体劳动主体的竞争力因素的社会心理组成部分。

关键词：自我认识、沟通、竞争力、个人成长。

Annotation. *The article discusses the influence of the growth of a person's personality as a subject of professional activity. The result and process of personal growth trainings to increase the level of self-knowledge, inculcate communication productivity skills, increase the level of communicative competence, which is based on the skills and abilities of behavior in conflict, are presented. The above imperatives are socio-psychological components of the factor of competitiveness of each individual subject of professional activity and group subject of labor.*

Keywords: *self-knowledge, communication, competitiveness, personal growth.*

The modern realities of our country are the rapid growth of industrial high-tech production, the development of social infrastructure, modern technologies of medicine and biology, this requires high-level specialists not only in technological, but also in personal terms, the ability to be competitive in market conditions and the aggressive introduction of imported products. Competition is a rivalry that involves not only the creation of favorable conditions for professional activity, but also the presentation of the best results of one's activity. Competition also requires new types of specialists, more professionally responsible, professionally mobile in the context of advanced training (“education is through life”). A competitive personality is a person who has the ability for personal growth and self-development with a focus on achieving success.

The growth of the individual in the conditions offered by the social environ-

ment is an urgent task in the context of the formation and development of the individual. A personality in a social environment, developing and growing, is a socio-psychological phenomenon that ensures the competitiveness of both the subject of activity and his social professional group.

A competitive subject of professional activity in a social professional group creates conditions for increasing labor productivity and is able to work for a “re-sult”, especially if the subject of professional activity is a leader. The personality of the leader in itself is already a determinant of the productivity of the entire professional group, ensuring its competitiveness. [1] A competitive specialist is a professional worker who is able to offer himself as a commodity in the labor market and ask for it a worthy price that ensures the well-being of him and his family. A competitive specialist is one in whom there is a need in society today. [2]

The socio-psychological factor of competitiveness, determined by the personal growth of subjects of labor (both individual and group), is measured by the effectiveness of activities in terms of competencies before conducting classes with specialists and after they are completed. To study determination as a factor of competitiveness, we used personal growth training with a group of employees of the enterprise at the managerial level, who were selected during a preliminary survey.

Then, according to the developed program, personal growth training was conducted, based on improving and detailing self-knowledge, acquiring communication skills and models of constructive behavior. After conducting trainings for personal growth, a second diagnostics was carried out according to the questionnaire. The processing of the obtained results made it possible to correlate the data of the input control and the resulting components using the methods of mathematical statistics.

During the input control of a professional group of middle managers, it was suggested that personal growth can be a socio-psychological factor in the competitiveness of an enterprise. This factor includes a range of psychological and socio-psychological components, namely: personal growth is possible when gaining knowledge and skills of self-knowledge based on the analysis of behavior and activity; acquiring knowledge and skills to build optimal communications, constructive behavior - either conflict-free or using knowledge about constructive ways out of a conflict situation.

To conduct the study, the method of questioning was used in the input control and based on the results of the personal growth training for an objective assessment of changes in the status position of subjects of professional activity.

The methodological basis of the study was the teachings of Myasishchev V.N. in the context of understanding the personality as a system of human relations with the social environment, the provisions of P.K. Anokhin about a person as an individual, subject of activity, personality; representations of Zazykin V.G. about

the integrative nature of competence, including Antsupova A.Ya. about conflictological competence.

Conducted personal growth trainings made it possible to qualitatively increase the level of self-knowledge, instill communicative knowledge and skills in terms of constructive behavior in professional interaction and the most productive models of behavior in conflict, which served as an objective positive socio-psychological factor of competitiveness.

Blocks of personal growth trainings consisted of the following components:

- Self-knowledge. The objectives of these trainings were: understanding and acceptance of one's individuality, gaining self-confidence or increasing the level of self-confidence. Self-knowledge allows you to develop a constructive model of behavior in professional activities, business communication and in conflict situations to ensure the socio-psychological component of the enterprise's competitiveness. For this block, the exercises "Names", "Imagine yourself", "Associations" and others were used.

- Communication. The objectives of these trainings were: to learn to listen without interrupting, to hear and understand the narrator, to convincingly convince a communication partner, which, of course, increases the level of communication skills and, in general, enhances the socio-psychological factor of competitiveness. For this block, the exercises "Soft feedback", "Understand the interlocutor without words" and others were used.

- Behavior. Behavioral training was aimed at preventing conflicts and applying a productive model of behavior in conflict, which increases the level of self-confidence, communication skills and abilities and enhances the socio-psychological factor of competitiveness in the context of professional business communication. For this block, exercises were used: Self-control of emotions, Self-help in an acute stressful situation, and others.

Conducting trainings with a preparatory period required ten days of work. The participants of the training gave feedback, which reflected the opinion that this type and method of advanced training to increase the level of socio-psychological competence to create conditions for the competitiveness of the organization as a whole. Separate opinions of the participants in the educational, diagnostic and training process demonstrated the intention to systematically conduct psychological study in the organization. The resulting survey showed a tendency to increase the level of socio-psychological competence, the level of self-confidence, personal growth and constructive behavior.

In the context of modern social ideas about competitiveness, a competitive specialist is a professional who is able to offer his competencies in the new market conditions as a commodity for an adequate payment for his work. The competitiveness of enterprises is ensured by professionals who have the potential for

personal growth as a socio-psychological factor that determines this imperative of the organization's activities.

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酶疗法在慢性胰腺炎和胰腺切除术后的意外效果
**UNEXPECTED EFFECT OF ENZYME THERAPY IN CHRONIC
PANCREATITIS AND AFTER PANCREAS RESECTION**

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慢性胰腺炎 (CP) 患者和 CP 术后 (PS) 患者。在 108 名 CP 患者和 47 名 PS 后患者中，测定食物刺激前后血液中血清素和乙酰胆碱的浓度。发现在结缔组织发育期间和 PS 之后。经典的刺激方案被打破。副交感神经系统的作用减弱，5-羟色胺能神经系统居于首位，这与经典的、熟悉的垂直刺激相比并不是最好的。酶替代疗法的使用有助于纳入“肠道”大脑，由于其肠神经系统，它恢复了“经典”垂直刺激。

关键词：5-羟色胺，乙酰唑啉，慢性胰腺炎，手术，“肠”脑。

Abstract. *Patients with chronic pancreatitis (CP) and post-surgical (CP) patients with CP. In 108 patients with CP and 47 after CV, the concentration of serotonin and acetylcholine in the blood was determined before and after food stimulation. It was revealed that during the development of connective tissue and after HB. The classical scheme of stimulation is broken. The role of the*

parasympathetic nervous system decreases, the serotonergic nervous system comes first, which is not the best in comparison with the classical, familiar stimulation vertical. The use of enzyme replacement therapy contributes to the inclusion of the "intestinal" brain, which, thanks to its enteric nervous system, restores the "classic" stimulation vertical.

Keywords: serotonin, acetylzoline, chronic pancreatitis, surgery, "intestinal" brain.

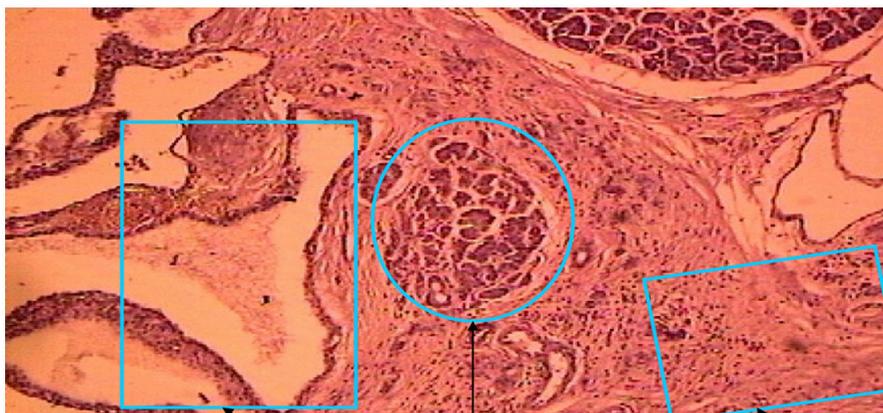


Fig. 1. Pancreas. Severe sclerosis, cysts, "immured areas of the pancreas, impaired blood flow. h&e,x.120

Introduction

Chronic pancreatitis (CP) is characterized by functional disorders that are specific to CP [1,2,3].

Material and methods

108 patients with CP of alcoholic etiology, with different periods of the disease, were examined; the concentration of neurotransmitters (Ns) 5-HT and Ax was determined in the blood.

Results and discussion

A standard breakfast was used as a stimulant. In the blood of healthy people, an increase in 5-HT from 0.19 ± 0.02 to 0.23 ± 0.019 $\mu\text{g/ml}$ ($p > 0.05$) and Ax from 0.8 ± 0.06 to 1.7 ± 0 was observed, 3 mmol/ml ($p < 0.05$), decrease in cholinesterase from 0.4 mmol/ml 30 min to $0.15 \pm 0.01 \text{ mmol/ml}$ 30 min ($p < 0.01$). With a disease duration of 5-10 years after food stimulation, a decrease in Ax ($p < 0.05$) and an increase in 5-HT up to 0.40 ± 0.07 $\mu\text{g/ml}$ were noted, control

0.19±0.02 μg/ml ($p < 0.05$). These features of the concentration of neurotransmitters (N) are more pronounced in patients with complicated or prolonged course of the disease. So, the presence of long-term CP changes the "scheme" of regulatory relations. At the same time, the role of the parasympathetic division of the autonomic nervous system on the food load decreases. With the duration of the disease from 5 to 10 years or more in patients with CP, 5-HT becomes the main stimulant ($p < 0.05$), decompensation of the regulatory mechanisms of the secretory activity of the pancreas increases, stimulated by fibrotic changes. The neurotransmitter ACh loses its dominant role. We believe that enzyme replacement therapy is a vital component of the treatment of these patients. Replacement enzyme therapy promotes the appearance of enzymes in the upper small intestine and this becomes an important regulatory mechanism. We believe that an increase in the concentration of neurotransmitters is a link between the CNS and the "intestinal" brain. The regulatory complex of the noradrenergic, dopaminergic, serotonergic, cholinergic systems and the intestinal brain does not exclude the importance of the functioning of other stimulation systems. Currently, there is little data describing the interaction between some neuromodulatory systems, but nevertheless, conducting studies to determine the concentration of 5-HT and ACh, we revealed an unusual response of neurotransmitters to enzyme replacement therapy when enzymes enter the duodenal cavity. The use of enzyme therapy at a dose of 50,000 IU 3 times / day tends to reduce the concentration of ACh in the blood on an empty stomach from 1.7 ± 0.3 mmol / ml ($p > 0.05$) to 1.5 ± 0.3 mmol / l and even lower, which allows ACh to "return" to the dominant role in the activation of the secretory activity of the pancreas in response to food stimulation.

We believe that enzyme replacement therapy is a vital component of the treatment of these patients. Enzyme release in the upper small intestine becomes an important regulatory mechanism. We believe that PAC release is the link between the CNS and the "gut" brain. The regulatory complex of the noradrenergic, dopaminergic, serotonergic, cholinergic systems and the intestinal brain does not exclude the importance of the functioning of individual systems. Currently, there is little data describing the interaction between some neuromodulatory systems, but nevertheless, conducting studies to determine the concentration of 5-HT and ACh, we have identified an unusual response of neurotransmitters to the entry of enzymes into the upper duodenum. The use of enzyme therapy at a dose of 50,000 IU 3 times / day tends to reduce the concentration of ACh in the blood on an empty stomach from 1.7 ± 0.3 mmol / ml ($p > 0.05$) to 1.5 ± 0.3 mmol / l. return" to the main role of ACh in the activation of the secretory activity of the pancreas in response to food stimulation.

In these patients, enzyme replacement therapy is a vital component of

treatment. Important in the regulatory mechanisms of the work of the intestinal brain is the release of enzymes in the upper sections of the small intestine, which is the center of regulation of motility, the release of PAA and the link between the CNS and the brain "intestine". The regulation of the complex of ascending noradrenergic, dopaminergic, serotonergic and cholinergic systems does not exclude the importance of the functioning of individual systems. Currently, there is little data describing the interaction between several neuromodulatory systems, but nevertheless, conducting studies to determine the concentration of 5-HT and Ax, we have identified an unusual response of neurotransmitters to the entry of enzymes into the upper duodenum. The use of enzyme therapy at a dose of 50000 IU 3 times / day causes a statistically significant decrease in the concentration of Ax in the blood before food stimulation and Ach from 1.7 ± 0.3 mmol / ml ($p < 0.05$) to 1.5 ± 0.3 , and "return" to the main role of Ach in the activation of pancreatic secretory activity in response to food stimulation. On the other hand, the concentration of 5-HT remains high, 0.39 ± 0.06 μ g/ml (control 0.19 ± 0.02). The formed new signaling pathways ensured a high concentration of acetylcholine and serotonin in the blood, active secretagogues, the result of which was an increase in the number of zymogenic granules in acinar cells. Serotonin weakens their biomembrane, and with a large number of zymogenic granules, their aggregation occurs [4], as a result, the release of zymogenic granules from acinar cells is disrupted, this situation can lead to intracellular activation of proteases and cause interstitial necrosis of the pancreas and the development of acute pancreatitis. A disturbed stimulation pathway awakens many other relationships. Serotonin stimulates the release of growth hormone-releasing hormone (HR-H) from the hypothalamus, which enters the pituitary gland through the bloodstream, where it selectively stimulates the synthesis and secretion of somatotropin. We have presented the pathway of action through the central nervous system (CNS), but activation of the "gut" brain can be dispensed with, since the biosynthesis of serotonin, somatoliberin can be carried out in the neurosecretory cells of the intestinal mucosa (SOC). In any case, all this occurs against the background of an altered "scheme" of regulatory relationships. The role of the parasympathetic division of the autonomic nervous system on the food load is reduced. On the other hand, such changes in neurotransmitters "include" the "intestinal" brain into the system of regulation of the function of the pancreas and intestines. Much is said about it, but its mechanism of action is poorly understood. In this case, thanks to the information and communication system of the intestine, the "intestinal" brain ensures the release of serotonin and acetylcholine. But in these patients, the concentration of acetylcholine on an empty stomach is high, and after stimulation it decreases. Serotonin is elevated both

on an empty stomach and after stimulation, the response to food stimulation is preserved. As a result, when the duration of the disease is from 5 to 10 years or more, 5-HT becomes a stimulant ($p < 0.05$), "intercepting" the role of the main neurostimulator of secretion. Ah loses its dominant role, the parasympathetic division of the autonomic nervous system "showed" its failure. Regulatory mechanisms become autonomous, but this is an unfavorable way for an organ to exist. Gradually, in CP, a decrease in the functional activity of the pancreas, due to a decrease in the mass of the functioning tissue.

Conclusion

The use of high doses of enzymes helps to restore the usual stimulation scheme. We believe that the presence of enzymes in the duodenum prevents the release of Ax, which, due to its initial high concentration, no longer affects the secretory activity of the pancreas in response to food irritation. At the same time, an increased concentration of Ax contributes to the development of excitation processes, all this causes the inclusion of inhibition, which was revealed in patients with chronic pancreatitis, we observed a similar picture after surgery. The entry of enzymes into the duodenum turns on the "intestinal" brain, which provides a decrease in the concentration of Ax. We believe that after enzyme replacement therapy, the regulatory system is restored during food stimulation. We believe that the presence of enzymes in the duodenum restores the normal content of Ax in the blood. On the other hand, the concentration of 5-HT remains high $0.39 \pm 0.06 \mu\text{g/ml}$ (control 0.19 ± 0.02), it is involved in the formation of pain syndrome and impaired motor activity of the small intestine.

Thus, the use of high doses of enzymes contributes to the restoration of the usual scheme of stimulation of the secretory activity of P. We believe that the presence of enzymes in the duodenum prevents the disruption of regulatory mechanisms.

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甜但可怕的低酒精和能量饮料
SWEET BUT TERRIBLE, LOW ALCOHOL AND ENERGY DRINKS

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在实验条件下，确定了与使用低酒精（LAD）和能量饮料（ED）直接相关的年轻大鼠（青少年）不典型的病变形成。

材料与amp;方法。使用20只白色Wistar大鼠，1.5个月龄的实验动物，分成4组。第一个对照（完整），动物可以自由获得干净的水和通常的食物。三个实验组 - 可以自由获得水和食物的大鼠被添加到饮水机第一个实验组（TG）与 Energetik（E）“红牛”，第二个 TG 用低酒精饮料（LAD）“黑俄罗斯”和第三个 TG 用准备好的鸡尾酒“Redka”组成：E + 伏特加。在第 14 天和第 45 天进行尸检。尸检后，检查了腹腔和胸腔。结果与amp;讨论：对动物的实验研究使得建立单一的发病机制和饮用上述饮料时微血管损伤之间的因果关系成为可能。低酒精饮料（鸡尾酒）不是无害的饮料，它们会造成毒性损害。在“年轻”大鼠中，出现“老”动物特征的病变。在这种情况下，衰老的不是年龄，而是酒精摄入量。低酒精和能量饮料有助于使用更烈的饮料 - 伏特加（“Redka” - 红牛 + 伏特加）。在动物中，自我保护的主要因素减少了。老鼠拒绝食物和饮料。年轻人容易获得以及被认为是“无害”的低酒精和能量饮料的广泛分布是父母、教育工作者和医生讨论和特别关注的主题。

关键词：低酒精饮料、酒精、心脏损伤、青少年、能量饮料

Abstract. *Under the experimental conditions, the formation of lesions that are not typical for young rats (adolescents) and are directly related to the use of low alcohol (LAD) and energy drinks (ED) was established.*

Material and methods. Used 20 white Wistar rats, experimental animals aged 1.5 months, divided into 4 groups. 1st control (intact), the animals had free access to clean water and usual food. Three experimental groups - rats with free access to water and food were added to the drinker 1st experimental group (TG) with Energetik (E) "Red Bull", 2nd TG with a low-alcohol drink (LAD) "Black Russian" and 3rd TG with a prepared cocktail "Redka" composition: E + vodka. Autopsy at 14 and 45 days. After autopsy, the abdominal and thoracic cavities were examined. Results and discussion: Experimental studies on animals made it possible to establish a single pathogenetic mechanism and a causal relationship between damage to the microvasculature when drinking the above drinks. Low alcohol drinks (cocktails) are not harmless drinks, they cause toxic damage. In "young" rats, lesions characteristic of "old" animals appear. In this case, it is not age that ages, but alcohol intake. Low alcohol and energy drinks contribute to the use of stronger drinks - vodka ("Redka" - Red bull + vodka). In animals, the main factors of self-preservation are reduced. Rats refuse food and drink. The easy accessibility for young people and the wide distribution of low-alcohol and energy drinks, which are considered "harmless", is a subject of discussion and special attention for parents, educators and doctors.

Keywords: *low-alcohol drinks, alcohol, heart damage, teenagers, energy drinks*

Introduction

It has been repeatedly pointed out that low alcohol drinks (LAD) and energy drinks (ED) have a damaging effect on the internal organs of animals and humans and the body's immune defense [1, 2, 3]. But, alas, their use is actively advertised, they are freely available in a wide range in bright and beautiful packaging. Constantly present in retail outlets. Their sale has no restrictions on either quantity or age; there is no visual warning, similar to what is presented on cigarette packs. However, the damaging effect of these drinks on the internal organs is little known. The implementation of these "harmless" drinks is carried out near children's and sports facilities and at transport stops. Teenagers, young people under 25 and women over 45-50 are the most vulnerable and affected by this advertisement. Schoolchildren inform their parents that these are "harmless" drinks, they do not contain alcohol, and receive permission to purchase and use them. Adolescents imitate adults who drink a variety of drinks in cans, start drinking canned drinks, especially energy drinks.

Purpose

Under experimental conditions, establish the damaging effect of these "harmless" drinks and the presence of the effect of addiction to them.

Material and methods – experiments were carried out on white rats weighing 160 - 180 g. The animals were divided into groups of 4 animals in each group, the duration of the study was 30 and 90 days. 1st group (G) - control (C¹) animals, are on the usual food and water regime; 2nd G - the rats had two drinkers: water (C) and a low-alcohol drink (LAD) "Black Russian"; 3rd G - 40% solution of ethyl alcohol in 10% sugar solution, 4th G Energy drink (E), Red bull, 5th - prepared cocktail "Redka" composition: E + vodka. In the morning, the animals were given a dosed amount of feed. The next day, the remains of the feed were weighed and again given a dosed amount of feed. Water and drinks - 0.3 l of water and a second drinker with the studied drinks were poured into the drinkers in the morning. All experiments were carried out in accordance with the rules of humane treatment of animals. Autopsy was performed under ether anesthesia.

Results and discussion

This group of animals corresponds to the age of 13-17 years in humans. After 20 minutes, the animals began to drink the proposed drinks, except for the sweet vodka solution. Addiction to the investigated drinks was noted, except for the vodka solution. After the first intake of low-alcohol and energy drinks, a habit arose for them. The animals required supplements, and the use of water and feed was completely stopped. As an alternative to LAD, the animals were given a sweet ethanol solution that was not addictive. If alcohol was diluted with an energy drink, then addiction arose after 30 minutes. In ordinary life, among young people, this cocktail is in demand in a cafe called Redka (Red Bull + Vodka = Redka).

After LAD, the behavior of the animals changed while in the cage, the rats "closed in on themselves", they reacted less to external irritation - the approach of employees to the cage or noise effects: voice, tapping on the cage did not cause a reaction in the experimental animals. Communication between animals was active. They were in a vertical stance 70% more than normal, after 2-3 hours the rats fell asleep. Animals lacked the motivation for learning and cognition of the external environment. The experimenters had the feeling that the rats were losing their acquired habits - a tolerant attitude towards the attendants. A new habit appeared - an active reaction to the drinker with drinks, to the extraction of this drinker and the addition of the investigated drinks. To these drinks, which are popular with young rats, was added a Redka cocktail, which contained vodka. The control rats do not drink vodka, even when sugar is added. In addition to psychological disorders, according to the literature, it has been established that alcohol causes a violation of cellular and humoral immunity, which is expressed in an imbalance of cytokines IL 1-4 and an increase in IFN γ [3].

Conclusions: in young (adolescent) animals after taking E and LAD, the need for water is reduced by 10%, and feed by 35-40%. To the investigated drinks there is a persistent addiction, which begins in 15 - 30 minutes. The behavior of animals changes in the first 60-90 minutes of excitement, then drowsiness with a pronounced intoxicating effect. Animals are waiting for LAD, every day they drank 350-500 ml of the drink, the absence of LAD causes anxiety and aggression. Young rats, when mixing vodka with an energy drink, begin to consume stronger drinks. In young rats (adolescents), myocardial damage characteristic of "old" rats appears (figure 1, 2).

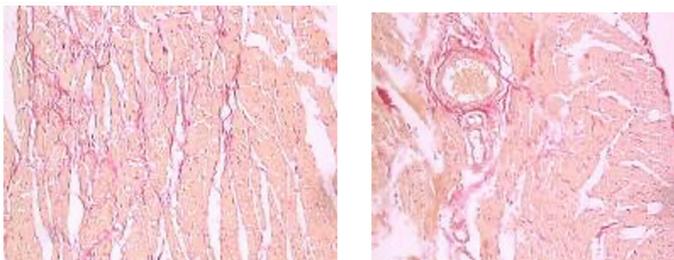


Fig. 1. Micropreparation. Perivascular cardiosclerosis. Hypertrophy of muscle fibers, necrosis of individual muscle fibers. Painting by van gieson x 240.

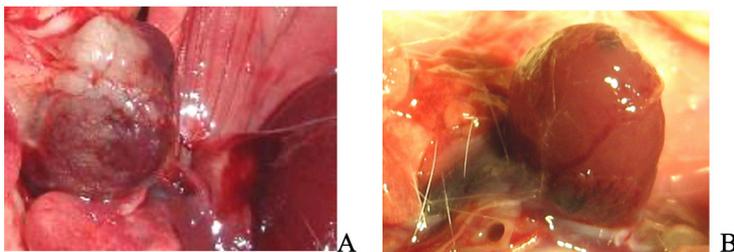


Fig. 2. Macropreparation. A. fatty tissue soldered to the pericardium B. Toxic hemorrhage under the pericardium

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2022年奥林匹克设施建筑与规划组织集群系统——是领土可持续发展的保障

**THE CLUSTER SYSTEM OF THE ARCHITECTURAL AND
PLANNING ORGANIZATION FOR OLYMPIC FACILITIES-2022 —
IS A GUARANTEE OF SUSTAINABLE DEVELOPMENT OF THE
TERRITORY**

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本文重点关注山区体育设施（建筑物和构筑物）的布置，以及对现有建筑物的改造，以适应奥运会等大型国际赛事。使用复杂的城市规划结构（集群）来应对全球性事件——是最便捷的城市规划解决方案系统。将这种集群方法用于山区和自然环境的发展——对于其在各种脆弱性（气候、地形等）和一次性人为负荷和操作密集的条件下实现更可持续发展是必要的。由于人们越来越关注在恶劣的自然条件下为体育赛事创建建筑，特别是最近，人们对这种建筑的独特性、区域和人的共同尺度、环境友好性、真实性以及最终提出了质疑。可持续性。

关键词：山区；体育设施、建筑和规划解决方案、地区的可持续发展；建筑商、替代能源、能源分配、节能、环保设施的专业经验。

Abstract. *The article focuses on the placement of sports facilities (buildings and structures) in mountainous areas, and also the adaptation of existing buildings for large international events such as the Olympic Games. The use of complex urban planning formations (clusters) for global events — is the most convenient system of urban planning solution. The integration of such cluster approaches for the development of mountainous areas and the natural environment — is necessary for its more sustainable development in conditions of various vulnerabilities (climate, terrain, etc.) with an intensive one-time anthropogenic load and operation. Due to the increased attention to the creation of architecture for sporting events in difficult natural conditions, especially recently, questions have been raised about the uniqueness of such architecture, its co-scale of the area and the person, environmental friendliness, authenticity, and ultimately sustainability.*

Keywords: *mountain territory; sports facility, architectural and planning solution, sustainable development of the territory; professional experience*

of builders, alternative energy sources, energy distribution, energy efficient, environmentally friendly facilities.

1. The appearance of new sports facilities in the XXI century should be correlated with specific goals and urban planning methods, and be solved using various innovative methods. The Olympic Games-2022 were held in three clusters, two of which were located in mountainous areas — the Yanqing urban subordination area and the Hebei-Zhangjiakou urban district. There were built: new sports facilities, Olympic villages for residence, training and recreation of athletes.

Issues of innovation, that can be applied in the creation of modern sports facilities for professional competitions in mountainous terrain and difficult construction conditions, include a set of tasks. Thus, the main purpose of the article is to emphasize and identify methods for the design and construction of Olympic facilities in mountainous areas.

2. Literature review.

The issues of sustainability of design in the mountainous area in their research concerned [1,2,3], they not only expressed concerns about new construction, but also expressed the hope that such construction would lead to further development of the region.

Concerns have been raised regarding the potential ecological impact of the 2022 Winter Olympics on surrounding regions.<...> The Winter Olympics could not only affect the current landscape pattern but also drive the distribution of regional investment, population layout and redistributed land use patterns in the future. Each part of planning the construction for these events or future land use management represents a significant source of anthropogenic disturbance [1].

The scale of architectural and planning transformations on the territory of the Olympic Games was described in the works [4,5,6,7]. The design issues of the "Olympic villages," all their positive and negative aspects are well understood in the studies [8,9]. All aspects of the integration new urban planning formations into the existing structure of the area are analyzed in the works [10,11]. The issues of local climatic conditions, relief, ecology, landscapes, vegetation, etc., are considered in the works [12,13,14].

The relevance of this study is undoubted. When design is carried out in complex geomorphological conditions with the laying of new communications, architects and builders create new innovative methodological tools and methods aimed primarily at environmental friendliness and sustainability of architectural and planning solutions.

In the listed research works, the following trends can be identified: the search

for methods for integrating new Olympic objects into the cluster system; the sustainability of architectural solutions for using these objects after the completion of the competition; the introduction of new innovative technologies in design and construction.

The subsequent use of Olympic facilities involves active interaction with local residents and tourists, the inclusion of complexes in active operation, in various modes: training, recreation, sports, children's sections, which are primarily aimed at professional sports, and have properties that can become an instrument for the further development of these territories.

3. The Yanqing Zone¹ represents the hilly terrain northwest of its center and is located in the Mount Haituo region south of the Jundu, Yanshan Mountains and the valley at the southern foot of Mount Xiaohaituo. The Yanqing cluster included a sled and bobsleigh center, a national ski center and an Olympic village. Alpine skiing, bobsleigh, skeleton and luge competitions were held. The architectural concept of the cluster adhered to the idea of sustainability, where a single model was used to distribute objects. The site was planned comprehensively for the convenience of snow sports with the inclusion of a business zone².

For the best use of the territory with difficult mountain conditions, and the complex composite nature of the Olympic events, the natural characteristics of Mount Xiaohaituo were largely used. To create a variety of routes, in the architectural solution, mountain relief lines were used as much as possible. The construction of such a winding track, with elevations of about 150 m between the summit on the north side and the foot on the south, with an average slope of more than 16%, was very difficult. The National Mountain Ski Center will be used further for international competitions and training³.

The Olympic village of Yanqing is designed on the principle of mountain villages in northern China. The village is located at the foot of Mount Haituo. The new development is separate from the protected historic village that once existed here. Given the mountainous location and climatic conditions, the residential buildings were connected to the public area by corridors.

Zhangjiakou Cluster includes: National Biathlon Center, National Ski Jumping Center, National Ski Center, Gentin Snow Park, Zhangjiakou Olympic Village. In Zhangjiakou there took place competitions in cross-country skiing, a double-event, biathlon, ski jumping and freestyle. The biathlon center is located in the lowland, in the valley, and consists of a highway, an administrative building for managing events, stands, a technical building, an equipment warehouse and a

1 Discover Beijing 2022's snow venues.(2019). <https://olympics.com/en/news/discover-beijing-2022-s-snow-venues>

2 <https://www.yandex.ru/search/?text=Yanqing+Olympic+Zone&lr=213>

3 Venues of the 2022 Winter Olympics and Paralympics.

https://en.wikipedia.org/wiki/Venues_of_the_2022_Winter_Olympics_and_Paralympics

shooting range.

The National Ski Jumping Center after the games will be used as a training base.

The National Ski Center is located in Chongli Urban Subordination Area, Zhangjiakou. It hosted cross-country skiing and Nordic combined events. From west to east, its composition includes an administrative part, a sports complex, a technical building, a media center. After the games, only the technical building will be left here, all other structures will be dismantled. A park with a camping area and an outdoor ice center will appear in their place, where various events and sports competitions will take place.

Freestyle and snowboarding competitions were held in the Gentin Snow Park. The park is located on the site of an active ski resort. After the games, his tracks are also dismantled. Zhangjiakou Olympic Village is located southwest of the Yanqing zone, adjacent to the national ski center. This village is existing, it was modernized and re-commissioned, retained the original authentic appearance. All local residents of the village were given the opportunity to visit the facilities of the Winter Olympic Games and their use after the competition⁴.

A railway line has been connected to the clusters, which connected everything into a single complex. This railway connection has planning united the territories among themselves and provided convenient transport accessibility and organization of services for athletes and vacationers in the future.

4. Results.

Within the framework of the project, the concept of sustainable social development was developed and implemented. It provides for the reconstruction of existing mountain villages after the competition. Various infrastructure facilities: residential and non-residential, in both clusters fully satisfy all the needs of the functioning of the local population and tourists after the end of the games; as well as solve the problems of increasing the level of accessibility of the territory and landscape; reflect the eco-friendly nature of the area. The new village in Taijichen Township will be transformed into a business district at the end of the games, which is designed to increase business activity in the territory.

The principle of sustainable development was immediately laid down in the project of the cluster complex for the Olympic Games. Minimal interference in the natural environment has become the most important principle of cluster design. The method of reducing the scale of permanent buildings was immediately adopted; solving the maximum number of zones by creating temporary objects. Restoration measures were immediately thought out to return to environmental friendliness, and anthropogenic impact and environmental damage were minimized.

⁴ Xiaohang Hou. (2022). Beijing 2022 Winter Olympic Games: Discover the Full List of Projects. ArchDaily. <https://www.archdaily.com/976209/beijing-2022-winter-olympic-games-discover-the-full-list-of-projects>

The building of the media center and the hotel "Tech" were built taking into account all the conditions of the mountain area. The contours of each floor of the hotel building correspond to the outlines of the relief; and the space of the media center is thought out as a continuous viewing panorama of objects: "Snow Ruyi" and "Ice Ring." To hold such a major event as skiing, a mountainous area with a large elevation difference is needed.

The main architectural concept of the Yanqing cluster is a combination of architectural, landscape and track innovations, maximizing environmental friendliness and integrating architecture into natural landscapes.

In construction, they adhered to the principle of protecting the soil, and its rational movement, protecting resources: animals and vegetation. Special conditions were created for plant protection, soil preparation was carried out.

The new national ski center as object of the winter Olympic Games, will remain and will act on the constant basis. In the future it will be reconstructed to the park of mountain sports and rest for use in the spring, in the summer and in the fall as the open training center for driving by mountain bicycles and mountaineering. The center will be able to create base for all comers.

After the competition, one of the types of use of the territory will be tourism, carried out mainly during the vacation period with a recreational and educational purpose. All territories have a favorable natural environment and historical and cultural objects. The territory has everything possible for hikes made by means of movement (on foot, skiing, bicycles, motorcycles); and also includes outdoor recreation.

5. Conclusions

The planning organization of the considered zones with Olympic facilities was due to the placement of natural resources – mountain ranges. The compact location of these zones was built on the principle of a sports zone - a residential zone, and is due to the mountainous area. Depending on this, the principle of their formation was determined: in the form of a single complex or a separate structural unit (cluster). Such a cluster may further function as a mono- or polypropilic sports and recreation center for long or short stays.

Several modern methods that have contributed to improving the sustainability and efficiency of the design and construction of Olympic facilities for modern competitions in mountainous areas are:

- smart management of anthropogenic impact on the environment;
- availability of intelligent transport system and infrastructure;
- inclusion of social aspects in the formation of territory stability;
- monitoring, analysis and change of requirements for territories after a period of time;
- availability of a decision support system and analysis of territories to improve

its management;

- distribution of water on the territory of clusters - collection, purification, re-use;

All of the above together provides optimal conditions for organizing activities in mountainous areas. All the elements necessary for organizing the competition: social infrastructure, engineering infrastructure, and their good organization will help improve the efficiency of the main functions, have already reduced construction costs, and included the rational use of local resources.

The greatest influence on the architectural and planning organization of the territory of these zones was the formation of a social infrastructure, which became especially relevant for the prospect of using various objects for public services, mass recreation and health functions.

The subsequent stages of the development of these clusters will be based on their potential urban planning capabilities, which were identified by architects as a result of their comprehensive analysis. This will ensure the flexibility of the design solutions in the future. So any replacement of one object with another will not violate the fundamental concept of the formation of these zones.

The architectural and planning organization of the territories has already acquired decisive importance in the forecast of its prospective development and has become the most stable part. Thanks to this, a promising planning structure, which is based on stable factors —potential resources, and allowing flexibility and multivariability of specific solutions, takes into account the possibility of adjustment in the development and placement of other objects in the future. Therefore, the formation of a promising planning structure of these zones is due not only to the given socio-economic needs, but also to the possibilities for their implementation that have already developed.

The completed project of the cluster organization of the territory of the Olympic Games showed that all environmental protection measures were carried out, a complex of engineering, biological, measures was provided to ensure the aesthetic value of the landscape. The main attention was paid to the protection of the landscape: the correct choice of sites for the placement of buildings; prevention in picturesque places of construction of faceless objects that do not correspond to the natural environment; maintenance of landscape in optimal state, improvement of its aesthetic and functional properties. All these questions were developed and reflected in the synthetic layout scheme.

Thus, it was possible to build an area of the Winter Olympic Games, which is integrated into the natural mountain landscape, which laid a good foundation for the sustainable use of the entire complex after the Olympic Games. The layout in mountainous areas in conditions of limited availability of their individual sections is characterized by the creation of local territories (clusters) – relatively separate

zones with their service centers, united by rail.

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鲟鱼肉在组合产品技术中的应用
**APPLICATION OF PADDLEFISH MEAT IN THE TECHNOLOGY OF
COMBINED PRODUCTS**

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国内水产品市场的发展，在近期国家实施规划和政策中有所规定。尽管现有的鱼类食物来源多种多样，但增加产量和扩大鱼产品范围的前景与新型水生生物的开发有关。就俄罗斯的情况而言，令人感兴趣的是从美国或中国进口的仍然不常见的淡水鱼“白鲟”。在俄罗斯养殖白鲟的经验与在人工水库（通常是池塘）中认真地与鲤科鱼类混养有关。白鲟养殖的良好稳定性和指标使其能够积极评估其在加强国产鱼产品原料基础方面的前景。

关键词：组合产品，白鲟，池塘鱼，复杂加工，生物学价值。

Abstract. *The development of the domestic market of fish products is laid down in the plans for the implementation and policy of the state for the near future. Despite the existing variety of fish food sources, the prospects for increasing production volumes and expanding the range of fish products are associated with the development of new types of hydrobionts. In relation to the conditions of Russia, of interest is the still uncommon species of freshwater fish "paddlefish" imported from the USA or China. The experience of breeding paddlefish in Russia is associated with cultivation in polyculture conscientiously with cyprinids in artificial reservoirs (most often ponds). Good stability and indicators of cultivation of paddlefish made it possible to positively assess its prospects in strengthening the raw material base of domestically produced fish products.*

Keywords: *combined products, paddlefish, pond fish, complex processing, biological value.*

A comprehensive assessment of the possibility of using fish raw materials in the creation of a diverse range of food products is inevitably associated with the study and analysis of functional and technological properties, which are inextricably linked with the need to solve a number of technological problems or put products into production: functions and potential use of raw materials; choice of type, in the ratio and condition of compatibility of the components of the recipe; substantiation of the parameters and modes of processing of raw materials, mainly emulsions and heat treatment; targeted regulation of the properties of individual species and components of raw materials and fish systems used in order to predict the nature of changes in the properties of fish food systems at various stages of technological processing; rational use of protein-containing components; obtaining fish products of a given property and guaranteed quality.

Functional and technological properties in the field of fundamental sciences mean a complex set of physicochemical characteristics of isolated proteins that determine the behavior of food systems during processing and storage with the provision of the desired structure, technological and consumer properties of finished products. Fish raw materials are characterized as a multicomponent dispersion system, as a result of which the classification of the characteristics as FCS of raw materials is accepted [1,2]. In complex real food systems, the behavior of fish protein as the main stabilizing component of the recipe is considered in conjunction with other components of the recipe (fat, water, minerals, mineral elements), as well as with the state of raw materials and environmental conditions that change during technological processing.

Fish farms are close to classical emulsions and are characterized as complex coagulation structures with high heterogeneity [2,11,6]. The assessment of the Federal Customs Service makes it possible to regulate the quality of indicators of finished fish products. Looking at the prospect of paddlefish for the development of the domestic market of fish products, we evaluated the FCS meat of fish (carp, silver carp, paddlefish) "grown at the base of Pavlovsk-ryba LLC (Voronezh Oblast, Pavlovsk) under polyculture conditions". The objects of the study were samples of fish meat, freed from bones, chilled and ground in a meat grinder with a grating diameter of 2*3 mm. FCS (moisture-binding, water-retaining, fat-retaining capacity and emulsion stability) was determined according to the methods [3,4,10].

The meat of traditional pond fish is somewhat inferior to the meat of paddlefish, which correlates with the content and ratio of proteins, fats, moisture, as well as the content and ratio of protein fractions. The best performance of paddlefish meat is associated with a high mass fraction of water- and salt-soluble fractions responsible for hydrophilicity and structure formation. The higher BCC is most likely due to the fact that, apparently, the pH of freshly chilled meat is at a large

interval from the isoelectric point, the functional groups are more ionized. The stability of minced fish is a generalized indicator that characterizes the development of both the water-binding ability of raw minced meat and the water- and fat-holding capacity of heat-treated minced meat and is expressed as the ratio of the amount of moisture and fat related to the mass of the studied raw minced meat during the heat treatment of minced meat.

In the course of the experiments, it was found that after heat treatment, moisture is sufficiently firmly retained by the protein systems of the analyzed minced meat of all the studied fish. Minced meat from paddlefish has higher rates of JUS (83.7%). The results of experimental studies showed a higher emulsifying power (31.8%) and emulsion stability (30.2%) of the paddlefish minced meat sample due to the distinctive abilities of the chemical composition.

Based on the results obtained, new types of fish products are proposed, in particular molded fish meat. Among the products of wide consumer demand, cutlets should be singled out as traditional products for the population in Russia. Given the shortage of meat raw materials (especially beef), as well as to increase the biological value due to raw material combinations, it was of interest to consider the possibility and evaluate the rationality of combinations of meat and fish raw materials in the aspect of new trends in food production related to human health, due to a balanced quality composition and ratio of components included in prescription solutions. Given the lack of meat raw materials and the pace of development of the Russian fishery complex in the future, it is of interest to explore the possibility of combining food systems of meat and fish composition using paddlefish meat. The basis of ongoing experimental studies of the ratio of meat and fish raw materials (paddlefish meat) to ensure quality, biochemical value, consumer demand and technological feasibility.

As meat raw materials, bold pork was used according to the current regulatory documentation in accordance with the modified technological scheme of production. Practical interest is associated with the evaluation of production effects that make up the result of the expediency of a technical solution.

Combining selected components: paddlefish fillet, semi-fat pork, browned onions, potatoes, wheat bread, pasteurized cow's milk, ground allspice, edible salt, breadcrumbs.

Experiment-literary approbation have shown the possibility of technological and economic feasibility to implement development breakthroughs in areas related to the agro-industrial complex with an increase in production volume and ensuring a healthy diet for the population.

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